CATALOG
2019-2020

COLLEGE OF THE REDWOODS

COLLEGE OF THE REDWOODS

2019-2020

CATALOG

of Information & Courses

CATALOG DISCLAIMER

The College reserves the right to amend, modify or otherwise revise any provision in this catalog for reasons including but not limited to:

1. Change in State Law, Education Code, Title 5 or other governing regulations pursuant to the operation of the College.
2. Changes in Board of Trustees Policy or Administrative Regulations.
3. Changes relating to funding, fees, instruction, support services or staffing of the college or any program or course thereof.

These changes may be made without prior notice and may supersede this publication or portion thereof.

This is a print version of the CR Catalog as of August 2019. The online version, located at www.redwoods.edu/catalog is our canonical catalog, and if any differences are found, the online version should be assumed correct.

CONSUMER INFORMATION

In accordance with the Higher Education Act of 1965, Amended 2008, information about College of the Redwoods can be found at www.redwoods.edu/Consumer-Info. To request a paper copy, contact the Admissions & Records Office at 707-476-4200.

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About the College

President's Welcome

Welcome to College of the Redwoods, an exceptional learning environment in which students gain the knowledge and skills they need to be successful. We are committed to providing students an opportunity to achieve their educational goals by offering programs and services designed for students who plan to seek a transfer degree, train for immediate employment or transition to a new career.

As a learning community, we strive to deliver quality education while ensuring that our students remain our top priority. College of the Redwoods offers an environment that allows students to feel challenged, supported and determined—an environment in which you can thrive and succeed.

I invite you to visit the Eureka campus or one of our district-wide educational centers or sites as you make your choice for higher education. I am confident that when you visit, you will discover what makes College of the Redwoods a first-class comprehensive community college.

We look forward to making a positive difference in your life and to you becoming a successful graduate of College of the Redwoods.

Keith Flamer, Ph.D.
President/Superintendent

Accreditation Statement

College of the Redwoods is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, located at 10 Commercial Boulevard, Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Designated lower-division, baccalaureate-level courses at the College of the Redwoods are approved for transfer to all branches of the University of California (UC) and to all of the California State Universities (CSU). College of the Redwoods is approved for the education of veterans under the provisions of public law.

Vision, Mission, Values & Philosophy

Vision

College of the Redwoods is a learning community where lives are transformed.

District Mission

College of the Redwoods puts student success first by providing accessible and relevant developmental, career technical, and transfer education. The College partners with the community to contribute to the economic vitality and lifelong learning needs of

its service area. The College continually assesses student learning and institutional performance and practices to embrace diversity, to encourage a healthy community environment and to improve upon the programs and services we offer, all to promote student learning. (BP 1200)

Values

Student Success and Access: We put students first, ensuring that student learning, advancement, and access are pivotal to all we do.

Educational Excellence and Innovation: We value ongoing and systematic planning and evaluating methods that move us toward excellence.

Honoring Diversity: We value all members of our community and strive to create a diverse, nurturing, honest, and open environment.

Participatory Governance: We value ethical behavior and strive to create a culture where all students, staff, faculty and administrators engage in inclusive, ongoing and self-reflective decision-making processes.

Environmental Awareness: We value the environment and the need to minimize our impacts upon it, utilizing sustainable practices and acting as global citizens.

Community Development: We value the economic and intellectual development of the various communities we serve.

Supportive Culture: We strive to create a supportive, problem-solving culture, and we recognize the proven usefulness of an interest-based approach (IBA) for achieving trust, cooperation and effective problem solving.

Philosophy

The primary objective of the College is the success of each student. We consider education to be a process of intellectual and physical exploration that rests upon the mutual responsibility of the College and the student.

We recognize the dignity and intrinsic worth of the individual and acknowledge that individual needs, interests, and capacities vary.

In fulfilling these objectives and principles, we affirm our intention:

1. To provide the highest possible level of learning

opportunities and counseling to help students realize their personal goals;

2. To provide opportunities for development of moral values and ethical behavior;

3. To enhance self-esteem and a sense of individual responsibility; and

4. To instill an appreciation of the values and contributions of other cultures and increase global understanding among all students.

We will continuously seek and support a dedicated, highly qualified staff that is diverse in terms of cultural background, ethnicity, and intellectual perspective and that is committed to fostering a climate of academic freedom and collegiality. We will encourage and reward professional development for all staff and will all share in the responsibility for student outcomes.

College of the Redwoods affirms its responsibility to address the diverse civic needs of the many communities we serve and to provide leadership in the civic, cultural, and economic development of the North Coast region. (BP 1201)

Academic Calendar 2019-2020

FALL SEMESTER 2019

August 22-23 - Convocation/Flex Days

August 23 - Last Day to Register for Classes

August 24 - Classes Begin

August 30 - Last Day to Add a Class

September 2 - All-College Holiday (Labor Day)

September 6 - Last Day to Drop and Receive a Refund

September 6 - Last Day to Drop without a "W"

September 9 - Census Day

September 20 - Last Day to File P/NP Option

October 31 - Last Day to Petition to Graduate or Apply for a Certificate

November 1 - Last Day for Student- or Faculty-Initiated Drop

November 11 - All-College Holiday (Veterans Day)

November 25, 26, 27, 30 - No Classes (Fall Break)

November 28-29 - All-College Holiday (Thanksgiving)

December 13 - Police Academy Graduation

December 14-20 - Final Exams

December 20 - Semester Ends

December 30 - Grades Due

December 23-27 - All-College Holiday (Winter Holiday)

January 1, 2020 - All-College Holiday (New Year's Day)

January 6, 2020 - Grades Available (Estimated)

SPRING SEMESTER 2020

January 16-17 - Flex Days

January 17 - Last Day to Register for Classes

January 18 - Classes Begin

January 20 - All-College Holiday (Martin Luther King, Jr.'s Birthday)

January 24 - Last Day to Add a Class

January 31 - Last Day to Drop and Receive a Refund

January 31 - Last Day to Drop without a "W"

February 3 - Census Day

February 14 - Last Day to File P/NP Option

February 14 - No Classes (Lincoln's Birthday)

February 17 - All-College Holiday (President's Day)

March 5 - Last Day to Petition to Graduate or Apply for a Certificate

March 16-21 - No Classes (Spring Break)

April 3 - Last Day for Student- or Faculty-Initiated Drop

May 9-15 - Final Exams

May 15 - Semester Ends

May 15 - Commencement - Del Norte

May 16 - Commencement - Eureka

May 16 - Commencement - Klamath-Trinity

May 25 - Grades Due

May 25 - All-College Holiday (Memorial Day)

June 1 - Grades Available (Estimated)

June 11 - Police Academy Graduation

SUMMER SESSION 2020

Summer 2020 Calendar to be determined. There will be at least one week between the end of Spring 2020 and the Start of Summer 2020, and at least one week between the end of Summer 2020 and the start of Fall 2020.

See the live Academic Calendar at www.redwoods.edu/Events/Academic-Calendar

Institutional Learning Outcomes

Institutional Learning Outcomes (ILOs) encompass the whole student experience and apply to the whole institution. The ILOs represent a broad cross-section of campus learning related to the student experience. The outcomes include the knowledge, skills, abilities and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs and service areas.

1. Academic and Career Technical Objectives

Students will successfully acquire program outcomes and complete degrees and/or certificates. The outcome indicates if the objectives stated for degrees and/or certificates are

being met. Students earning degrees will acquire the College's general education outcomes: Effective Communication, Critical Thinking, and Global/Cultural Context.

2. Personal and Professional Development

Students will reach their career, transfer, or personal goals. The outcome indicates if a student's individual goals are being met. This includes the goals of students earning degrees, or of students taking only a few courses for training and/or personal enrichment.

3. Community and Global Responsibility

Students will develop the awareness and skills need-ed to contribute to local and global communities. The outcome indicates if students recognize ways to contribute to their community and the value of effectively engaging in cross-cultural environments.

Locations & Contact Info

Facilities

The College is a multi-site, single-college district offering instruction at the Eureka main campus, the Del Norte Education Center in Crescent City, and several additional instructional sites where courses and programs are offered to serve the educational needs of Humboldt, Del Norte, and western Trinity counties.

Eureka Campus

7351 Tompkins Hill Road, Eureka, CA 95501-9300

Call 707-476-4100 | TTY Machine 707-476-4440 | FAX 707-476-4400 | Call Toll Free 800-641-0400

The Eureka main campus serves approximately 7,000 students and is located on a 270-acre site seven miles south of the city of Eureka. The college's full range of university transfer, professional, personal enrichment, and community education programs are available on the Eureka campus.

Del Norte Education Center

883 W. Washington Boulevard, Crescent City, CA 95531

Call 707-464-7457 | TTY Machine 707-465-2355 | FAX 707-464-6867

The Del Norte Education Center serves approximately 1,000 students and is located on a 34-acre site in Crescent City, 80 miles north of Eureka and 20 miles south of the Oregon border. The Del Norte Education Center offers university transfer programs as well as specific degree and/or certificate programs in Addiction Studies, Business, Corrections, Early Childhood Education, Liberal Arts (with several areas of emphasis), and Licensed Vocational Nursing, along with community education classes.

Klamath-Trinity Instructional Site

P.O. Box 529/65 Orchard Road, Hoopa, CA 95546

Call 530-625-4846 | TTY Machine 530-625-5556 | FAX 530-625-0086

The Klamath-Trinity Instructional Site is located approximately 40 miles northeast of Eureka, on the Hoopa Valley Indian Reservation.

Adult Education

(Eureka Oldtown)

310 3rd Street, Suite C, Eureka, CA 95501

Call 707-476-4520

College of the Redwoods Adult Education offers classes and programs at numerous locations throughout Humboldt and Del Norte Counties. Programs are designed to increase educational attainment and career success by providing the preparation and skills needed for employment, continuing education, and personal growth.

Workforce & Community Education

(Eureka Downtown)

525 D Street, Eureka, CA 95501

Call 707-476-4500 | FAX: 707-443-3417

Workforce and Community Education (WCE) at College of the Redwoods partners with the community to contribute to the economic vitality of the region, provides workforce training to support local employers' needs, and provides lifelong learning opportunities within the District.

Faculty & Administration

Board of Trustees

Sally Biggin, Area 7
Klamath-Trinity/Del Norte

Bonnie Deister, Ph.D., Area 1
Ferndale/Garberville

Richard Dorn, Area 4
Eureka

Bruce Emad, Area 5
Eureka

Danny Kelley, Area 2
Fortuna

Carol Mathews, Area 3
Del Norte

Colleen Mullery, Ph.D., Area 6
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Christine Peters
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Student Right-to-Know Rates

Completion Rate: 20.09%

Transfer Rate: 17.73%

In compliance with the Student Right-to-Know and Campus Security Act of 1990 (Public Law 101-542), it is the policy of our college district to make available its completion and transfer rates to all current and prospective students. Beginning in Fall 2014, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students were tracked over a three year period. Their completion and transfer rates are listed above. These rates do not represent the success rates of the entire student population at the College nor do they account for student outcomes occurring after this three year tracking period.

Based upon the cohort defined above, a Completer is a student who attained a certificate or degree or became 'transfer prepared' during a three year period, from Fall 2014 to Spring 2017. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered 'transfer prepared'. Students who transferred to another post-secondary institution, prior to attaining a degree, certificate, or becoming 'transfer prepared' during a five semester period, from Spring 2015 to Spring 2017, are transfer students.

Academic Freedom

The Board of Trustees and the Academic Senate of the Redwoods Community College District, in an effort to promote and protect the academic freedom of faculty and students, endorse the following policy.

It is the responsibility of the Redwoods Community College District to provide an institutional environment that encourages academic freedom and instills respect and commitment to the obligations required to maintain these freedoms.

Academic freedom represents the continual search for truth, and it includes protection for the teacher to teach and for the student to learn without coercion, censorship, or other forms of restrictive interference. Academic freedom recognizes that freedom to teach and freedom to learn imply both rights and responsibilities within the framework of the law. Free discussion and free access to information, therefore, are the heart of the continuing search for truth.

Academic freedom is the freedom to discuss all relevant matters in and outside of the classroom, to explore all avenues of scholarship, research, and creative expression. When faculty members speak or write as citizens, thereby exercising their constitutional right of free speech, it should be as persons who are free from institutional censorship or discipline. With academic freedom comes academic responsibility which implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution. (BP 4030)

Campus Policies & Regulations

Find the full text of all current Board and Administrative Policies (BP/APs) in our online repository.

Changes in Requirements

College of the Redwoods reserves the right to change regulations whenever it is deemed necessary, taking precautions that such changes do not cause hardship or injustice to students already enrolled at the College.

Copyright

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

Grade Change Policy

BP 4231 | AP4231

1.0 Course Grade Challenge

According to California Educational Code, "When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor(s) of the course and the determination of the student's grade by the instructor(s), in the absence of mistake, fraud, bad faith or incompetency, shall be final" (76224a).

Any student who believes he or she has a grade grievance shall make a reasonable effort to resolve the matter through direct communication between the student and instructor. If the student's concern cannot be resolved, this procedure outlines the course grade challenge process. The course grade challenge process is not a legal proceeding. An observer may attend meetings as support but may not act as legal counsel. When challenging a grade assigned by an instructor, the burden of proof is on the student to provide evidence of mistake, fraud, bad faith, or incompetence.

- Mistake: an unintentional act, omission or error by the instructor or the college, such as an error in calculation or data entry.
- Incompetence: a lack of ability, legal qualification, or fitness to conduct and fairly grade a course, which is usually pervasive and not restricted to one student or one incident.
- Bad Faith: assigning a course grade that is not based on the grading system found in the course syllabus, changing the grading criteria to the detriment of student(s) without prior, documented notification, or not applying uniform grading criteria to all students within the same course.
- Fraud: deliberately assigning a course grade in order to secure unfair or unlawful gain, material or otherwise.

Step 1: **Discuss the Issue with the Instructor**. Every attempt should be made to discuss the issue with the instructor. However, if the instructor is not available or the student does not wish to meet, the student should discuss the matter with the appropriate instructional administrator (generally, the division Dean or area Director). If the instructor agrees to the grade change, they will initiate the appropriate grade change process. If the student does not feel the issue has been resolved, they may proceed to Step 2.

Step 2: **Student Files a Grade Challenge Form** A student may file a Grade Challenge Form, Grade Challenge Written Statement and supporting evidence with the Dean/Director no later than one year from the last day of the semester (according to the Academic Calendar) in which the grade was received. Within ten (10) work days of receiving the form, the Dean/Director will forward a copy of the completed Grade Challenge Form, Grade Challenge Written Statement, and supporting evidence to the instructor. In the event that the instructor is on leave or no longer employed by the District, the Dean/Director may appoint another discipline-appropriate faculty member as a substitute in these proceedings.

Step 3: **Instructor's Formal Response to Grade Challenge**. The instructor (or faculty designee) shall submit a written rebuttal to the Dean/Director which includes the criteria used in determining the course grade or shall submit a voluntary change of grade. If needed, additional information may be requested by the Dean/Director from the student and/or instructor. The rebuttal or notification of grade change will be sent to the student. The instructor's is required within fifteen (15) faculty-contracted work days of their notification of the challenge. During times when faculty are not under contract to teach, the course instructor is not mandated to respond, and the student may need to wait until the faculty member resumes contracted work days.

Step 4: Meeting with Dean/Director, Student and Instructor. Following review, the student's Challenge documents and instructor's rebuttal, the Dean/Director shall attempt to meet with the student and the instructor together to attempt to resolve the dispute. If the attempt to meet with all parties is unsuccessful, then the Dean/Director shall attempt to meet with each individually.

If the student does not attend this meeting and does not contact the Dean/Director to reschedule within one week, the course grade challenge is terminated. In addition, after two unsuccessful attempts to reschedule, the course grade challenge is terminated.

The Dean/Director may request additional documentation from either student or instructor to help in the mediation process, which may require follow-up. If the Course Grade Challenge is not resolved or terminated at this step, the student may then proceed to Step 5.

Step 5: **Appeal to a Course Grade Challenge Committee** The student may file a written request with the Chief Instructional Officer (CIO) for a review of the evidence by a Course Grade Challenge Committee. The written request for a review must be submitted within fourteen (14) calendar days of the completion of Step 4. Failure to submit this request within fourteen (14) calendar days terminates the Course Grade Challenge. Upon receipt of this request, the CIO shall convene a Course Grade Challenge Committee comprised of two faculty members, two students, and the CIO who shall serve as the non-voting chair.

The evidence provided to the Course Grade Challenge Committee shall consist of the following: the Grade Change Challenge Form, Grade Challenge Written Statement, the student's supporting documentation, the instructor's rebuttal (including grading criteria), and any other relevant information collected by the Dean/Director.

The CIO/Chair shall advise the student and the instructor of the date, time and location of the appeal hearing. The closed meeting shall be informal and shall take place before the entire Course Grade Challenge Committee. Each party may have one advocate who does not act as legal counsel, and no other witnesses representing either party may attend. The format and duration of the meeting shall be left to the discretion of the committee. The burden of proof rests with the student. The student and the instructor shall answer questions related to the materials submitted in Steps 2-4.

At the close of the meeting, the decision to affirm or deny the student's Course Grade Challenge shall be determined by a

majority vote (the CIO will vote only in the case of a tie), and shall be based solely upon substantiation of mistake, fraud, bad faith, or incompetence (Ed. Code 72224). The Committee shall submit a written report of its decision to the CIO within three (3) working days of the meeting or review of the written record, as the case may be. The Chief Instructional Officer shall notify the instructor and the student of the outcome within three working days after receiving the Committee's written report. The Committee's written report shall be considered confidential. At the conclusion of this process, all documentation will be secured in the office of the CIO.

The decision of the Course Grade Challenge Committee will be final.

2.0 Late Withdrawal

Students who have extenuating circumstances beyond their control (i.e., medical issues or military orders) may petition for a withdrawal after the deadline. Students must complete a petition, include detailed information and attach verifying documentation within one year of the term in question.

3.0 Security of Grade Records

The District shall implement security measures for student records that assure no person may obtain access to student grade records without proper authorization. These measures shall be installed as part of any computerized grade data storage system.

The measures implemented by the District shall include appropriate security for database access and locking mechanisms for computer stations from which student grade databases can be viewed, and strict limits on who is authorized to change student grades.

Anyone authorized to change grades shall be designated by the CIO or his/her designee. No more than five employees who must be regular, full-time employees of the District, may be authorized to change student grades. Only regular full-time employees of the District may be authorized to change grades. Student workers may not. Have general access to grade databases at any time, nor may they alter grade data.

Anyone who discovers unauthorized activity in grade databases shall notify the CIO or his/her designee who shall immediately take steps to lock the grade storage system entirely while an investigation is conducted.

If any student's grade record is found to have been changed without proper authorization, the District will notify 1) the student; 2) the instructor who originally awarded the grade; 3) any educational institution to which the student has transferred; 4) the accreditation agency; and 5) appropriate local law enforcement authorities.

Whenever a grade is changed for any reason, corrected transcripts will be sent to any educational institution to which a student has transferred.

Any student or employee who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be subject to discipline in accordance with District policies and procedures.

Any person who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be reported to the appropriate law enforcement agency having jurisdiction over the college where the incident occurred.

References: Education Code Sections 76224 and 76232; Title 5 Section 55025

Approved: 10/03/2011 Former Administrative Procedure #528.01"Regulations Regarding Academic Complaints," Adopted by Board of Trustees: June 6, 1994

Amended: 12/8/15, 8/31/2018

Nondiscrimination - Equal Opportunity

College of the Redwoods is committed to equal opportunity in employment, admission to the College, and in the conduct of all of its programs and activities.

CR's policy complies with California Education Code and Title 5 of the California Administrative Code, and with related federal laws (Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973).

Under these regulations, College of the Redwoods guarantees that no person shall be subjected to discrimination on the basis of ethnic group identification, religion, age, gender, sexual orientation, color, or physical or mental disability under any of its programs or activities.

All classes are open to those who have met the academic prerequisites. The College also affirms its commitment to equal opportunity employment as a part of its Equal Employment Opportunity District Plan.

The Director of Human Resources is the college officer responsible for insuring District compliance with these regulations. Inquiries concerning the application of the above federal and state laws as well as the following:

I. Unlawful discrimination - Equal Opportunity

Title 5 C.A.C., Title IX/Title VI and VII:

II. Section 504

Staff Diversity Coordinator 707-476-4144 should be directed to the Director of Human Resources.

Parking Regulation

Parking Regulation: BP/AP 6750

All parking on the College of the Redwoods campuses is at the discretion of the vehicle operator. College of the Redwoods assumes no liability for loss or damage incurred by any vehicle or its contents while on college property. Additionally, all parking on the Eureka campus is by permit only.

Purchase of a parking permit does not guarantee that a parking space will be available in the area desired. A student parking permit authorizes the purchaser to park in any general parking area on campus identified with white markings, unless posted otherwise. Posted signs and markings designate various parking restrictions and/or special purpose parking, and must be obeyed. Below is a list of the most common parking spaces, and are identified with markings of:

- RED - No Parking
- BLUE w/BLUE Sign - Disabled
- BLUE w/WHITE Sign - Short-Term Medical Disability
- YELLOW - Loading Zone
- GREEN - Staff Parking
- WHITE - General Parking

Special purpose parking permits are available through Public Safety to allow loading and unloading, or for commercial service vehicles providing service to computers, copiers, other equipment or construction on campus. Special VIP permits are also available at Public Safety upon approval.

Parking Permits by Term (Semester, Annual, and Summer)

All vehicles at the Eureka campus without special parking permits or a Disabled Blue placard must have a Term Permit or a Daily Permit. Vehicles without permits may be cited. All Term Permits must be displayed clearly visible and on the lower driver's or passenger's side windshield facing out, or on a hangtag if multiple vehicles are registered to the permit. A Term Permit that is displayed improperly may be cited. Multiple vehicles may be registered to a permit, but all other vehicles must be registered with Public Safety, and a hangtag purchased to display the permit. The hangtag allows the permit to transfer from one vehicle to another and alerts Public Safety that the permit is used for more than one vehicle. This helps to reduce the likelihood of parking permit theft and fraud. A permit displayed in a vehicle which has not been registered with Public Safety may result in a citation. If you park a vehicle on campus that is not registered on a Term Permit, a Daily Permit will need to be purchased.

Parking

Parking on the Eureka campus is by permit only. Parking at all other instructional locations is currently free. Parking enforcement is handled through the Public Safety Department (www.redwoods.edu/publicsafety).

All students must purchase a CR parking permit to use on-campus parking in Eureka - unless they have a state handicapped parking permit (Blue Placard).

- Students with Blue Placard parking may park in any designated parking space on campus, i.e. student, staff, medical or handicapped. They may not park in non-designated parking areas, i.e. loading zones, no parking zones, etc.

- Medical Parking permits are available through the DSPS office on a temporary basis, with a medical verification from a doctor. With this permit, students may park in student parking, staff parking or medical parking spaces. They may not use the handicapped spaces.

Semester, Annual and Summer Session permits are now available to purchase online. Go to MyCampusPermit.com/Redwoods and follow the instructions. Students must use their @mycr.redwoods.edu email address in order to purchase a parking permit.

Daily Permits

Daily permits may be purchased at one of the permit machines around campus in the parking lots. Daily Permits must be displayed facing up on the dashboard with the permit information of date and times clearly visible. Daily permits have a tendency to blow off the dashboard or turn upside down when the vehicle door is opened and closed, so remember to check and make sure your permit is clearly visible after closing the vehicle door. Daily Permits that are not displayed correctly or clearly visible may be cited.

Citations

Campus parking citations are paid for or disputed on the Parking Management Bureau website (http://pmbonline.org/). If you have received a parking citation, you have 21 days to pay or dispute your citation. After 21 days you will lose the dispute option and the fine will double. On the reverse side of the citation you will see the website URL - www.pmbonline.org. On the homepage, simply follow the instructions for entering your citation number and then proceed to the payment or dispute tabs.

Five or more unpaid citations make a vehicle eligible for towing or immobilization, in accordance with California state law. It is against department policy for citations to be voided by a student worker once issued. Only the Director of Public Safety may void a citation when the citation is properly disputed.

Motorist Assistance Program

As a courtesy, the Public Safety vehicles are equipped to assist motorists who have locked themselves out of their vehicle, are in need of a jump start or have run out of gas. Public Safety personnel will supervise the changing of a flat tire. Each situation and vehicle differs, and the responding officer may be forced to

recommend outside commercial assistance for some vehicles or situations.

Weapons Policy

Weapons on Campus: BP/AP 3530

All firearms, Tasers, knives, explosives, or any simulated weapons or facsimile firearm, knife, or explosive, are prohibited on any District campus or at any District center, or in any facility of the District. Prohibited knives include any dirk, dagger, ice pick, switchblade, razor with an unguarded blade, or any knife having a fixed blade longer than 2 1/2 inches.

Exceptions are:

A weapon in the possession of a duly appointed law enforcement officer, an honorable retired peace officer, a member of the military on official duty, or authorized security guards licensed to carry the weapon;

- A weapon possessed by a District employee that is used for a lawful purpose as an approved part of the employee's job responsibilities;
- A weapon approved by the Chief Executive Officer as instructional equipment;
- Weapons authorized for activities on firearms range facility; and
- Any other exception required by law.

Any person who believes that he/she may legally and properly possess a firearm or other weapon on campus or in a District center or other facility of the District must notify the Public Safety Director and President's office. Pursuant to Penal Code 626.9(h), individuals may not possess a firearm on campus without the written approval of the Chief Executive Officer or designee even if in possession of a concealed weapons permit.

Only members of law enforcement agencies or students involved in training presented by the Emergency Response Training Center are authorized to use the range facility. Any training conducted at other campus buildings or locations will use only simulated weapons and advance notice will be given to the campus community, along with having signs posted in the area.

Sexual Harrassment

Sexual harassment is a form of unlawful discrimination. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, written, or physical conduct of a sexual nature which makes the work or educational environment offensive, hostile, intimidating, or unpleasant or which interferes with work or academic performance.

CR endeavors to provide students and employees with an educational work environment free from sexual harassment and other prohibited discrimination. While on the campus, College employees and students are expected to adhere to a standard of conduct that is respectful and courteous to fellow employees, students, and to the public. The District will not tolerate sexual harassment in any employment setting or in any academic program or activity.

If you need to file a sexual harassment complaint, contact the Director of Human Resources 707-476-4144.

Skateboards & Wheeled Toys

Skateboards/Wheeled Toys: BP/AP 6750

Wheeled Recreational Equipment (except bicycles): In the interest of public safety, no person shall, within the confines of the College grounds or buildings, ride a skateboard, roller skates, roller blades, or any wheeled recreational equipment, regardless of power. First-time offenders shall be warned to remove the wheeled recreational equipment from the College grounds. Subsequent offenses will be referred to the appropriate College official for disciplinary action (Education Code Section 70902 – California Vehicle Code Sections 21113(f), 21967, and 21969).

Smoking Policy

Smoking: BP/AP 3570

In the interests of public health, the Redwoods Community College District is a smoke-free district. Smoking, including the use of electronic smoking devices, and the use of smokeless tobacco products are prohibited on all property and in all indoor and outdoor spaces owned, leased, licensed,or otherwise controlled by the District. Use of any form of tobacco or non-tobacco product is prohibited. Smoking is prohibited in all vehicles owned or leased by this district and at all college-sponsored activities or athletic events. It is likewise prohibited on or in any space, building, or classroom leased or rented by the college.

This policy and these procedures apply to employees,students, visitors, and other persons who enter any Redwoods Community College District facility.

The District shall make available to employees and students a current referral list of treatment centers for smokers and other information that may assist individuals who wish to stop using tobacco products. Such information shall be readily available throughout the District.

Signs prohibiting smoking shall be displayed prominently at all District campuses and sites. The smoke-free/tobacco free policy will be communicated by the District through such means as the web site, student and employee orientations, posters, and the print version of the Schedule of Classes.

Enforcement Steps: Classified employees, faculty, and adminis-

trators who violate this policy shall be subject to discipline according to collective bargaining agreements, Education Codes, Board Policy and California Penal Code.

Our primary goal is to achieve voluntary compliance with the tobacco-free policy by educating the college community about this policy. We also will provide smoking cessation assistance to faculty, staff, and students who wish to stop smoking. All members of the college community are responsible for respectfully communicating the policy to faculty, staff, students, and visitors. Faculty, staff, students, and visitors who observe individuals using tobacco on college property are encouraged and empowered to respectfully explain that its use is prohibited or to address violation of the policy through the Public Safety Department or the Human Resources Department.

All students and visitors found to be in noncompliance with this policy shall be deemed to have disrupted the orderly operation of the College and be subject to the following:

- A verbal warning that clearly states the policy.
- Administrative action including but not limited to a verbal warning, an explanation of the policy, a health education referral, and/or withdrawal of consent to remain on the District campuses and sites.
- Revocation of facility use for noncompliant groups.

If full compliance has not been achieved by February, 2017,the District is authorized to impose fines upon violators pursuant to California Government Code Section 7597.1.

Approved: January 10, 2017

Student Complaints other than Academic Complaints or Unlawful Discrimination

Student Complaints other than Academic Complaints or Unlawful Discrimination

AP5530

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. This procedure is available to any student who reasonably believes a decision or action has adversely affected his or her status, rights, or privileges as a student.

Grievances related to:

- Course grades are addressed in Board Policy 4231, Grade Changes, and Administrative Procedure 4231.
- Sexual harassment, sexual assault, or illegal discrimination (i.e. age, ancestry, citizenship status, color, disability, ethnic group identification, gender, marital status, medical condition, national origin, parental status, race, religion, sexual orientation, or veteran status), are addressed in Administrative Procedure 3435 Discrimination and Harassment Complaints and Investigations. Students should contact the Director of Human Resources and/or Director of Public Safety.
- Financial aid;
- The exercise of rights of free expression, protected by state and federal constitutions and Education Code Section 76120, are addressed in Board Policy 3900 Free Expression by Students and Administrative Procedure 3900.

This procedure does not apply to the following:

1. Student Conduct, which is covered under Board Policy 5500 and Administrative Procedure 5500.
2. Police traffic tickets. Those complaints must be made to the local courts.
3. Parking tickets. Those complaints must be made at the Public Safety Office.

A. Informal Resolution Process

Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the college administration.

The District Superintendent/President shall appoint an employee who shall serve as the Grievance Officer. The Grievance Officer shall serve to assist all parties to facilitate a full, fair and efficient resolution of the grievance, shall coordinate all scheduling of hearings, and shall avoid an adversarial role.

Failure of the District to meet any of the deadlines specified in this Administrative Procedure shall not be construed against the District nor result in a finding in favor of the student.

Informal Grievance Process

A student who believes that his/her rights have been violated must make a reasonable, good faith attempt to resolve the matter through the informal grievance process before the formal process can be requested. At any point during the informal grievance process level, a student may also informally and orally present the complaint to the Grievance Officer.

§ First Step. The student should discuss the problem directly with the person involved or see the grievance officer for assistance in problem resolution within sixty (60) instructional days from the date the student became aware of the problem/or the alleged act. Failure of the student to act within the above specified sixty (60) day period shall constitute a waiver of the right to pursue the matter further.

§ Second Step. If the problem cannot be resolved at the first step, the student shall discuss the problem with the immediate supervisor of the person against whom the complaint is directed. The immediate supervisor shall make every effort to resolve the problem with the student and the person being grieved.

§ Third Step. If the problem cannot be resolved at the second step, the student shall discuss the grievance with the next-level administrator within ten (10) working days from receiving a decision from the immediate supervisor.

Formal Grievance Process

If the complaint cannot be satisfactorily resolved at the informal level, then the Formal Grievance Process shall be followed:

Student Files a Request for Hearing

The student must complete and deliver to the CSSO or designee the "Request for Hearing" form within ten (10) business days of receiving the written decision rendered by the area supervisor as described above.

The determination of whether the Request for Hearing presents sufficient grounds for a hearing shall be based on the following:

- The statement contains facts which, if true, would constitute a grievance under these procedures;
- The grievant is a student as defined in these procedures, which include applicants and former students;
- The grievant is personally and directly affected by the alleged grievance;
- The grievance was filed in a timely manner;
- The grievance is clearly not frivolous, without foundation, or filed for purposes of harassment.

If the grievance does not meet each of the requirements, the Hearing Committee chair shall notify the student in writing of the rejection of the Request for a Grievance Hearing, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within 5 days of the date the decision is made by the Grievance Hearing Committee.

If the Request for Grievance Hearing satisfies each of the requirements, the College Grievance Officer shall schedule a grievance hearing. The hearing will begin within 10 days following the decision to grant a Grievance Hearing. All parties to the grievance shall be given not less than 5 days' notice of the date, time and place of the hearing.

CSSO or Designee Convenes the College Hearing Committee

The CSSO or designee shall then convene the College Hearing Committee within a period of fifteen (15) business days following receipt of the Request for Hearing to consider the complaint. The CSSO or designee shall consider the preferences of the accused student, the nature of the complaint, and the availability of the committee members when assigning the case for a hearing. The College Hearing Committee shall be composed of the following:

- Two students appointed by the ASCR President
- Two faculty members appointed by the Academic Senate Co-Presidents
- One classified member appointed by the CSEA President
- One administrator, who shall chair the committee, appointed by the College President or designee

All committee members shall be selected from among persons with little or no connection to the source of the complaint and that had no involvement in the decision, action, or incident. The CSSO or designee shall also confirm that all prospective members are not related in any way to the complainant.

Hearing Procedures

The Chair of the College Hearing Committee will establish a hearing format consistent with this administrative procedure. Formal hearings will be conducted by the committee according to the following guidelines:

1. In complaints involving more than one student complainant, the Chair of the College Hearing Committee will determine if hearings concerning each student will be conducted jointly or separately. The decision of the Chair shall be final on all matters relating to the process of the hearing unless there is a vote by other members of the panel to the contrary.
2. The student(s) will be notified by certified mail of the hearing at least five business days in advance of the hearing. The letter will inform the student of the time, location and place of the hearing and include a copy of this administrative procedure.
3. All parties shall be present at the hearing. In the willful absence of the complainant and/or a representative of his/her choice, the complaint will be dismissed.
4. Hearings shall be closed and confidential unless the one of the parties requests that it be open to the public. Any such request must be made no less than five days prior to the date of the hearing. In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the Chair agree to the contrary.
5. Quorum for a hearing requires that four (4) of the six College Hearing Committee members are present for the hearing. If the case is to be heard at the Del Norte Education Center, a quorum will be three (3) members

of the Committee.

6. The parties may be accompanied by an advisor if so desired. The advisor may attend the hearing with the student to counsel him/her and suggest questions. The parties may be present during the entire time of the hearing, except during the deliberations of the Committee. In no event may the advisor participate directly by speaking for either party or questioning witnesses. Admission of any other person to the hearing will be at the discretion of the Chair.

7. The student may represent him or herself, and may also have the right to be represented by a person of his or her choice, with the exception that the student shall not be represented by an attorney unless agreed to in advance of the hearing by the Chair. The student must note on the Request for a Hearing form if the student wishes to be represented by an attorney. If the student is permitted to be represented by an attorney, the Committee may also request legal assistance. Any legal advisor provided to the Committee may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

8. The parties may present evidence, including witnesses and written statements. The Chair will determine the format of the hearing, and the admissibility of witnesses or written statements, and may elect not to hear such statements if deemed redundant or irrelevant.

9. The Chair retains authority to question witnesses and parties to the alleged violations and will determine the appropriateness of questions posed by the parties. Other committee members should request and receive the permission of the Chair before asking questions of the witnesses. Employees against whom complaints have been filed will be advised of their right to remain silent, and may choose not to respond to any questions.

10. Pertinent and relevant information may be reviewed without regard to the legal rules of evidence.

11. The person making the complaint shall assume the burden of proof.

12. There will be a single verbatim recording, digital or taped, of all hearings before the Committee. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the Committee Chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. Recordings shall remain in the custody of the College at all times, unless released to a professional transcribing service. Access is limited to reviewing the verbatim record only on College premises and in the presence of the CSSO or designee. The verbatim record will be the property of the College.

13. The College Hearing Committee may accommodate concerns for the personal safety, well-being, or fears of confrontation of the complainant, staff or other witnesses during the hearing by providing separate facilities, by using a visual screen, or permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, as determined in the sole judgment of the Chair to be appropriate and in the best interests of the parties.

14. Following testimony of witnesses, the Committee shall consider the complaint and determine if the complaint is valid. Determination of validity shall be made based on the preponderance of evidence.

15. The Committee shall then decide, by majority vote, if any remedy, action, or decision is required or necessary. The decision shall be based only on the record of the hearing, and not on matters outside of that record. The record consists of the original accusation, the written response, if any, of the student and staff, and the oral and written evidence produced at the hearing. The Committee need not limit its recommendations to the remedy requested by the student.

16. The Committee shall submit in writing its findings of validity and recommend action to the President. The President may accept or modify part or all of the Committee's recommendation and shall submit the decision, with stated reasons, to all concerned within the shortest reasonable time after the decision has been rendered, but not to exceed ten (10) business days after the hearing.

17. The decision shall include whether the complaint is valid or invalid, and may include specific recommendations for further action.

18. The student shall have the right to submit a written statement of response to the decision of the President. This statement shall be included with all other compiled records of the complaint.

19. The decision of the President shall be final.

20. The President shall refer all records to the CSSO or designee for retention.

References: Title IX, Education Amendments of 1972; Education Code Section 76224(a); Accreditation Eligibility Requirement 20 and ACCJC Standard IV.D

Approved: 02/07/2012 Former Administrative Regulation #528.02, "Regulation Re: Student Complaints other than Unlawful Discrimination," Approved: 3/16/82 Revised 6/6/94, 10/9/95

Student Conduct Code and Disciplinary Procedure

AP 5500 Student Conduct Code and Disciplinary Procedure

1.0. Purpose of the Code

The purpose of this code is to recognize student's rights within the institution to freedom of speech, inquiry and assembly; to the peaceful pursuit of education; and to the reasonable use of services and facilities of the College. Consistent with the College of the Redwoods' mission is an expectation that students will govern themselves in a manner that demonstrates appropriate behavior with emphasis on self-respect and respect for others. It is the practice of all employees and representatives of the College to respect the properly exercised rights of its students.

The College has adopted a Student Conduct Code and Disciplinary Procedure in order to maintain a learning environment of respect,civility, safety, and integrity for all members of the College community. In addition to the code, students must also recognize and comply with the standards of classroom behavior as stated in their individual course syllabi.Acts of academic dishonesty, disruptive student behavior in the classroom, and appeals to sanctions imposed in each case, are under the jurisdiction of the faculty member and the academic department administrator, and may be referred to the CSSO as student conduct violations. Threats of violence are considered a serious infringement upon the learning environment and will be acted upon accordingly. All students, including students with disabilities, have the responsibility to meet the Student Conduct Code and Disciplinary Procedure by adapting behavior to the educational environment. If disruptive behaviors persistently occur or student conduct code and disciplinary procedure is violated,the issue is not be defined as a health issue. It will be defined as a disciplinary issue, and a referral to the college disciplinarian will be made.

2.0. Student Conduct Policies

Procedural fairness and due process are basic to the proper enforcement of all College regulations. Accordingly, no disciplinary action shall be imposed against students or student organizations until they have been notified in writing of the charges against them and their rights under this Code, and given the opportunity to be heard , with the exception that a hold status(may, shall, or will) be placed on student records until the specific complaints have been resolved, and except in cases where interim suspension is warranted for the health and safety of the College community.

In general, the District President/Superintendent delegates authority for implementation of this administrative procedure to the Chief Student Services Officer (CSSO). The"CSSO" designation may be assigned by the President/Superintendent to any College administrator. The CSSO may designate other College officials to conduct investigations and student disciplinary hearings, if appropriate.

The CSSO shall be responsible for maintaining complete records pertaining to all activities relating to the implementation of the Student Conduct Code. Those records shall include a summary of the business of the Conduct Review Committee and report of the disposition of each disciplinary case handled by any person or group authorized to impose disciplinary sanctions or other recommendations in the name of the College.

3.0. Student Rights

Any student facing possible disciplinary action is entitled to the following procedural rights:

1. The right to be notified in writing of the charges against him/her;
2. The right to know the nature of the evidence against him/her(unless release of the evidence would endanger the health or safety of victim(s) or witness(es);
3. The right to present information and witnesses relevant to his/her defense;
4. The right to freedom from compulsory self-incrimination; and
5. The right to appear at a hearing before the Conduct Review Committee with an advisor.

4.0. Proscribed Conduct of the College

Sanctions may be imposed for prohibited conduct which occurs on College premises, at off-campus instructional sites (e.g., experiential coursework, internships, or lab), at College-sponsored extra-curricular activities or events when a student serves as a representative of the College,or in the course of using College technology or property. Sanctions may also be imposed for conduct that materially and substantially interferes with the College's operation or education programs or the safety and welfare of the College community. Examples of prohibited conduct are described in Section 8.0: Code of Conduct Violations and Sanctions. To the extent permitted by California law,the College may respond to alleged sexual assault or sexual exploitation that is not related to College activity or College attendance.

5.0. Jurisdiction and Privacy

Unless state or federal law requires or permits disclosure or unless the student and the College determine otherwise, proceedings underthis regulation shall be confidential.

Records created by public safety, which were created by that law enforcement unit for purposes of law enforcement, are not considered"student records" under the Family Educational Rights and Privacy Act (FERPA)and may be released to third parties as necessary without violating FERPA.

6.0. Student Code of Conduct Procedures

Any member of the College community may file a complaint against any student for alleged misconduct. Complaints must be presented in writing to the CSSO or his/her designee and should be submitted as soon as possible after the event takes place, preferably within fifteen days.

For purposes of these procedures, the term "day" refers to any day during which the District is open for business. Should the final day of a required process fall on a Saturday or Sunday, the following Monday shall be considered the final day. A final day falling on a College holiday shall be considered the first weekday following the holiday.

Although specific timeframes are identified in these processes, any of the timeframes may be extended by the District for good cause upon written notice to the accused student, providing such notice includes the reason(s) for the extension.

A student against whom a complaint has been filed and/or disciplinary charges are pending will have a hold status placed on his/her records and will not be permitted to withdraw from the College with a clear education record (e.g., a record without notation of disciplinary charges and sanctions) until such charges have been resolved.

Investigation and Notice to Student

Allegations or complaints of student misconduct that are brought to the attention of the CSSO shall first be analyzed to determine whether the alleged conduct, if true, would constitute a violation of District policies. Upon a determination that alleged misconduct, if true, would constitute a violation of District policies, the CSSO, or his/her designee, shall promptly and thoroughly investigate the matter.

An investigative process should, to the extent possible, be concluded within twenty (20) days of the initiation of the investigation. An investigative report shall be prepared that usually includes the following:

1. A description of the circumstances giving rise to the complaint.
2. A summary of the testimony provided by each witness.
3. An analysis of relevant data.
4. A finding of whether there is reasonable cause to believe that misconduct occurred.
5. Any other information considered appropriate by the District.

The contents of the investigative report may be adjusted to take into account admissions made by an accused student that eliminate the need for witness testimony or other factors that might affect the scope of an investigation.

Imposing Sanctions

If the student does admit misconduct, and if the CSSO or designee concludes that there is sufficient information to sustain a finding of misconduct that violates specific standards of conduct, the CSSO or designee may impose or defer one or more of the sanctions listed under Code of Conduct Violations and Sanctions. The CSSO or designee may impose a sanction other than suspension or expulsion if the CSSO or designee concludes by a preponderance of the evidence that the student violated one or more specific standards of conduct, even if the student does not admit misconduct. Recommended sanctions involving separation from the College (i.e., Suspension or Expulsion) may be imposed or recommended by the CSSO or designee to the Student Conduct Review Committee where the Committee will consider whether suspension and/or expulsion is an appropriate sanction for the admitted misconduct in violation of the standards of conduct. The Committee is not required to make additional factual findings where there is clear evidence that a student has admitted misconduct.

When the Committee is not readily available, or when convening the Committee is impractical due to the seriousness of the admitted misconduct,the CSSO may suspend the student and/or recommend expulsion, and notify the President/Superintendent of the need for an automatic appeal on the sole basis of whether or not the proposed discipline is substantially unreasonable in lightof the admitted misconduct. The student may also submit a written appeal to the President/Superintendent but is not required to do so in order to secure an automatic appeal under this section. Any recommendation of expulsion requires Board of Trustee review.

Referral to the Student Conduct Review Committee

The CSSO or designee will refer the case to the Student Conduct Committee for a hearing when the CSSO or designee recommends suspension or expulsion, and:

1. The student does not admit responsibility;
2. The CSSO or designee concludes that an Agreement of Resolution(see section 6.5) is not appropriate;
3. There is a finding of reasonable cause to believe there has been a violation of the Student Code of Conduct.

Insufficient Evidence

At any time before the Student Conduct Hearing occurs, if the CSSO

or designee receives new information that establishes a clear lack of truth of prior information submitted to the CSSO or designee such that it is determined that the prior evidence must be disregarded and if in disregarding that prior information the CSSO or designee concludes that there is insufficient information to sustain a finding of responsibility, then the CSSO or designee will withdraw the case from the Student Conduct

Committee. This disposition is binding and terminates all Student Conduct Committee proceedings.

If the CSSO or designee concludes that there is insufficient information to find the student responsible, the case will not be referred to the Student Conduct Committee for a hearing.

Agreement of Resolution (aka Behavior Contract)

When the CSSO or designee and the student agree that the above dispositions are not appropriate, an Agreement of Resolution may be used to conclude the matter. This Resolution, while not considered to be a finding of responsibility, is binding. If the student fails to abide by the terms of the Agreement of Resolution, that failure may be regarded as actionable misconduct and may subject the student to disciplinary action by the College. An Agreement of Resolution may include such terms as:

1. Agreement by the student to refrain from specific behaviors,and/or to refrain from contacting others involved in the case;

2. Agreement by the student to participate in specified educational programs and/or reconciliation processes such as mediation; and/or

3. Agreement by the student to participate in specified community service activities.

The Agreement of Resolution is not a formal disciplinary action but will be retained in the case file in the Office of the CSSO for a maximum of seven (7) years from the date of the Agreement. During that time,should the CSSO or designee have a reasonable basis to believe that the student has engaged in misconduct related in nature to the conduct which occasioned the Agreement, both cases may be the subject of College disciplinary action.

Formal Hearing

Conduct Review Committee

The accused student may request, or the CSSO may require,that the charges be resolved at a formal hearing provided by the Conduct Review Committee. The CSSO shall consider the preference of the accused student, the nature of the charges, and the availability of the committee members when assigning the case for a hearing. The Conduct Review Committee will hear cases and make decisions on appropriate sanctions. The Committee will be established at the beginning of each academic year and will be composed of:

- One (1) member of the administration (and an alternate)appointed by the President/Superintendent.

- Two (2) members (and an alternate) of the classified staff appointed by the President/Superintendent from a list of staff members submitted by the classified bargaining unit. Vacancies of classified staff members shall be filled by action of the classified bargaining unit.

- Two (2) members (and an alternate) of the faculty appointed by the President/Superintendent from a list of faculty members submitted by the Academic Senate. Each faculty member must be a full-time or part-time faculty member at the College. Vacancies of faculty members shall be filled by action of the Senate.

- Two (2) members (and an alternate) of the student body appointed by the President/Superintendent from a list of students submitted by the President of the ASCR Senate. Each student must be enrolled not less than half-time (6 units minimum) and have a cumulative GPA of at least 2.0.Vacancies of student members shall be filled by recommendation of the ASCR Senate.

- The President/Superintendent will appoint the chair of the Conduct Review Committee.

Conduct Review Committee members and alternates serve on the committee for the academic year. Alternate members may be reappointed to serve as full members for the next academic year.

The CSSO or designee shall serve as non-voting Secretary and advisor to the Conduct Review Committee.

No Conduct Review Committee member may sit on the Committee during a hearing if that member is a complainant, witness, has a direct or personal interest in the outcome of the hearing, or has previously acted in an advisory capacity to the accused student.

The Chair of the Conduct Review Committee may establish a hearing format consistent with this Code. In cases involving more than one accused student, the Chair of the Conduct Review Committee and the CSSO or designee will determine if hearings or conferences concerning each student will be conducted jointly or separately. The decision of the Committee Chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by other members of the panel to the contrary.

Hearing Officer. Inappropriate circumstances, the CSSO may determine that a disciplinary hearing should be conducted by a neutral hearing officer rather than a Conduct Review Committee. Such circumstances include, but are not limited to hearings that are anticipated to require more than one day of hearing where Committee member educational or employment obligations may be impacted, when a Committee cannot be convened expeditiously to address a critical matter, or where technical or legal complexities suggest the need for specialized expertise. To the extent practicable, where a hearing officer is substituted for a Conduct Review Committee, the rules related to a Committee shall apply to a hearing before a hearing officer.

Notice of Hearing. Written notice of the hearing shall be provided to the accused and shall include the following:

- The specific alleged misconduct (accusation).
- A summary of the investigation and/or a short written statement of the facts supporting an accusation of misconduct.
- The right of the parties to attend the hearing or to respond in writing regarding the party's position concerning the matter.
- The nature of the discipline that is being considered.

Notices described in this procedure are sent to the most recent official student address and/or email address on file with the District. The notice will inform the student of:

1. The charges alleged to have been violated and sufficient details of the complaint for the basis of the allegation to be understood;
2. The time, location and place of the hearing;
3. A statement of the respondent student's rights as stated in the
4. Code or a copy of this Standard of Student Conduct; and
5. The name of the person(s), group, or College office filing the charges.

Nothing prohibits the District from amending the notice as deemed appropriate. The CSSO may request the production of relevant evidence that was not part of the investigative process for consideration in the hearing process upon notice to the accused student.

7.0 Conduct of Hearing

The CSSO or designee shall determine how the hearing will be conducted, taking into account the safety of parties and witnesses. The CSSO or designee may call and question witnesses he/she believes have relevant information.

Each party may recommend witnesses to be called. To avoid unnecessarily duplicative or irrelevant testimony, the CSSO or designee may require a party to indicate the nature of the proposed testimony as a condition to calling witnesses.Neither the CSSO or designee nor the Committee can compel the attendance of witnesses recommended by the parties.

The CSSO or designee shall determine on a case-by-case basis how the questioning of parties and witnesses shall be conducted, given the nature of the allegations and the safety of parties and witnesses. If the CSSO or designee does not permit direct questioning by the parties, he/she may consider permitting the parties to submit questions for the CSSO to ask parties and witnesses.

Formal rules of evidence shall not apply. Any relevant,non-duplicative evidence may be admitted.

Determination of violations shall be made based on the preponderance of evidence.

Quorum for a hearing requires that five (5) of the seven Student Conduct Review Committee members are present for the hearing. If thecase is to be heard at the Mendocino or Del Norte site, a quorum will be three(3) members of the Committee.

Hearings shall be closed and confidential unless the student requests that it be open to the public. Any such request must be made no less than five (5) days prior to the date of the hearing. In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the Chair of the committee agree to the contrary.

In all cases, the evidence in support of the charges will be presented and considered whether or not the accused party is in attendance. If the accused student has submitted written information in his/her defense but does not attend the hearing, that information shall be considered by the Committee as well.

The accused student may be accompanied by an advisor if so desired, conditional on 24-hour notice to and approval of the CSSO or designee.The advisor may attend the hearing with the student to counsel him/her and suggest questions. The accused student and advisor may be present during the entire time of the hearing, except during the deliberations of the Conduct Review Committee or where the safety of witnesses is a valid concern. In no event may the advisor participate directly by speaking or questioning witnesses.

The student shall not be represented by an attorney unless, in the judgment of the CSSO or designee,complex legal issues are involved, or unless criminal charges are pending based on the alleged conduct for which disciplinary action is pending. If the student wishes to be represented by an attorney, a request must be presented with the name and office address of the attorney not less than five days prior to the date of the hearing. If the student is permitted to be represented by an attorney, the College presenter may also have legal assistance. The Conduct Review Committee may also request legal assistance; any legal advisor provided to the committee may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

8.0 Notice of Decision.

Within fifteen (15) days following the hearing, the Committee Chair or his/her designee on the Committee shall prepare and send the written decision of the Committee to the CSSO or designee. The Notice of Decision shall include factual findings regarding the accusation and determinations as to whether any specific section(s) of the Standards of Student Conduct were violated. The Notice of Decision shall also include a specific

decision regarding the disciplinary action to be imposed, if any-,unless expulsion is recommended. The Notice of Decision shall be based only onthe record of the hearing, and not on matters outside of that record. The record includes the investigative report, any written notices or student statements, and oral and written evidence produced for, or at, the hearing. If expulsion is recommended, the Notice of Decision shall verify that expulsions require Board of Trustee action.

The CSSO shall transmit the Notice of Decision to the accused student. If the Decision calls for disciplinary action, the CSSO shall also notify the accused student of his/her appeal options.

If the student is found not to be in violation of the Student Code of Conduct, and if coursework has been missed as a direct result of action taken against the student, appropriate action will be taken in order to assist the student to complete the course, reimburse the cost of tuition, or reach other alternatives.

Appeals of Formal Hearing Decisions

Appeal requests are available to the accused student only on the following bases:

1. A claim that the initial hearing included a material procedural error. The appeal request must identify the specific procedural error(s) and how that claimed error disadvantaged the appealing party.

2. Relevant evidence that was previously unavailable has been discovered, and that evidence could significantly impact the outcome of the case. The appeal request must identify the specific evidence, how the evidence is relevant, why the evidence was previously unavailable, and how the newly discovered relevant evidence could impact the outcome of the case.

3. The proposed discipline is substantially unreasonable in light of the findings. The appeal request must indicate the claimed unreasonableness of the proposed discipline and indicate what discipline the student believes would be appropriate.

Written appeals must be submitted in writing to the President/ Superintendent within five (5) days of the delivery of the CSSO's Notice of Decision to the student. If no appeal is received within five (5)days, the decision of the CSSO, including the proposed discipline will take immediate effect.

The President/Superintendent will not hold a hearing.Rather, resolution of the appeal shall be based upon the written findings and decision from the Conduct Review Committee, the record of the hearing, as well as any written documentation submitted by either party during the hearing. The CSSO or designee will provide all relevant documentation to the President/ Superintendent.

The President/Superintendent shall render a decision within ten (10) days after receipt of the appeal and shall inform the student immediately by mail and/or email.

In all cases but expulsion, the President/Superintendent's decision regarding the appeal will be final. Any recommendation of expulsion shall be presented to the Board of Trustees for action.

If the President/Superintendent upholds an expulsion decision that the student wishes to contest further, the student may appeal in writing to the Board of Trustees. In this instance, the following procedure will be followed:

- The Board of Trustees shall consider any appeal at the next regularly scheduled meeting of the Board after receipt of the recommended decision. The Board may also hold a special meeting to consider the discipline ofa student, provided the notice of a special meeting for this purpose is posted at least five days prior to the special meeting.

- The Board of Trustees shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures.

- The student shall be notified in writing, at least three (3)days prior to the meeting, of the date, time, and place of the Board's meeting.

- The student may, within forty-eight hours after receipt of the notice, request that the hearing be held as a public meeting.

Even if a student has requested that the Board of Trustees consider an expulsion recommendation in a public meeting, the Board of Trustees will hold any discussion that might be in conflict with the right to privacy of any student, other than the student requesting the public meeting, in closed session.

The Board of Trustees may accept, modify or reject the findings, decisions and recommendations of the President/Superintendent and/or the hearing panel. If the Board of Trustees modifies or rejects the findings,decision, or recommendations, the Board shall review the record of the hearing and any timely appeal, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Board of Trustees shall be final.

The final action of the Board of Trustees on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the College.

9.0 Student Code of Conduct

Students are expected to demonstrate qualities of morality,integrity, honesty, civility, honor, and respect. Students are required to engage in responsible social conduct that reflects credit upon the CR Community and to model good citizenship in any community.

Violations

Disciplinary action may be initiated by the College and sanctions imposed against any student or student organization found responsible of committing, attempting to commit, or intentionally assisting in the commission of any prohibited forms of conduct:

1. Academic dishonesty, which includes cheating, plagiarism, and hampering or discrediting the academic work of others,

2. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the students to civil and criminal liabilities.

3. Continued disruptive behavior¸ or obstructing the work and operation of the College, including willful disruption of the orderly operation of the campus.

4. Defamation: An individual shall not use defamatory words or phrases or distribute defamatory materials. Defamatory words or materials are those that: (1) are false and expose any person or the college to hatred, contempt,ridicule, disgust or an equivalent reaction; or (2) are false and have a tendency to impugn a person's occupation, business, or office.

5. Violation of the College's computer use policy or any conduct that constitutes a computer-related crime pursuant to Penal Code,section 502. Use of electronic technology includes, but is not limited to:internet, e-mail, telephone, fax machines, or instant messaging to intimidate another member of the College community.

6. Theft (actual or attempted) or destruction of College property or property belonging to a member of the College community or other abuse of College computer facilities, programs, technology and equipment.

7. Coercion, which is defined as attempting to compel, control,or manipulate another through the threat of force, intimidation, exploitation of fear or anxiety, including explicit and implied physical and verbal threats against another person or bullying as defined in Board Policy 3431 and Administrative Procedure 3431.

8. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other College activities, including its public service functions on or off campus, or of other authorized non-College activities when the conduct occurs on College premises.

9. Intentionally obstructing or denying access to facilities or services to individuals entitled to use such services or facilities.

10. Intentionally interfering with the lawful rights of other persons on campus.

11. Violation of the District's nondiscrimination or sexual harassment policies, or engaging in harassing, or retaliatory behavior in violation of District policy or sexual assault or misconduct or physical abuse, including but not limited to rape, domestic violence, dating violence, sexual assault,stalking or sexual exploitation. Sexual misconduct, including discrimination based on gender, sexual harassment, dating violence, domestic violence, sexual assault, stalking, sexual exploitation, and hate crimes based on gender are subject to Administrative Procedure 5502.

12. Violation of local, county, state, or federal law, whether it be on or off campus, only when a definite College interest is involved and where the student misconduct distinctly and adversely affects the College's pursuit of its educational mission.

13. Wearing, transporting, storing, or possessing firearms or other weapons on College property (including College-owned vehicles and parking lots), at College-sponsored or College-related functions or events, and during times when acting as a representative of the College whether on or off College premises "Weapons" prohibited by this procedure include firearms, knives,explosives, clubs and other items used as a threat to do bodily harm and facsimiles of such weapons. Prohibitions described in this provision do not apply to any certified law enforcement personnel engaged in official duties.Activities requiring use of the prohibited items may be conducted on approval of the activity by the President/Superintendent or his/her designee.

14. Intentional obstruction of the freedom of movement of pedestrian or vehicular traffic on College premises.

15. Participation in a campus demonstration which disrupts the normal operations of the College and infringes on the rights of other members of the College community.

16. Leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.

17. Detention or physical abuse, or assault or battery,extortion, or intimidation of any person or conduct which is intended to threaten imminent bodily harm or endanger the health or safety of any person on any property owned or controlled by the College or at any College sponsored or supervised functions.

18. Failure to comply with reasonable directions of College officials or public safety officers acting in performance of their duties on campus or affecting conduct on campus.

19. Unauthorized possession, duplication or use of keys to any College premises, supplies or equipment, including computing, networking, or information resources, or unauthorized entry to or use of College premises.

20. Being an accessory to any person on the College campus who is or who is not a member of the College community who violates this code.

21. Violation of College Board policies, published college policies, rules, procedures, or regulations.

22. Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on CR premises or at functions sponsored by, or participated in by, CR or members of the College community.

23. Unlawful possession, use, sale, offer to sell, o furnishing, or being under the influence of, any controlled substance listed in California Health and Safety Code Section 11053 et seq., an alcoholic beverage,or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5 or use, sale or distribution of any poison defined in Section 4240 of the Business and Professions Code.

24. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the College.

25. Willful misconduct that results in injury or death to a student or to College personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the College or on campus.

26. Dishonesty; forgery; alteration or misuse of College documents, records or identification; or knowingly furnishing false information to the College.

27. Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on College premises, or the violation of lawful College regulations, or the substantial disruption of the orderly operation of the College.

28. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

29. Unauthorized preparation, giving, selling, transfer,distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any district policy or administrative procedure.

30. The use by a student of any electronic listening or recording device in any classroom without the prior consent of the instructor,except as necessary to provide reasonable auxiliary aids and academic adjustments to a student with a disability.

31. Disengaging smoke or fire detection equipment including tampering with fire or safety equipment, including pull stations, fire extinguishers, fire hoses, smoke detectors, alarm horns and bells or any other fire or safety items, or failure to vacate facilities during fire drills or fire or other emergencies when directed to do so by District or public safety representatives.

32. Initiation of or participation in hate violence.

33. Solicitation or acceptance of money or other thing of value as an inducement, encouragement, or reward for intercollegiate participation in violation of Education Code, section 67361 or false declarations regarding eligibility for participation in intercollegiate athletics under Education Code, section 67362;

34. The offering of any inducement or thing of value to influence the award of any grade or to alter any official College record.

Sanctions

Any time a sanction is specifically provided for herein, the employee or officer authorized to impose such sanctions may impose a lesser sanction. For the purposes of this rule, expulsion is the most severe sanction,followed by suspension, probation, and written and oral warning. A student may be given an interim suspension and, subsequently, may be subjected to further disciplinary action by the College, up to and including expulsion, if such further sanction is found to be appropriate in light of the conduct of the student. In all such cases, the fact of the earlier sanction shall be taken into consideration in determining the extent of any further sanctions.Disciplinary actions will be enforced by the College. Consequently, each campus, education center, or instructional site within the District will honor sanctions imposed by the College.

Individual Sanctions

1. Warning - a written or oral notice to the student that continuation or repetition of certain conduct may be cause for disciplinary action under this regulation.

2. Probation - a reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating any institutional regulation(s). If a student violates any condition of probation or again is charged with a violation of the standards of student conduct during the probationary period, such action shall be grounds for revocation of the student's probationary status and for

further disciplinary action to be taken in accordance with this regulation.

3. Loss of Privilege - a denial of specified privileges for a designated period of time. This may include, but is not limited to, access to facilities, services or offices or participation in clubs, organizations,activities, or College-sponsored events.

4. Restitution - a requirement of any student who has caused non-accidental damage to College property to pay the College the cost of replacing or repairing the property in question. The College may withhold,after appropriate written notice to the student, grades, transcripts,certificates, diplomas, registration privileges, or any combination thereof from any student who fails to repay or refuses to repay any valid debt owed to the College (Title 5, section 59410)

5. Community Service - the performance of community service asa sanction for misconduct. Determination of the type of work to be performed,the number of hours of service, and the responsibility for supervising the service will be made in consultation with the CSSO.

6. Limited Access - an administrative restriction to selected parts/locations of campus buildings.

7. College suspension - the separation of the student with consequent loss of tuition and fees from any or all classes and activities at the College for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified (Title 5, section 76031).

8. College expulsion - the permanent separation with consequent loss of tuition and fees of the student from the College.

9. Counseling or Education Seminars - the requirement to participate in counseling seminars or educational workshops in lieu of, or in addition to, the imposition of sanctions.

10. Revocation of Admission or Degree - the admission to the College may be revoked based on fraud, misrepresentation or other forms of misconduct related to the admissions process. The granting of a degree by the College may be revoked based on fraud, misrepresentation or other forms of misconduct related to obtaining the degree.

11. Deactivation - the loss of privileges, including College recognition, for a specified period of time for any student club, group, or organization.

12. Loss of housing on District property or housing affiliated with the District.

13. Loss of institutional financial aid or scholarships and/or loss of state financial aid pursuant to Education Code, section 69810 et seq.

Disruptive Classroom Behavior

Instructors

Course instructors at College of the Redwoods Community College District have the professional responsibility and authority to maintain order in instructional settings, which include but are not limited to classrooms, libraries, group meetings, tutorials, lab sessions, office hours,and off-campus venues. To assure the best presentation of the course material,a course instructor shall determine the manner and times during which students may ask questions, request clarification or express opinions or points of view in the instructional setting.

Students

Student behavior or speech that disrupts the instructional setting not be tolerated. Disruptive conduct may include, but is not limited to; unwarranted interruptions; failure to adhere to instructor's directions;vulgar or obscene language; slurs or other forms of intimidation; physically or verbally abusive behavior.

Records

Instructors are advised to keep careful written records regarding any incident of disruptive behavior, including dates, times, names of those present, and details of the incident. Instructors should inform their department chair or supervising faculty and the CSSO Office of any such incidents and provide written documentation, if requested. The parties involved, in conjunction with the department chair or supervising faculty and appropriate administrator, may strive for acceptable solutions or mediate appropriate intervention strategies.

Removal from Class

Any faculty member may, for good cause, order a student removed from his or her class for the day of the removal and the next class meeting (Education Code Section 76032).

The faculty member shall immediately report the removal to the appropriate immediate administrator and the CSSO or designee. The CSSO or designee shall arrange for a conference between the student and the faculty member regarding the removal. If the faculty member or the student requests,the CSSO or designee shall attend the conference.

The student shall not be returned to the class during the period of the removal without the concurrence of the faculty member. Nothing herein will prevent the CSSO or designee from recommending further disciplinary procedures in accordance with these procedures based on the facts which led to the removal.

Students Who May Present a Danger to Themselves or

Others

The College seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Code of Conduct prohibits a student from engaging in violent conduct and threatening behaviors toward any member of the College community, including a student's threat to harm him-or-herself. In cases of this type, the special procedures set out in section 9.3.6 may be used to attempt to determine if the student (1) presents a danger to himself/herself or others, and/or (2) is likely to repeat the misconduct. All threats or threats to do violence must be taken seriously and responded to immediately.

Responding to Student Conduct Involving Threats or Violence

Any College employee, student, or visitor who observes or otherwise becomes aware of violent or threatening student conduct, including a student's threat to injure himself/herself, or any other student conduct that indicates that the student may present a danger to himself/herself or others, should do the following:

In the case of an emergency, immediately contact the College's Security office by calling the emergency number 707- 476-4111. In severe cases,call 911. In these cases, Security will write an incident report to be filed in situations where an incident report is deemed warranted.

In cases that do not involve an immediate emergency,promptly file an incident report with Public Safety or inform the campus or site administrator.

In the event of any threat on a person's life, whether spoken or written, the following procedure will be undertaken even if the person hearing/seeing the threat does not believe it is viable:

- The police will be immediately called.
- The person(s) threatened will be immediately informed.
- Nothing in this process precludes the District from offering care and accommodations to students in crisis or from referring students to other resources for assessment or support.
- Parents of minor students will be notified of the person(s)behavior (if FERPA conditions are met) and violation of the college's code of conduct.
- The College will continue to follow-up with faculty, staff,law enforcement, parents, etc. and communicate essential information to one another.

Immediate Suspension and Denial of Access

Immediate Suspension

The President/Superintendent may impose an immediate suspension on a student only where such action is required in order to protect lives or property and to ensure the maintenance of order on the campus or at a campus function. To the extent the circumstances reasonably permit, the District's legal advisor will be consulted on the issue of whether an immediate suspension is appropriate.

Immediate notice of such suspension shall be given to the student either orally or in writing. Such notice shall advise the student of the right to a hearing.

Within 48 hours of ordering an immediate suspension, the President/Superintendent or designee shall forward written notice to the student of the basis for the action. Such notice shall be addressed to the student's last known address and/or email address and shall advise the student of a right to a hearing and the time and location of such hearing. Unless the student agrees otherwise, such hearing shall be held no later than ten (10)days following suspension.

Withdrawal of Consent to Remain on Campus

The President/Superintendent, or person designated by him or her to maintain order may notify a student that the consent to remain on campus or other facility under the control of the College has been withdrawn whenever there is reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus or facility.

Whenever consent is withdrawn by any authorized officer or employee other than the President/Superintendent, such officer or employee shall, as soon as is reasonably possible, submit a written report to the President/Superintendent, or, in the absence of the President/Superintendent,to a person designated by him or her for the purpose of reviewing the withdrawal of consent to remain on campus. Such report shall contain all of the following:

Description of the person from whom consent was withdrawn,including, if available, the person's name, address, and telephone number.

A statement of the facts giving rise to the withdrawal.

If the President/Superintendent or the person designated by him or her for the purpose of reviewing the withdrawal of consent to remain on campus, upon reviewing the report submitted by the person authorized to maintain order, finds that there was reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus or facility,he or she may enter written confirmation upon the report of the action taken by the officer or employee. If the President/Superintendent or person designated by the President/Superintendent in his or her absence to review the withdrawal of consent

to remain on campus does not confirm the action of the officer or employee authorized to withdraw consent within 24 hours after the time the consent was withdrawn, the action of the officer or employee shall be deemed void and of no force or effect.

The notice given to the student may be given orally and/or in writing and shall advise the student of the right to a hearing as set out herein.

In no case shall summary withdrawal of consent under this Article be withdrawn for longer than fourteen (14) days from the date upon which the consent was initially withdrawn. During the fourteen (14) day period, the student from whom consent to remain on campus was withdrawn may file a written request for a hearing to the Office of the President/Superintendent. Such hearing shall be held within seven (7) days of receipt before a hearing officer selected by the President/Superintendent.

Consent to return to the campus within the maximum 14-day period shall be reinstated by the President/Superintendent whenever he or she has reason to believe that the presence of the student from whom consent was withdrawn will not constitute a substantial and material threat to the orderly operation of the campus or facility.

Denial of Access

After a hearing, any suspension or expulsion based on conduct that disrupted the orderly operation of a campus or other facility may include denial of access to the campus or facility as a condition of such suspension or expulsion for the period of the suspension or in the case of expulsion for a period not to exceed one year (Penal Code, Section 626.2). A student who willfully and knowingly enters the campus or facility during the period for which access has been denied is guilty of a misdemeanor pursuant to Penal Code, Section 626.2. In the case of a suspension, such entry may be grounds for further disciplinary action.

10.0 Fees, Denial of Aid and Readmission, and Student Statement

Fees

No fees paid by or for a student for the semester, summer session, or other term in which he or she is suspended or expelled shall be refunded,except as may be required by law. If the student is readmitted before the close of the semester, summer session, or other term in which he or she is suspended,the student will not be charged any additional fees as a result of the suspension.

Admission or readmission

Admission or enrollment may be denied to any person who has been expelled from another California community college district within the five(5) years preceding his/her application for admission/enrollment or who is undergoing expulsion proceedings at another California community college district for offenses described in Education Code, section 76038 at the time of his/her application to the District for admission/enrollment.

The offenses that may preclude admission or enrollment include murder or attempted murder, assault or battery, sexual assault, kidnapping or attempted kidnapping, robbery or extortion, stalking, or unlawful conduct related to weapons, all as defined in Education Code, section 76038.

The CSSO or designee shall hold a hearing to determine whether an individual covered by this section poses a continuing danger to the physical safety of the District's students or employees. Notice of the hearing shall be provided to the affected individual no less than 5 days prior to the hearing. The hearing shall comply with basic due process standards, including providing the affected individual with the option to present information in support of his/her ability to participate as a student of the District without presenting a danger to students or employees. The CSSO or designee shall issue and deliver a written decision to the affected individual as to whether the individual poses a continuing danger; and shall deny admission/enrollment, permit admission/enrollment, or permit conditional admission/enrollment.

If admission or enrollment is denied, the affected individual may file a written appeal of the decision to the Board of Trustees within 5 days of delivery of the decision. Appeals are limited to the following:

1. The individual maintains that he/she was not expelled or subject to expulsion by another California community college for the offenses described in Education Code, section 76038, or

2. The individual maintains that he/she did not commit any offense described in Education Code, section 76038, or

3. The individual maintains that notice of the hearing was not provided a minimum of 5 days prior to the conduct of the hearing.

The Board of Trustees shall consider any timely appeal at its next regular meeting following receipt of the appeal or shall hold a special meeting for such purposes. The Board shall issue a decision on the appeal in writing to the individual filing a timely appeal.

Denial of Enrollment for Continuing Threat.

In addition, enrollment may be denied to any District student who has been suspended from the District for conduct involving acts of violence or threats of violence, including any conduct that potentially endangers the health or safety of others, until the District determines that the individual does not present a direct threat to others. A determination that an individual poses a direct threat to others must be based on an

individualized assessment of the individual's present ability to safely participate as a District student. This assessment must be based on a reasonable medical judgment that relies on available objective evidence. In determining whether an individual poses a direct threat, the District will consider (1) The duration of the risk; (2) The nature and severity of the potential harm; (3) The likelihood that the potential harm will occur; and (4) The imminence of the potential harm.1 Any conduct for which admission or readmission may be denied must be related to a College activity or College attendance. Appeals regarding denial of admission or readmission enrollment shall be made to the CSSO or designee.

Denial of Readmission Following Protective Order.

In the event the District secures a protective order against a student that prevents the student from attending classes and maintaining his/her academic status, the District may require the student to apply for reinstatement after the expiration of the protective order and shall consider such application in accordance with Education Code, section 76030(b). The CCSO or designee shall conduct a review and take appropriate action on an application for readmission as described in section 76030.

10.3 If a student's record includes information concerning any disciplinary action taken by the College,the student may include in the record a written statement or response concerning the disciplinary action.

References: California Education Code Sections 66017, 66300, 66301, 72122, 76030 et seq; Accreditation Standard I.C.8 & 10

Approved: February 1980

Revised: May 5, 2015, April 5, 2016

Student Records and Privacy Act

Student Records and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) and Board Policy 5040 (Student Records) afford eligible students certain rights with respect to their education records at College of the Redwoods. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 15 days after the day College of the Redwoods receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, s/he will advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

3. A student who wishes to ask the college to amend a record should write the college official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

4. If the college decides not to amend the record as requested, the college will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

5. The right to provide written consent before the college discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

6. The college discloses education records without a student's prior written consent under the FERPA exception for disclosure to college officials with legitimate educational interests. A college official is a person employed by College of the Redwoods in an administrative, supervisory, academic, research, or support staff position (including security personnel and health center staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A college official also may include a volunteer or contractor outside of College of the Redwoods who performs an institutional service or function for which the college would otherwise use its own employees and who is under the direct control of the college with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agency, or a student volunteering to assist a college official in performing his or her tasks. A college official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for College of the Redwoods.

7. Upon request, the college also discloses education records without consent to officials of another college in which the student seeks or intends to enroll.

8. The right to file a complaint with the U.S. Department of Education concerning alleged failures by College of the Redwoods to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to college officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires to institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other college officials, including instructors, employed by College of the Redwoods, whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31 (a)(1)(i)(B)(1) – (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another college where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the college's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31 (a)(3) and §99.35))
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31 (a)(4))
- To organizations conducting studies for, or on behalf of, the college, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31 (a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31 (a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31 (a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31 (1)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31 (a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31 (a)(11))

Directory Information (DI) at College of the Redwoods includes:

- Student name
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees and awards received

Students are asked on the Application to authorize the release of DI. If the answer is "yes", then DI may be released. If the answer is "no" then DI will not be released unless a provision listed above authorizes the release.

To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31 (a)(13))

To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the college determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the college's rules or policies with respect to the allegation made against him or her. (§99.31 (a)(14))

To the parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the college determine the student committed a disciplinary violation and the student is under the age of 21. (§99.31 (a)(15))

For additional information about student rights under the Privacy Act, please visit the FERPA website.

What to Do if You Have a Concern about Academic Programs or College Services

At College of the Redwoods, we recognize that there may be times when students have concerns about educational programs and services. To assist students, we have established a process which allows us to resolve issues informally and protect student rights. The information below will help explain the procedures to be followed to resolve concerns.

- Grade Change Procedure (BP/AP 4231)
- Student Complaints other than Academic Complaints or Unlawful Discrimination (BP/AP 5530)

Becoming a CR Student

As an open-access community college, the Redwoods Community College District welcomes students from a variety of different backgrounds and experiences.

High School Graduates

Anyone who has a high school diploma or the equivalent is eligible to enroll at College of the Redwoods.

Non-High School Graduates

Any person who is at least 18 years of age who does not have a high school diploma, but is able to benefit from college-level instruction may also enroll.

Younger Students

Students enrolled in the 9th through 12th grades may be approved to take up to eleven units of college courses for college credit at College of the Redwoods. All students must complete the Concurrent Enrollment of High School Student form for each year for which they intend to register.

Degree-Seeking & Transfer Students

Students who have attended another regionally-accredited college may transfer to College of the Redwoods with advanced standing, depending on the outcome of an incoming official transcript evaluation. Students must contact the Advising Office for an evaluation. All transcripts submitted become the permanent property of College of the Redwoods and copies of these transcripts cannot be forwarded elsewhere or released to students. These transcripts can be used by authorized College of the Redwoods personnel only.

Students wishing to apply prior college credit to their CR degree are required to submit official transcripts from post-secondary institutions previously attended.

Priority Registration

The Student Success Task Force implemented policy changes to improve educational achievement in the California Community Colleges. These changes strengthen the community college system by expanding those structures and programs that work and realigning our resources with what matters most: student achievement.

New students who have completed college orientation, assessment and developed education plans as well as continuing students in good academic standing with developed education plans, and who have not exceeded 100 units will have priority registration over students who do not meet these criteria. Among these students, active-duty military, veterans, and current and former foster youth, students in Extended Opportunity Programs and Services, Disability Services and Programs for Students, and CalWORKs will continue to have first call on courses.

International Students

Every effort will be made to provide international students with general information about the college and the local area before and upon their arrival at the college. Information about initial enrollment and special regulations that may pertain to international students may be obtained at www.redwoods.edu/admissions/guide/International-Students

Determining Residency

California Residency

Each California college is charged with determining which students qualify to pay in-state fees. Generally speaking, to qualify as a resident of the State of California, students must have lived in California for more than one year prior to the first day of the term in which they wish to enroll. In addition, they must demonstrate that they have intended to make California their permanent residence for more than one year, and will be asked to provide the College with documentation required to make such a determination. Military personnel, public school employees, state employees and certain other persons may be exempt from residence requirements or may qualify to pay in-state fees by virtue of being the subject of special legislation. To avoid disappointment or confusion at the last minute, it is important that students have their residency status determined well in advance of the start of the term in which they wish to enroll.

Out-of-State Residents

Prospective students whose legal residence is outside the state of California will be required to pay non-resident tuition in addition to the California enrollment fees. AB 540/AB200 Waiver: If you've attended a California high school for three (3) years or more, or have three (3) or more years of high school coursework, or attended a combination of California elementary, secondary, and high school for three (3) years or more, or attended a combination of California high school, adult school, and community college for the equivalent of three (3) or more AND graduated with a California high school diploma (or expect to graduate and use this exemption in the following year) or have the equivalent (i.e. California-issued GED, CHSPE) or completed an associates degree from a California Community College or completed the minimum requirements at a California Community College for transfer to the California State University or the University of California and currently reside in California. Please see page 10 for further information.

Oregon Exchange Program

College of the Redwoods has made reciprocal agreements with two Oregon colleges to allow eligible CR students to attend Oregon colleges and eligible Oregon residents to attend College of the Redwoods at reduced rates. Participating colleges are: Oregon Institute of Technology (OIT) and Southern Oregon University (SOU). More information may be obtained at www.redwoods.edu/admissions.

AB 343

Public postsecondary education: holders of certain special immigrant visas.

This law does not grant residency; it requires that certain nonresident students be exempted from paying nonresident tuition for the length of time he or she lives in this state up to the minimum time necessary to become a resident. The qualifications for this exemption are:

- The student has settled in California upon entering the United States;
- has a special immigrant visa that has been granted a status under Section 1244 of Public Law 110-181 or under Public Law 109-163; or
- is a refugee admitted to the United States under Section 1157 of Title 8 of the United States Code.

Any student who has met the AB 343 eligibility criteria must complete and sign the "AB343 Nonresident Tuition Exemption Request" form.

AB 540

Public postsecondary education: exemption from nonresident tuition.

This law does not grant residency; it requires that certain nonresident students be exempted from paying nonresident tuition. This benefit is available to all U.S. citizens, permanent residents of the U.S., and aliens who are not non-immigrants (including those who are undocumented), who meet all other eligibility criteria listed below:

- the student must have attended a combination of elementary/secondary education in California, and earned 3 years of full-time California course work;
- attendance could be at multiple California high schools;
- have three (3) or more years of high school coursework and attended a combination of California elementary, secondary, and high school for three (3) years or more;
- attended a combination of California high school, adult school, and community college for the equivalent of three (3) years or more;
- the student must have graduated from a California high school or attained the equivalent thereof (e.g., a GED or a high school proficiency exam). The GED or high school proficiency exam must be from California. There is no time limit on how far in the past the student might have attained this status;
- completed an associate degree from a California Community College;
- completed the minimum requirements at a California Community College to transfer to the California State University or the University of California.
- attendance at continuation high schools, charter high schools, independent study at the 9th-12th grade level while enrolled in a California public school, including a charter school, and private tutoring provided by a person holding a valid California teaching credential (and meeting other state requirements) are recognized under state law as acceptable manners in which to attend high school;
- home schooling -- instruction by a tutor or other person (including the student's parent) who did not have a valid California teaching credential -- is not acceptable;
- the law does not distinguish between public and private high schools.
- there is no time limit on how far in the past the student might have attended a California high school;
- students who are non-immigrant aliens (the most common being the F series student visas and B series visitor visas) are not eligible for the exemption; and
- students who previously held valid non-immigrant visas but who are out of status at the time of execution of the affidavit are eligible for the exemption.
- the student must reside in California.

Any student who has met the AB540 eligibility criteria must complete and sign the "AB540/2000 California Nonresident Tuition Exemption Request" form.

Enrollment

1. APPLY

A completed application is required of all new students as well as from students returning to College of the Redwoods after missing two or more semesters. The application is available on the CR website at www.redwoods.edu/admissions/guide/getstarted.

The following documents may also be required:

G.E.D. or High School Equivalency Certificate:

Students under 18 years of age who are not enrolled in high school and have not obtained a high school diploma must provide a copy of one of these certificates prior to initial enrollment.

Transcripts of Previous College Work:

If students have attended another college and want credit at CR for that work, official transcripts must be ordered as soon as possible, as it can be four weeks or more before the College receives them. If evaluation of these transcripts is needed to meet prerequisites, the student must request transcripts to be evaluated using the form available at www.redwoods.edu/admissions; evaluation can take up to four weeks.

2. COMPLETE THE ENGLISH & MATHEMATICS PLACEMENT PROCESS

The placement process for English and mathematics is required in order to assure that students take classes at the level that is most appropriate for their current skill sets. Placement is a key factor in student success.

Placement is required for students who plan to:

- pursue a degree or certificate;
- pursue a transfer program;
- take a course that has a Mathematics or English prerequisite; or
- qualify for priority registration.

New and returning students will be placed using the following criteria:

- Earning a status of "Ready" in English Arts/Literacy and/or Mathematics on the California Assessment of Student Performance and Progress (CAASPP) as part of the California State University (CSU) Early Assessment Program (EAP).
- Earning a status of "Conditionally Ready" in Mathematics on the California Assessment of Student Performance and Progress (CAASPP) as part of the Early Assessment Program (EAP) **AND** submitting transcripts showing completion of two semesters of mathematics with grades of "C" or higher taken during the senior year of high school in one of the following courses:
  - Algebra 2
  - Integrated Math 3, or a higher-level mathematics course.
- Earning a status of "Conditionally Ready" in English/Language Arts on the California Assessment of Student Performance and Progress (CAASPP) as part of the Early Assessment Program (EAP) **AND** submitting transcripts showing completion of two semesters of English with grades of "C" or higher taken during the senior year of high school in one of the following courses:
  - Expository Reading & Writing Course (ERWC)
  - AP Literature/Composition
  - Weighted Honors English
  - IB English
- Completion of an English and/or mathematics course with a grade of "C" or higher from any regionally-accredited college.
- Earning a score of "3", "4", or "5" on the College Entrance Examination Board Advanced Placement (AP) Exam in English and/or mathematics.
- Earning scores of 4 or better on an International Baccalaureate Mathematics Exam (Mathematical Studies SL, Mathematics HL) or English Exam (English A1 or English A2) – See Page 19 of the Catalog.
- Completion of a comparable state-approved placement test at Humboldt State University, College of the Redwoods, or another California Community College within the past three (3) years.

Students who are unable to complete one of these English courses during the senior year may submit proof of their EAP "conditionally ready" score to be placed into a CR English course one level below college-level. (Students may take this course concurrently while still in high school to enter CR ready for college-level English.)

Students who do not meet one of the criteria above will be placed based on Multiple Measures including high school GPA, highest level of English and/or math completed, GED test scores, and the student's intended educational goal.*

Placement Process

1. Schedule an appointment or attend Placement Workshop at the Academic Support Center

Email asc-staff@redwoods.edu to schedule your placement appointment or register for a Placement Workshop.

2. Arrive at the Academic Support Center with:

- a current photo ID;
- your student ID number;
- high school transcripts to be used in determining placement (optional, but especially helpful if you've been out of school for several years); and
- knowledge of the highest level of English and/or math completed.

3. The Academic Support Center will determine a placement level.

Once placement is determined, you can register in courses appropriate to your placement level.

***Multiple Measures**

Other indicators that could be considered together with Placement Test results to determine the most suitable mathematics and/or English and/or ESL placement may include:

- Any prior college experience;
- Highest level of English and mathematics completed at prior college(s);
- The student's previous success at the college level, as reflected in his/her transcripts;
- GED test scores for English and Math content areas;
- The student's past study habits;
- The number of employment-related and family obligations the student has; and
- The strength of the student's motivation to achieve his/her educational goal(s)

3. PARTICIPATE IN ORIENTATION

A variety of orientation options are available where students will learn about academic programs, faculty expectations, student support services, and how to navigate the College's online systems.

Academic advisors and counselors are available to help students develop a Student Education Plan (SEP). This plan serves as a road map for the student as s/he progresses toward degree or certificate completion. The SEP is based on each student's individual needs, personal/outside commitments, and educational goals. For those who are undecided about their educational goals, it is especially important to meet with an academic advisor or counselor during the first semester of enrollment.

For more information about academic advising and orientation options, please contact the location you plan to attend.

4. REGISTER FOR CLASSES

Registration

Students may register for classes via the web using WebAdvisor. Assistance using WebAdvisor is available at each campus. All students are assigned specific registration dates and times for each year. Students may not register before the specified time, but may register at any time after the specified time has passed.

At CR, there are three terms each year: a 16-week fall semester, a 16- week spring semester, and summer sessions.

Adding Classes After the Term Begins

Students may be allowed to add classes during the first week of the semester with instructor approval. After the second week/census date, dean approval is required to add classes.

Registering to Audit a Class

When a student audits a class, it means that s/he will attend that class on a regular basis, but does not wish to receive any academic credit for it. Students may audit classes with the instructor's approval on a space-available basis. This determination will not be made until after the first class meeting, to ensure that students wanting to take the class for credit have every opportunity to enroll before those wishing to audit the class are added.

Those wishing to audit a class must:

- complete the CR Application;
- complete the prerequisites for the class (if any);
- obtain an Audit Form from the Admissions and Records website;
- obtain the signature of the instructor on the Audit Form to verify that s/he approves of the audit;
- return the Audit Form to the Admissions and Records Office; and
- pay the required fees (which are non-refundable). The BOG Waiver does not cover audit fees.

No student shall be permitted to change his/her enrollment in a class for credit to audit or vice versa.
Audited classes will appear on the student's transcript but no grades or credits will be recorded.
Students enrolled in ten or more credit units in a given term will not be charged a fee to audit three or fewer credit units in that same term.
The instructor, in consultation with the student, will determine classroom policies for students who audit: including attendance, participation, assignments, and the evaluation of course work.

Limitations on Enrollment

Students who fall into the following categories may not be allowed to register:

- students on academic and/or progress probation are strongly encouraged to meet with an academic advisor or counselor before registering for classes;
- students who want to register for more than 18 units will need approval from an academic advisor or counselor;
- students who are subject to conduct suspension may only register if they have approval from the Vice President of Instruction & Student Development or his/her designee;
- high school students will need a new concurrent enrollment form on file each year before registering for classes; and
- students who have been dismissed from the College will not be allowed to register for classes for the following semester.

Student Responsibilities

Report Changes in Academic Interests to your Academic Advisor or Counselor

Students thinking about making a change in their academic

program must meet with an academic advisor or counselor.

Attend Classes on a Regular Basis

Since regular attendance is a critical factor in student success, students at the Col-lege are expected to attend all sessions of each class.

Students should make certain they understand the attendance standards that are to be met in each class. Students who know that they will be absent from class should notify the instructor. Faculty may drop students for excessive absences.

Withdrawing from Classes

Students are responsible for officially withdrawing from classes they are not able to complete. Students who officially withdraw before the published withdrawal deadline will receive a "W" (Withdrawal) on their academic records. Students who stop attending a course without officially withdrawing may receive an "F" (Failure) on their academic records. Faculty may withdraw students from a class for exces-sive absences until the withdrawal deadline.

While it is our hope that all students will be able to complete the classes for which they register, there are times when students may need to withdraw from all of their classes. When this occurs, the following steps must be followed:

- withdraw from all classes in which you are enrolled;
- return all books and equipment that belong to the College;
- pay all loans and financial obligations that are outstanding to the College; and
- contact the Financial Aid Office (if a financial aid recipient).

If a debt is owed to the college, registration will be blocked and CR transcripts and other important records will not be released to the student or other institutions or agencies.

Students may petition for an Excused Withdrawal (EW) if they feel they meet the required circumstances as outlined on the Excused Withdrawal Guidelines, which can be found at www.redwoods.edu/admissions/forms.

Process for Petitioning to Graduate or Applying for a Certificate

In order to obtain a degree or certificate from CR, students must first submit a petition to graduate or a petition for certificate during their last term at the college. If planning to graduate in spring, the petition or application is due by the first Thursday in March. For summer graduation, the petition or application is due by the last Thursday in June, and for fall term, the petition or application is due by the last Thursday in October.

The forms can be obtained from the College's website under "Admissions." A gradu-ation petition requires an academic advisor or counselor's signature to confirm that all requirements have been met. Applying for a certificate does not require seeing an academic advisor or counselor but is recommended. If petitioning for more than one degree or certificate, a separate form is required for each one. The college also requires students to complete a "graduate survey" or "certificate survey" at the time the petition or application is submitted.

If students miss the deadline for petitioning to graduate or applying for a certificate they may apply in the next term by the appropriate deadline. All degrees and certificates are subject to final approval by the College Evaluator. Verification of degrees and certificates are posted to transcripts within two months from the end of the term in which the petition was granted. Certificates of Recognition are not posted to transcripts.

Report Change of Address to the College

A student who changes his/her mailing address should report the change through WebAdvisor, webadvisor.redwoods.edu.

Student Fees

Mandatory Fees

Fees Required as a Condition of Enrollment at the College

1. California Residents

Although (by definition) there is no "tuition" for California residents, there are still certain fees that residents are expected to pay as a condition of enrollment. These fees are:

An enrollment fee: Currently $46/unit

Audit fee (non-refundable): $15/unit

A health services fee

- **Eureka-area, Online:** $20/semester, $17/summer session
- **Students at Del Norte, Klamath-Trinity, or Southern Humboldt:** $7/semester, $7/summer session

A small number of courses have instructional materials fees. These fees are listed on WebAdvisor.

In order to have your status changed from non-resident to resident, you must complete your request by the Wednesday prior to the start of the term.

An Important Note about the California College Promise Grant (CCP)

The California College Promise Grant (formerly known as the Board of Governors (BOG) Fee Waiver) is a program authorized by the California State Legislature. California residents who qualify for the CCP Grant are not required to pay the enrollment fee. The qualifications are:

- the student must be a California resident; and
- the student must be receiving public assistance through General Assistance (GA) or General Relief (GR), AFDC/TANF/CalWORKs, Supplemental Security Income (SSI), or State Supplementary Income (SSI); or
- the student must meet the income standards set by the state; or
- the student must be eligible for state and/or federal financial aid based upon filing the Free Application for Federal Student Aid (FAFSA).

The health services fee, instructional materials fees, books, activity and technology fees, and audit fees are not covered by the CCP Grant.

Students are responsible for ensuring their account is correct.

Effective Fall 2016, students with any combination of two consecutive terms of cumulative GPA below 2.0, and/or cumulative unit completion of not more than 50% percent may result in loss of CCP Grant eligibility. Contact the Financial Aid Office for more detailed information.

Students who wish to apply for the CCP Grant should:

- complete the Free Application for Federal Financial Aid (FAFSA) (preferred method); or
- the CCP Grant application form is available on the CR website. Check with the Financial Aid Office to see if additional income tax information or agency verification will be required to process the application; and
- bring or mail the completed application and any additional verification information to the Financial Aid office before registering for classes.

2. Non-Residents

Students who have not been legal residents of the state of California for at least one year and one day immediately preceding the beginning of the term in which they wish to enroll will be required to pay non-resident tuition. At the time of this printing, the rates that non-residents will be expected to pay as a condition of enrollment are:

Tuition: currently $266/unit**
An enrollment fee: currently $46/unit
A health services fee:

- **Eureka-area, Online:** $20/semester, $17/summer session
- **Students at Del Norte, Klamath-Trinity, or Southern Humboldt:** $7/semester, $7/summer session

A. Non-Residents Participating in the Oregon Exchange Program

The College has entered into agreements with two Oregon colleges to provide for a reciprocal exchange between institutions that are located in two different states but that are still geographically close to one another. The intent of this program is to offer academic programs to students that may not be available at their own college. These colleges are:

- Oregon Institute of Technology; and
- Southern Oregon University;

Students attending CR under the auspices of one of these agreements are obligated to pay the following fees:

Tuition (an amount equal to 27% of the regular non-resident tuition, rounded to the nearest dollar): currently $73/unit**
An enrollment fee: currently $46/unit
A health services fee:

- **Eureka-area, Online:** $20/semester, $17/summer session
- **Students at Del Norte, Klamath-Trinity, or Southern Humboldt:** $7/semester, $7/summer session

A small number of courses have instructional materials fees. These fees are listed on Webadvisor.

**The non-resident and Oregon Exchange fees include a $1 per unit capital outlay fee.

Health Services Fee

A mandatory health services fee will be charged. Waiver/Exemption to this fee is available only to students who depend exclusively upon prayer for healing in accordance with the teachings

of a bona fide religious sect, denomination, or organization. Requests for this exemption are made by petition to the District Business Office.

The health services fee will not be refunded for students who drop a class or all classes after the term start date.

Please Note: All fees are subject to change. The enrollment fee is currently $46/unit. *Additional information about these fees, as well as a listing of persons who may be exempt from paying the fees listed above may be found in Board of Trustees Policy 5030 and Administrative Procedures 5030. A small number of courses have instructional materials fees. These fees are listed on WebAdvisor.*

***The non-resident and Oregon Exchange fees include a $1 per unit capital outlay fee.*

Other Fees

Parking Fees

Because the college is considered a tenant at the Klamath-Trinity site, parking at that location is currently free of charge. It is also free to park at the Del Norte Education Center.

Parking on the Eureka campus is by permit only. Semester or annual permits may be purchased online at mycampuspermit.com/redwoods.

Automobile/Truck

Annual Permit (August-August): $73
Fall or Spring Semester: $46
Summer Session: $17
One-day Permit: $2

Motorcycles*

Annual Permit (August-August): $37
Fall or Spring Semester: $23
Summer Session: $10
One-day Permit: $2

One-day permits are available at vending machines located throughout the parking areas.

**If an Automobile/Truck permit is purchased, and a motorcycle is the individual's second vehicle, the motorcycle permit will be issued to the original purchaser at no additional charge. This only applies to motorcycles as a second vehicle.*

Parking permit refunds are subject to a $2 per day charge (Monday thru Friday), deducted from the original purchase price, beginning on the original purchase date. The parking permit must be surrendered at the time of refund request. Refunds are processed and paid only to the original purchaser usually within 14 business days from the date of refund request.

Instructional Materials Fees

Materials fees are listed below the specific class listings in the schedule of classes on WebAdvisor.

Student Technology Fee

Students pay a student technology fee of $10 per term. This fee supports the purchase of student lab technology, maintenance of such technology or other related costs on each campus. Prior to the beginning of each term, students may opt out of this fee by contacting the Cashier in the Business Office.

Student Activity Fee

Students pay a student activity fee of $10 per term. This fee supports the Associated Students of College of the Redwoods (ASCR) social, educational, recreational, and athletic activities and programs on each campus. For more information about

campus life at the main Eureka site, you may visit our website at www.redwoods.edu/ascr. Prior to the beginning of each term, students may opt out of this fee by contacting the Cashier in the Business Office.

The student activity and technology fees will not be refunded for students who drop a class or all classes after the class start date.

Refunds & Non-Payment

Refunds For Dropped Classes

Enrollment fees will only be refunded if the student drops the full-semester-length class in question by the Friday of the end of the 2nd week of the spring or fall semester. Refund deadlines for summer classes vary by class length. If applicable, a refund processing fee of $10 per student per semester may be subtracted before the refund is issued. If a class is cancelled by the College, all enrollment fees will be refunded to the students who have registered and paid.

Students who receive federal financial aid are subject to federal refund calculation formulas. Contact the Financial Aid Office for detailed information.

The Oregon Exchange student refund policy follows the same time frames and other guidelines as those specified for California residents.

The health services, technology, and student activities fees will not be refunded for students who drop a class or all classes after the class start date.

To Students Paying Non-Resident Tuition

Refunds shall be made according to this schedule only after an official drop or withdrawal has been processed by the Admissions and Records Office.

Through Friday at the end of the second week of the term: 100% of Original Fee

Through Friday at the end of the third week of instruction: 50% of Original Fee

Through Friday at the end of the fourth week of instruction: 25% of Original Fee

Consequences of Non-payment of Fines or Other Funds Due to the College

As a means of encouraging the payment of obligations to College of the Redwoods, its Foundation, and any offices thereof, the following blocks will be put in place until all debts are paid:

a. Transcripts will not be issued.
b. Registration will not be processed.
c. Degrees or certificates will not be awarded.
d. Grades will not be released.

Upon presentation of valid receipt for the unpaid monies due to the College or any of its agencies, the restrictions shall be removed. Any account balances older than 120 days may be subject to the collections process.

Consequences of Non-Payment

Course Drop for Non-payment

Fees must be paid at the time of registration. College of the Redwoods does not bill for unpaid registrations. Students with unpaid accounts risk being dropped from classes for non-payment. Students must pay their bill in full, set up a payment plan and make payments on time to avoid being dropped for non-payment. Otherwise, students can be dropped from classes to make seats available for other students seeking to register. Waitlisted classes can be dropped as well if the balance is not paid in full for classes in which a student is officially enrolled and fees charged. Do not rely on drop for non-payment if you need to drop a class. Go to WebAdvisor to drop classes. Remember that you and your family, if applicable, are primarily responsible for your educational costs. If you do not pay your bill, it will be turned over for collection.

To avoid drop for non-payment, check that your WebAdvisor account online does not have any balance due.

Account Collections Process

Each student or account holder is responsible for paying all fees, charges, and amounts owed to the College of the Redwoods. Nearly all students and accounts holders pay their debts in a timely manner and therefore do not become subject to the account collections process. However, a few accounts incur debts over 120 days past due, which is considered delinquent. Delinquent accounts become subject to the account collections process. The College of the Redwoods may take additional actions to collect monies owed on delinquent accounts, including:

1. The delinquent account may be listed on consumer credit bureaus.

2. The delinquent account may be sent to a collection agency for collection, and the actual fee charged by the collection agency plus a $25 processing fee will be added to the balance owed (as permitted by California Government Code 16583.1).

3. The delinquent account may be sent to the Chancellor's Office Tax Offset Program (CO-TOP)/Franchise Tax Board (FTB) for collection, and the actual fee charged by COTOP/FTB plus a $25 processing fee will be added to the balance owed (as permitted by California Government Code 16583.1).

All other legally available remedies may be pursued.

Graduation Requirements

Every Associate Degree awarded by College of the Redwoods requires completion of at least 60 semester units of coursework:

- with a cumulative GPA of 2.0 or higher in coursework completed at College of the Redwoods
- with a grade of C or higher for each course required for the major and General Education (GE)

Within the 60 minimum units required for the Associate's Degree, students must complete the following:

- **Major coursework:** at least 18 semester units, determined by discipline faculty and approved by the California Community College Chancellor's Office
- **General Education (GE):** 18-39 semester units, depending on the GE pattern. See information about GE options for specific degree types below.
- **CR Residency Requirement:** at least 15 semester units (12 of which are major coursework) completed at College of the Redwoods.
- **Electives:** if a student completes General Education and Major requirements with less than 60 degree-applicable units, they must also complete enough elective coursework to bring their total to 60 units.

Limitations to coursework that can applied to an Associate Degree:

- A maximum of 9 units of Co-operative Education coursework will apply toward the 60 units required for an Associate Degree.
- Courses numbered 200-399 do not apply toward an Associate Degree, and do not transfer to four year colleges and universities.
- Courses numbered 100-199 do apply toward an Associate Degree, but do not transfer to four year colleges and universities.

Petitioning to Graduate

To be awarded a degree or certificate, students must petition to graduate. It is strongly recommended for students to meet with Counseling & Advising to confirm they have met all graduation requirements, and to complete the Graduation Petition form. The Deadlines to submit Graduation Petitions are:

- Last Thursday of October for degrees conferred in the Fall Term.
- First Thursday in March for degrees conferred in the Spring Term.
- Last Thursday in June for degrees conferred in the Summer Term.

General Education at CR

Associate of Science Degree (AS)

AS Degrees must be completed using the local **College of the Redwoods General Education Pattern**, requiring 18 units of coursework.

Associate of Arts Degree (AA)

AA degrees may be completed using one of the following GE Patterns:

- **College of the Redwoods GE Pattern**: 18 units.
- **California State University GE-Breadth (CSU-GE)**: 39 units, appropriate for students planning to transfer to the CSU system.
- **Intersegmental General Education Transfer Curriculum (IGETC)**: 37 units; appropriate for students planning to transfer to the UC or CSU system.

It is strongly recommended for students to meet with Counseling & Advising to determine the best GE option for their goals.

Associate Degree for Transfer (AA-T and AS-T)

Associate in Arts for Transfer (AA-T) and Associate in Science (AS-T) Degrees are designed specifically for transfer to the California State University System.

AA-T and AS-T degrees may be completed using one of the following GE Patterns:

- **California State University GE-Breadth (CSU-GE)**: 39 units, appropriate for students planning to transfer to the CSU system.
- **Intersegmental General Education Transfer Curriculum (IGETC)**: 37 units; appropriate for students planning to transfer to the UC or CSU system.

Students who complete an AA-T or AS-T are guaranteed admission to the CSU system, but not to a particular campus or major. Students transferring to a CSU campus that accepts the major they have completed will have Junior standing, and be required to complete no more than 60 units after transfer to complete their bachelor's degree. An Associate Degree for Transfer may not be the best option for students intending to transfer to a college or university that is not part of the CSU system. In all cases, students should consult with a counselor for more information on university admission and transfer requirements.

College of the Redwoods General Education Requirements for the Associate Degree 2019-2020 Not Bold Type = Transfers to CSU Only **Bold Type = Transfers to CSU & UC**			Units Required	Units Completed	Units in Progress	Units Remaining
A. Natural Science	Agriculture **3, 5, 17, 23** Anthropology **1(H), 1B, 2, 6** Astronomy **10, 11** Biology **1, 3, 5, 8,** 9, **15, 20** Chemistry **1A, 2, 10** Computer & Electronics Technology **10**	Environmental Science **10, 12** Geography **1** Geology **1, 2, 10, 15** Oceanography **10, 10L, 12** Physics **2A, 4A, 10**	3			
B. Social Science	Agriculture **32, 33** Administration of Justice **1, 7** Anthropology **1(H), 1B, 2, 3(H), 4, 5(H), 6** Business **10**, 34 Communication Studies **2, 5, 8** Early Childhood Education 2, 18 Economics **1, 10**	Forestry & Natural Resources **1** Geography **2** History **4, 5, 6, 7, 8(H), 9(H), 11, 12, 20, 21** Native American Studies **1, 21** Political Science **1, 2, 3, 10** Psychology **1, 3, 11, 30,** 33 Sociology **1(H), 2, 3, 5, 9, 10(H), 13**	3			
C. Humanities	Art **1A, 1B, 2, 4, 10, 11, 17** Cinema **1, 2, 3** Communication Studies **3** Drama **24** English **4, 9, 10, 17, 18, 60, 61** Environmental Science **11** French **1A, 1B** German **1A, 1B**	History **22, 23** Music **1, 10, 12** Philosophy **1, 2, 10, 13, 14, 15, 16, 20** Sign Language **1A, 1B** Spanish **1A, 1B, 2A, 2B** Yurok **1A**	3			
D. Language and Rationality						
D1. Writing	English **1A** or alternative writing course at same level and rigor		3			
D2. Oral Communications	Communication Studies **1(H), 6, 7**		3			
D3. Analytical Thinking	Mathematics 120, 130, **4,** 5, 10**, 15,** 25**, 30, 50A.** The following courses may be counted towards completion of the D3 requirement for students who can demonstrate completion of Intermediate Algebra with official high school or college transcripts: Computer Information Systems **1**, English **1B**, or Philosophy **12**		3			
		General Education Units	18			
		Major Units				
		Elective Units				
		Total Units for Degree				

Updated 08.15.19
correction: added MATH 130 to Area D3

California State University General Education (CSU-GE) Requirements for Transfer 2019-2020	Courses from another college or AP exam	Units Required	Units Completed	Units in Progress	Units Remaining
Area A - Communication in the English Language and Critical Thinking *One course from each of the three areas below for a total of 9.0 required units.* *All courses must be completed with a grade of "C" or better.*					
A-1 Oral Communication: Communication Studies 1, 1H, 6, 7		3			
A-2 Written Communication: English 1A		3			
A-3 Critical Thinking: English 1B; Philosophy 1, 12		3			
Area B – Scientific Inquiry and Quantitative Reasoning *One course from each of the three areas below for a total of 9.0 required units.* *The Physical or Life Science course must include a lab. Lab courses are noted with an **					
B-1 Physical Science: Agriculture 17*; Anthropology 6; Astronomy 10, 11; Chemistry 1A*, 2*, 10; Environmental Science 12; Geography 1; Geology 1*, 2*, 10, 15; Oceanography 10, 12; Physics 2A*, 4A*, 10		3			
B-2 Life Science: Agriculture 3*, 5, 23*, Anthropology 1, 1H; Biology 1*, 3*, 8*, 15*, 20*; Environmental Science 10*		3			
B-3 Laboratory Activity: Anthropology 1B; Oceanography 10L; Courses marked (*) in B-1 and B-2		-			
B-4 Mathematics/Quantitative Reasoning (Grade of C or better): Math 5, 10, 15, 25, 30, 50A		3			
Area C – Arts and Humanities *9 units required with at least one course from the Arts and one from the Humanities.*					
C-1 Arts: Art 1A, 1B, 2, 4, 17; Cinema 1, 2, 3; Drama 24; Music 10, 12		3			
C-2 Humanities: Communication Studies 3; English 4, 9, 10, 17, 18, 60, 61; Environmental Science 11; French 1A, 1B; History 4, 5, 20, 21, 22, 23; Philosophy 2, 10, 13, 14, 15, 16, 20; Political Science 2; Sign Language 1A, 1B; Spanish 1A, 1B, 2A, 2B; Yurok 1A		3			
C-1 Arts or C-2 Humanities		3			
Area D – Social Sciences *Choose three courses from at least two disciplines for a total of 9.0 required units.*					
Administration of Justice 1; Agriculture 32, 33; Anthropology 1, 2, 3, 3H, 5, 5H, 6; Business 10; Communication Studies 2, 5, 8; Economics 1, 10; Geography 2; History 4, 5, 6, 7, 8, 9, 11, 12, 20, 21; Native American Studies 1, 21; Political Science 1, 3, 10, 12, 20, 30; Psychology 1, 3, 11, 30, 38; Sociology 1, 1H, 2, 2H, 5, 5H, 9, 9H, 10, 10H, 13		9			
NOTE: CSU graduation requires fulfillment of a U.S. History, Constitution & American Ideals requirement, and it is highly recommended students complete these courses prior to transfer. Taking **POLSC-10** and **HIST-8** or **HIST-9** will ensure completion of this requirement and may be double-counted in Area D.					
Area E – Lifelong Learning and Self-Development *3 units required*					
Early Childhood Education 2; General Studies 1; Health Education 1; Health Occupations 15; Kinesiology 65, 66; Psychology 3, 11, 33; Recreation Administration 60; Sociology 3, 3H, 13, 33, 33H		3			
Minimum CSU General Education Units Required		39			
Major Requirements and Any Possible Electives		21+			
Minimum Units for Transfer		60			
Maximum Units for Transfer		70			

Students transferring to the California State University system will qualify for admission as upper division transfers if they have completed a minimum of 60 transferable units with a GPA of 2.0 ("C") or better (non-residents 2.4 or better). Within the 60 unit requirement, the 12 units in Area A, Area B-4 (mathematics), and 18 additional semester units of general education coursework must be completed with a grade of 2.0 or better in each course. Students who complete the pattern above will have satisfied the lower division general education requirements for the California State University BA/BS degree. A minimum of 9 semester units of general education coursework must be completed at the upper division level after transfer, although some CSU campuses require more than 9 units. See a counselor for further information. ***Note: Courses listed under more than one discipline or area may be used only once to satisfy an area requirement.***

Updated 08.19.19
Addition: MATH-10 added to Area B4

IGETC Requirements 2019-2020 (Intersegmental General Education Transfer Curriculum, used for transfer to UC or CSU)	Courses from other college or AP exam	Units Required	Units Completed	Units in Progress	Units Remaining
Area 1 - English Communication *CSU: three (3) courses required, one (1) from each group below* *UC: two (2) courses required; one (1) each from groups A and B*					
Group A - English Composition: English 1A		3			
Group B - Critical Thinking - English Composition: English 1B		3			
Group C - Oral Communication (CSU Requirement only): Communication Studies 1		3			
Area 2 - Mathematical Concepts and Quantitative Reasoning *One (1) course required.*					
Group A: Math 15, 30, 50A		3			
Area 3 - Arts and Humanities *Three (3) courses required, with at least one (1) from Arts and one (1) from Humanities*					
Group A - Arts: Art 1A, 1B, 4; Cinema 1, 2, 3; Drama 24; Music 10, 12		3			
Group B - Humanities: English 4, 9, 10, 17, 18, 60, 61; Environmental Science 11; History 4, 5, 20, 21; Philosophy 2, 10, 13, 14, 15, 16; Political Science 2; Spanish 2A, 2B		3			
Group C: Choose an additional course from either Group A or Group B		3			
Area 4 - Social and Behavioral Sciences *Three (3) courses required, from at least two (2) disciplines or an interdisciplinary sequence*					
Administration of Justice 1; Agriculture 32; Anthropology 1, 2, 3, 3H, 5, 5H; Communication Studies 2, 5, 8; Economics 1, 10; Geography 2; History 4, 5, 6, 7, 8, 9, 11, 12, 20, 21; Native American Studies 1, 21; Political Science 1, 3, 10, 12, 20, 30; Psychology 1, 3, 11, 30; Sociology 1, 2, 3, 5, 5H, 9, 13		9			
CSU GRADUATION REQUIREMENT ONLY: **U.S. History, Constitution, and American Ideals** *Two (2) courses required, one (1) from each Group.* *These couses may be double-counted toward satisfying IGETC Area 4.* **Group A:** Political Science 10 **Group B:** History 8, 9					
Area 5 – Physical and Biological Sciences *At least two (2) courses required totalling at least 7 units: one (1) each from Physical Sciences and Biological Sciences; at least one (1) course must include a lab. Lab courses are noted with an **					
Group A - Physical Sciences: Astronomy 10, 11; Chemistry 1A*, 2*, 10; Environmental Science 12; Geography 1; Geology 1*, 2*, 10, 15; Oceanography 10, 12; Physics 2A*, 4A*, 10		3-4			
Group B - Life Sciences: Anthropology 1, 1H; Biology 1*, 3*, 5*, 8*, 15*, 20*; Environmental Science 10*		3-4			
Laboratory Activity: Oceanography 10L; Courses marked (*) in Group A and Group B		-			
Area 6 – Language other than English (UC Requirement only) *Complete two (2) years of the same foreign language of high school level work with a grade of C or better, or earn a score of 3 or higher on the Foreign Language Advanced Placement test or 550 on the College Board Achievement Test in Foreign Language, or complete 4-8 units from the courses below:*					
☐ College course(s) that meet the 1B proficiency level, such as: French 1B; Spanish 1B, 2A, 2B; or Sign Language 1B. ☐ Completed in high school ☐ Competency: Test name: _____ Score: _____ Date: _____		0-8			
IGETC General Education Units Required					
Major Requirements					
Electives					
Total Degree Units					

Updated 08.01.19
correction: added ANTH-1 to Area 4

Articulation & Transfer

It is strongly recommended that students consult with a counselor to determine which general education pattern is most appropriate for their individual educational goals.

Associate Degree for Transfer

This joint transfer program from the California Community Colleges and the California State Universities makes it easier for students like you to transfer between the two school systems. For the first time in California history, community college students who complete an AA-T or AS-T will be guaranteed admission to the California State University (CSU) system. With an Associate Degree for Transfer, you have the opportunity to complete two degrees with only 120 units if you apply and are admitted into a similar degree program.

Through this program, students who complete an AA-T or AS-T will be given a special GPA advantage when applying to CSU impacted campuses or majors.

The best part? Students with an AA-T or AS-T enter the CSU system with junior standing. Students who are admitted to a program that has been deemed similar will need only 60 more semester units (or 90 quarter units) to complete a bachelor's degree.

Find program requirements for each AA-T or AS-T with other programs in the following subjects: Administration of Justice, Agriculture Plant Science, Anthropology, Biology, Business Administration, Communication Studies, Early Childhood Education, English, Geology, History, Kinesiology, Mathematics, Philosophy, Physics, Political Science, Psychology, Sociology, and Studio Arts.

Find more information about transferring with an AA-T or AS-T at www.adegreewithaguarantee.com

CSU GE-Breadth Requirements:

The CSU GE-Breadth Requirements is a lower division 39 semester unit pattern with selected courses in specific areas of study. Each of the areas has a minimum number of units or courses. California Community College or other certifying institution can certify up to 39 lower-division GE-Breadth semester units. Students who are certified with 39 semester units of lower-division GE-Breadth units will only be required to complete a minimum of 9 semester units of upper division general education work after transfer to the CSU campus. It is important that you request that your California Community College certify completion of California Community College coursework that meets CSU general education requirements. Certification means that CSU will accept these courses to meet the CSU GE-Breadth areas designated by your California Community College.

California Community Colleges can certify each subject area (Area A, B, C, D, E) or the whole pattern.

Intersgmental General Education Transfer Curriculum (IGETC):

The Intersegmental General Education Transfer Curriculum (IGETC) is a pattern of courses that California Community College students can follow to satisfy lower-division general education requirements at any California State University (CSU) or University of California (UC) campus. Students who do not qualify for a full or partial certification of their IGETC before transfer will be required to complete the General Education pattern of the UC or CSU campus to which they transfer.

Students should be aware that additional courses are often required to fully satisfy the General Education requirements of the particular UC or CSU campus to which they transfer. IGETC is not advisable for all transfer students. Students should meet with a counselor to determine the appropriate general education option for their transfer goal. To be eligible for UC admission, students must complete 60 semester units of transferable college credit with a GPA of at least 2.4 (2.8 for nonresidents). No more than 14 semester units may be taken Pass/Not pass.

Read more about using the IGETC pattern at:

- http://admission.universityofcalifornia.edu/counselors/transfer/advising/igetc/
- http://icasca.org/Websites/icasca/Images/Final_IGETC_Standards_v1.2.pdf

Transfer Admission Guarantee (TAG)

Six UC campuses at Davis, Irvine, Merced, Riverside, Santa Barbara and Santa Cruz offer guaranteed admission to California Community College students who meet specific requirements.

By participating in a Transfer Admission Guarantee (TAG) program, you will receive early review of your academic records, early admission notification and specific guidance about major preparation and general education coursework. Use the online Transfer Admission Planner to complete a TAG application, and review it with your college counselor.

The Fall 2020 TAG Filing period is Sept 1-30 2019.

http://admission.universityofcalifornia.edu/transfer/guarantee/

Articulated Transfer agreements

College of the Redwoods negotiates agreements with a number of colleges and universities whereby, these institutions guarantee that they will accept certain College of the Redwoods courses as fulfilling specific lower division requirements in various major fields. These transfer agreements are also referred to as 'Articulation Agreements.' Transfer information for College of the Redwoods programs may be obtained at www.assist.org. You can also refer to the College of the Redwoods Articulation page for additional articulation information.

Use www.redwoods.edu/counseling/Articulation

Important and useful Internet sites

- www.assist.org
- http://extranet.cccco.edu/Divisions/StudentServices.aspx
- https://secure.csumentor.edu/
- http://admission.universityofcalifornia.edu/transfer/guarantee/
- http://ccctransfer.org/
- https://secure.californiacolleges.edu/
- http://www.cacareercafe.com/
- http://www.onetonline.org/

UC Priority Application Filing Periods:

** Check with a counselor for open filling periods**

- Fall Quarter/Semester: November 1-30
- Winter Quarter: July 1-30
- Spring Quarter: October 1-31 (except Berkeley)
- Spring Semester: UC Merced: July 1-31

Transcripts

How to Request a CR Transcript

Official transcripts can be obtained by logging on to WebAdvisor and clicking on "Request Official Transcripts" from the student menu. Transcripts are produced and mailed within two business days after payment has been received.

Official Transcripts Fee

- The first two requested transcript copies are free.
- Each additional requests transcript copy is $8.
- "Rush" transcript requests are $15 per copy, and are processed and mailed within 48 hours of receipt of payment.
- Unofficial transcripts are free and can be obtained by logging into WebAdvisor and clicking on "view unofficial transcript"

Important Information

If you want your transcript to include your current semester's grades you must request your transcripts after your grades have been posted or indicate this on your Transcript Request Form.

If you want your transcripts to include your degree, please be aware that:

- degrees and certificates will be posted to transcripts within 3 weeks after the end of the semester for those students sitting for State Board Exams; and

- for all other students, degrees and certificates will be posted to transcripts within 8 weeks after the end of the semester.

All currently registered students have a WebAdvisor login ID. For assistance check the WebAdvisor Frequently Asked Questions. If your last class was prior to 2002 you will need to create an account. Please contact the ITS Help Desk at 707-476-4160 for further information and support.

If your last class was prior to 1986, transcripts may take up to 30 days to process.

If you have questions about your transcripts, please call the Admissions & Records Office at 707-476-4200.

Transfer Requirements for the California State University System (2019-20)

IMPORTANT INFORMATION:

Courses listed for the CSU-GE Breadth pattern are approved for a specific academic year, which begins with the Fall 2019 semester.

CSU: Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay (formerly Hayward), Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus.

General education courses listed for the CSU system are specified within subject areas that satisfy lower division general education requirements for the CSU campuses. Students wishing to use a course to fulfill a CSU General Education requirement must be sure that the course is approved for the academic year in which it is taken. The CSU general education form changes each year. It is advised that students meet with a counselor regularly to review any changes. A course must be on the CSU GE Breadth during the term in which it is taken. If a course is taken before it is approved for inclusion, or after it is removed from the list, it cannot be used to meet the area requirement.

Minimum admission eligibility for upper division transfer applicant:

(1) completion of at least 60 CSU transferable units with a minimum GPA of 2.0;

(2) a minimum of 30 lower division units of General Education/Breadth within the total 60 CSU transferable units completed; and

(3) completion of areas A1, A2, A3 and B4 with a grade of "C" or better.

Associate Degrees for Transfer (AD-T) to CSU:

(1) Complete 60 semester (90 quarter) CSU transferable units with a minimum GPA of 2.0;

(2) Complete a minimum of 18 units in an approved associate degree for transfer major;

(3) Complete all courses required in the major with a "C" or "P" or better;

(4) Complete the CSU-GE or IGETC-CSU* general education

pattern

*The associate degree for transfer can be awarded to students completing the UC-IGETC general education pattern, but completion of this pattern will not satisfy CSU admission requirements

CSU GE Breadth certification is available to community college transfer students who satisfy the general education requirements in each area. "Certification" means that CR has verified that a student has completed the lower division General Education requirements listed in each area of the CSU GE Breadth. Certification does not guarantee admission or admission eligibility. Students with full CSU GE Certification will only be responsible for an additional 9 semester units of upper division general education at the CSU campus. CSU Certification is not required and is not automatic; it must be requested by the student at the time the final official transcript is sent. Without certification, the student will be held to the specific general education requirements of the CSU campus of choice.

Students who have taken courses at other colleges can have these courses "passed along" in the certification process. College of the Redwoods will certify courses taken at other California Community Colleges in the areas designated by the offering college. Courses taken at California four-year colleges, or accredited out-of-state two-year, or four-year colleges, will be evaluated by the CR Admissions Office Evaluators. Courses from foreign institutions cannot be used in the certification process. Students requesting CSU GE "pass along" certification must complete at least 12 units in residency at College of the Redwoods.

EXTERNAL EXAMINATIONS APPROVED TO CLEAR SPECIFIC CSU GE AREAS:

Advanced Placement (AP), International Baccalaureate (IB) and College Level Examination Program (CLEP). See the current College of the Redwoods catalog pages regarding these exams that indicate equivalent general education area or elective units that could apply with appropriate scores. (Examinations may also be included in the CSU GE Certification).

Academic Standards

Catalog Rights

A student is normally governed by the associate's degree, certificate of achievement, or certificate of recognition requirements in effect at the time of his or her first completed term of enrollment. For the purpose of this regulation, enrollment is defined as registration for and completion of at least one course. A student may claim that he or she has been continuously enrolled as long as he or she completes at least one regular semester course for credit with a grade of A, B, C, D, or P during each academic year. Courses in which a student receives a "W" are not considered to have been completed.

If a student's enrollment is interrupted for two consecutive semesters, he or she will be governed by the degree and/or certificate requirements in effect at the time of his or her first completed term of enrollment following reentry into the college. A student may also elect to be governed by the program requirements in effect at the time the student completes the program requirements. A semester is defined as either a fall or spring term.

A student will not receive a degree or certificate under requirements that are more than six years old.

Classification of Students

Freshman: A student who has completed fewer than 30 units of college credit.

Sophomore: A student who has completed 30 or more units of college credit.

Post-Graduate: A student who has been awarded a degree and has enrolled for further study.

Full-Time: A student enrolled for 12 or more credit units.

Part Time: A student enrolled for less than 12 credit units.

Course Numbering System

Course numbers can tell you a lot about a course:

1-99: Courses which may be applied to a Baccalaureate Degree and to an AA/AS degree
100-199: AA/AS applicable courses
200-299: Non-credit courses
300-399: Skill Development (Precollegiate) courses

Grading Symbols

The tables below define the grading symbols used by College of the Redwoods for recording on transcripts and calculating GPA.

Grades & Evaluative Symbols; Grade Points		
A	excellent	4.0 grade points per unit
A-	excellent	3.7 grade points per unit
B+	good	3.3 grade points per unit
B	good	3.0 grade points per unit
B-	good	2.7 grade points per unit
C+	satisfactory	2.3 grade points per unit
C	satisfactory	2.0 grade points per unit
D	poor	1.0 grade points per unit
F	failure	0 grade points per unit
P	pass	not calculated into GPA
NP	no pass	not calculated into GPA
S	satisfactory (noncredit)	not calculated into GPA
SP	satisfactory progress (noncredit)	not calculated into GPA

Non-Evaluative Symbols		
I	Incomplete; if not made up, a final grade will be an "F"	not calculated into GPA
IP	In progress	not calculated into GPA
W	Withdrawal	not calculated into GPA
AU	Audit	not calculated into GPA
MW	Military Withdrawal	not calculated into GPA
EW	Excused Withdawal	not calculated into GPA
Final grades are permanent		

Pass/No Pass (P/NP)

Many courses can be taken on a Pass/No Pass basis instead of receiving a traditional letter grade. Check the course listings in this catalog to see which courses are eligible to take as Pass/No Pass.

Regulations for Pass/No Pass are:

1. "Pass" is granted if a student satisfactorily completes the minimum course requirements(i.e., earns a C grade or better).

2. "No Pass" is granted when a student does not satisfactorily complete the basic course requirements. There is no grade point average penalty attached to a "no pass" grade, however; NPs are considered as non-progress (see Probation and Dismissal Policies which follow). No units are received/awarded for NP grades.

3. Unit credit is awarded for a Pass grade.

4. Units on a Pass/No Pass basis shall be disregarded in determining a grade point average for all purposes for which a grade point average is required.

5. The Pass/No Pass option applies only to courses so identified in this catalog's course descriptions.

6. Students must file their request for Pass/No Pass grading in the Admissions and Records Office at the Eureka campus or Administrative offices at branch campuses or instructional sites. The deadlines to file these requests are listed on the admissions website at www.redwoods.edu/admissions. Click on "Important Dates" for appropriate term.

Incomplete Grades

Title 5, §55023 of the California Education code specifies that, under extenuating circumstances, instructors may grant students a grade of Incomplete ("I") in a course. To qualify for an "I" grade, students must meet the following conditions:

- most of the academic course work must have already been completed;
- there must be an unforeseeable and justifiable circumstances that prevent the student from completing the course in the current term;
- The student and instructor must complete and each must sign an Incomplete Contract form which includes both the conditions of the removal of the Incomplete grade, and the grade which will be assigned if the work is not completed in the stipulated time frame; and/or
- the "I" must be made up no later than one semester following the end of the term in which it was assigned(not including summer session).

In addition, students should understand that:

- students may not re-enroll in a course in which they have received an "I" grade. Students work independently
- if the work is not completed by the following term,the student will receive an "F" grade unless the instructor has indicated otherwise.

Grade Challenges

The grade recorded for a student in any course is determined by the instructor; and in the absence of error, fraud, bad faith, or incompetence, is final. A student who believes that a grade has been assigned on the basis of error, fraud, bad faith, or incompetence may appeal that grade to the faculty member who assigned it and then, if necessary, to the appropriate Division Dean.

If the grade challenge is not resolved or terminated at step 2, the student may file a written appeal to the Course Grade Challenge Committee. The decision of the Course Grade Challenge Committee is final. For more details, see the full text of BP/AP 4231.

In accordance with Cal. Admin. Code Title 5, s55760

Academic Renewal

Under certain conditions, a student may request that previous terms where substandard academic performance has been

recorded on his/her permanent academic record be eliminated in the computation of the cumulative grade point average.

Interested students should refer to College of the Redwoods AP 4240 and consult with an academic advisor.

Course Repetition

In accordance with Title 5, sections 55040-55046 the Redwoods District course repetition policy is as follows (subject to change per Chancellor's Office direction):

Grade Alleviation:

A student who has earned a grade of D, F, NC, or NP in a credit course designated as non-repeatable in Redwoods District may repeat the course two times for the purpose of grade alleviation. Each grade will replace the prior grade in the grade point average calculation.

Course Repetition Petitions will **not** be approved in the following scenarios:

- Student received an A, B, C, CR, or P in a credit class and wants to improve grade.
- Student received a D, F, N/C, N/P, or W after enrolling in a credit class a total of three times.

The only scenario in which a Course Repetition Petition will be granted is if the course is mandated for training requirements as a condition of continued volunteer or paid employment.

After the petition is approved, student may repeat an unlimited number of times. Must provide statement from employer mandating the course is required for training. All grades are counted in the GPA.

Submitting a Course Repetition Petition

All appropriate items must be completed before your petition will be accepted by the Admissions and Records Office.

- Complete all information requested on the petition form.
- Attach appropriate documentation such as:
- letter from employer;
- applicable legal documents;
- Submit your signed and completed petition to the Admissions and Records Office.

The Admissions and Records Office will inform you via your @mycr.redwoods.edu student email address the result of your petition. Petitions will be reviewed the week before the term begins.

Grade Point Average (GPA)

A grade point average is computed each term by dividing the total grade points earned by the total units attempted.

For example, a student who earns a grade of A in six units, B in three units, C in three units, D in three units, and F in two and one-half units would have a grade-point average of 2.40.

The computation is shown below:

6 units A x 4 = 24 grade points
3 units B x 3 = 9 grade points
3 units C x 2 = 6 grade points
3 units D x 1 = 3 grade points
2.5 units F x 0 = 0 grade points
17.5 units total = 42 grade points

The 42 grade points divided by 17.5 units equals a 2.40 grade point average.

"Cumulative grade point average" refers to the combined grade point average earned for all terms in which a student has been enrolled in college-level work at CR.

Probation, Dismissal, and Readmission

Students on probation will be ineligible for priority registration.

Failure to fulfill academic responsibilities is a serious matter. Accordingly, the following probation and dismissal policies have been established by the College:

Academic Probation

All students who have attempted at least 12 semester units and have earned a cumulative grade point average below 2.0 shall be placed on academic probation.

If the student enrolls for additional units at CR after being placed on Level I probation, the following outcomes are possible:

- If the student's cumulative GPA remains below 2.0; and the term GPA is also less than 2.0 for three consecutive semesters, the student will be dismissed from College of the Redwoods and will not be eligible to register/enroll in classes for the subsequent term.
- In extreme cases in which a dismissal resulted from extenuating circumstances beyond the control of the student (i.e. medical issues, military orders, death in the family), an appeal may be made (per California Administrative Code, Title 5, s55024). The appeal form is available at www.redwoods.edu/admissions.

Progress Probation

Any student who has attempted at least 12 semester units shall be placed on Progress Probation if he or she accumulates an excessive number of W, I, or NP units. Progress Probation will remain in effect until the percentage of units in which the student received a W, I, or NP becomes less than 50 percent.

If the student remains on Progress Probation for three consecutive semesters, the student will be dismissed from the College, and will not be eligible to register in classes for the subsequent term. In extreme cases in which a dismissal resulted from extenuating circumstances beyond the control of the student (i.e. medical issues, military orders, death in the family), an appeal may be made (per California Administrative Code, Title 5, s55024). The appeal form is available at www.redwoods.edu/admissions.

Qualification for Readmission

After dismissal, a student may apply for readmission after an absence of one of more semesters. Students must meet with a counselor to discuss readmission.

Prerequisites, Corequisites, & Advisories on Recommended Preparation

Prerequisite

A prerequisite is a course a student must earn credit for with a grade of "C", "P" (pass) or better or a condition that a student must meet before enrolling in subsequent course. Prerequisites provide students with skills or knowledge without which they are unlikely to succeed in the subsequent course. Students will not be permitted to enroll in courses or programs without meeting the appropriate prerequisites.

Failure to complete a prerequisite may result in the student's being withdrawn from the course. If a student is not sure whether or not s/he has met a prerequisite, s/he should consult an academic counselor or an advisor before registering.

Co-requisite

A co-requisite is a course that students are required to take along with another course. A co-requisite provides a set of skills or a body of knowledge that must be acquired through concurrent enrollment in both courses. If a course requires a "co-requisite," the student must enroll in both courses.

Advisory on Recommended Preparation

When there is a course or preparation that a student is advised (but not required) to have before or in conjunction with enrollment in a course, it is considered to be a class with "recommended preparation." Strongly recommended preparation represents a set of skills or a body of knowledge which will help a student achieve a greater understanding of course material but without which the student still may succeed in the course or program.

Prerequisite Challenges

Students who believe they have sufficient academic preparation to enroll in a course despite the prerequisite or limitations on enrollment in a specific course may petition to waive the prerequisite to enroll in a course. The petition form is available on the Admissions webpage and requires documentation of the student's claim of preparation, as well as signed approval of the subject matter expert in the discipline of the petitioned course and the area Dean or Director.

Course Examinations

Permission to be absent from or to take any exam at any time other than that originally designated may, under exceptional circumstances, be granted at the discretion of the individual instructor.

Student Load

All units in which a student enrolls are used to determine a student's load. A full-time student enrolls in 12 or more units in a regular semester. Part-time students enroll in less than 12 units in a semester, or 6 units for summer session. Students who want to enroll in more than 18 units need the approval of a counselor or advisor.

"To Be Arranged" (TBA) Hours

Courses with regularly scheduled hours of instruction may also have "hours to be arranged" as part of the total contact hours for the course or in some situations the entire course might be on a TBA basis. TBA courses will be identified in the class schedule and in its respective course description.

Unit Definition

One class hour and two hours of outside work throughout the semester ordinarily serve as a basis for one unit of lecture credit.

Three hours of in-class laboratory work each week approximate one unit. The actual unit value of each course is listed in the course description and in class schedules. One (1) unit of credit equates to 54 combined hours of lecture, study, and/or laboratory work.

Open Courses

Unless specifically exempted by statute, every course, course section, or class at the College shall be fully open to enrollment and participation by any person who has qualified for enrollment at the College and who meets such prerequisites as may be established pursuant to Chapter II, Division 2, Part VI, Title 5 of the California Administrative Code, commencing with Section 51820.

Limited English language skills will not be a barrier to admission to the college and to participation in its educational program.

Precollegiate Coursework Limitation

A student's need for precollegiate coursework shall be determined using appropriate assessment instruments, methods, or procedures administered pursuant to Title 5 section 55500.

However, except as provided in subdivision (C) of this section, no student shall receive more than 30 semester units (or 45 quarter units) of credit for precollegiate course-work. Students having exhausted the unit limitation shall be referred to appropriate adult noncredit education services provided by a college, adult school, community-based organization, or other appropriate local provider. There is no limit to noncredit precollegiate work. The following students are exempted from the limitation on precollegiate coursework described in subdivision (b) of this section: (1) Students enrolled in one or more courses of English as a Second Language (ESL); (2) Students identified by the district as having a learning disability as defined in Title 5 Section 56036.

Evaluation of Credit

CR accepts most lower-division, degree-applicable course work that students have completed at another regionally accredited college with a grade of C or higher. Any credit granted by College of the Redwoods is subject to reevaluation by other colleges.

College of the Redwoods does not evaluate international educational records. If you wish to have CR consider credit for coursework completed at a foreign college or university, you will need to have your courses evaluated and sent to CR by an international evaluation service.

Contact Admissions and Records to learn more about having your transcript evaluated prior to registering for classes.

Credit by Examination

Credit may be earned by students who satisfactorily pass authorized examinations. The President/Superintendent shall ensure that administrative procedures are established to implement this policy.

(BP/AP 4235)

Advanced Placement (AP) Credit College Level Examination Program (CLEP) International Baccalaureate (IB) Credit

Advanced Placement (AP) Credit

College of the Redwoods encourages prospective students to prepare themselves for college by taking courses that are rigorous and challenging. High school students may have opportunities available to them, such as College Board Advanced Placement (AP) courses. Students completing various AP courses and earning scores of 3 or higher on AP examinations may earn credit for an AP course.

Advanced Placement credits may be used to satisfy specific AA/AS degree General Education requirements and major requirements at CR, or may be applied as elective units toward the degree. Be advised that when a student transfers to another college or university, each institution evaluates advanced placement units in accordance with its own policies. Therefore, advanced placement units remain intact and do not transfer as College of the Redwoods courses. Furthermore, advanced placement units may not be used to satisfy residency requirements.

Specific course credit is granted to students with qualifying Advanced Placement examination scores when it has been determined that Advanced Placement course work is equivalent to specific College of the Redwoods course work.

To apply for Advanced Placement credit, students must be enrolled in, or have completed, at least 12 units at College of the Redwoods. Advanced Placement Program scores must be sent to the Admissions & Records Office for evaluation.

The tables below list credits awarded by College of the Redwoods for specified Advanced Placement examination scores, and how they are accepted by Transfer GE Patterns. (BP/AP 4235)

COLLEGE OF THE REDWOODS

AP Exam	Scores	CR Course	CR GE Area	Sem. Units
Art History	3, 4, 5	ART 1A & 1B	C	6
Art Studio	3, 4, 5	ART 17	C	3
Biology	3, 4, 5	BIOL 1	A	3
Calculus AB (or AB subscore)*	4, 5	MATH 50A	D3	4
Calculus BC	4, 5	MATH 50A & 50B	D3	8
Chemistry	3, 4, 5	CHEM 1A	A	5
Computer Science	3, 4, 5	CIS 1 OR 12	D3**	4
English Language & Composition	3, 4, 5	ENGL 1A	D1	4
English Literature & Composition	3, 4, 5	ENGL 1A	D1	4
European History	3, 4, 5	HIST 4 & 5	B	6
French Language	3, 4, 5	FRNC 1A & 1B	C	8
Macroeconomics	3, 4, 5	ECON 1	B	3
Microeconomics	3, 4, 5	ECON 10	B	3
Music Listening & Literature	3, 4, 5	MUS 10	C	3
Physics B	3, 4, 5	PHYS 10	A	3
Physics C	3, 4, 5	PHYS 2A	A	4
Psychology	3, 4, 5	PSYCH 1	B	3
Spanish Language	3, 4, 5	SPAN 1A & 1B	C	8
Statistics	3, 4, 5	MATH 15	D3	4
U.S. History	3, 4, 5	HIST 8 & 9	B	6

Use of AP Test scores for CR Credit and GE are determined by CR policy.

** Score of 3 on Calculus AB, BC, or AB subscore earns 3 credits toward CR GE Area D3 and placement into MATH-50A.*

*** CIS-1 can be counted toward completion of CR GE Area D3, if student assessed above the MATH-120 level. CIS-12 does not meet requirements for CR GE.*

CSU GE-BREADTH CERTIFICATION				
AP Exam	Scores	CSU GE Area	Units for GE Cert.	Sem. Units
Art History	3, 4, 5	C1 or C2	3	6
Art Studio	3, 4, 5	-	-	3
Biology	3, 4, 5	B2 and B3	4	6
Calculus AB (or AB subscore)*	3, 4, 5	B4	3	3
Calculus BC	3, 4, 5	B4	3	6
Chemistry	3, 4, 5	B1 and B3	4	6
Computer Science	3, 4, 5	-	-	3
English Language & Composition	3, 4, 5	A2	3	6
English Literature & Composition	3, 4, 5	A2 and C2	6	6
European History	3, 4, 5	C2 or D	3	6
French Language	3, 4, 5	C2 or D	3	6
Macroeconomics	3, 4, 5	D2	3	3
Microeconomics	3, 4, 5	D2	3	3
Music Listening & Literature	3, 4, 5	-	-	-
Physics B	3, 4, 5	-	-	-
Physics C	3, 4, 5	B1 and B3	4	4
Psychology	3, 4, 5	D2	3	3
Spanish Language	3, 4, 5	C2 or D	3	6
Statistics	3, 4, 5	B4	3	3
U.S. History	3, 4, 5	C2 or D	3	6
Use of AP Test scores for CSU GE-Breadth Certification determined by CSU policy.				

IGETC CERTIFICATION			
AP Exam	Scores	IGETC Area	Sem. Units
Art History	3, 4, 5	3A or 3B	5.3
Art Studio	3, 4, 5	-	5.3
Biology	3, 4, 5	5B+ Lab	5.3
Calculus AB (or AB subscore)*	3, 4, 5	2	2.7
Calculus BC	3, 4, 5	2	5.3
Chemistry	3, 4, 5	5A+Lab	5.3
Computer Science	3, 4, 5	-	1.3
English Language & Composition	3, 4, 5	1A	5.3
English Literature & Composition	3, 4, 5	1A or 3B	5.3
European History	3, 4, 5	3B or 4	5.3
French Language	3, 4, 5	6 and 3B	5.3
Macroeconomics	3, 4, 5	4	2.7
Microeconomics	3, 4, 5	4	2.7
Music Listening & Literature	-	-	-
Physics B	3, 4, 5	5A+Lab	5.3
Physics C	3, 4, 5	5A+Lab	2.7
Psychology	3, 4, 5	4	2.7
Spanish Language	3, 4, 5	6 and 3B	5.3
Statistics	3, 4, 5	2	2.7
U.S. History	3, 4, 5	3B or 4	5.3
Use of AP Test scores for IGETC are determined by IGETC policy.			

International Baccalaureate (IB) Credit

College of the Redwoods may award college credit for International Baccalaureate (IB) course completion with scores of 4, 5, 6, or 7, if the course work is compatible with the college's curriculum. Students who have earned credit from an IB exam should not take a comparable college course because transfer credit will not be granted for both. Students should verify with a potential transfer institution the acceptance of these posted scores for IB credit. (See below for International Baccalaureate (IB) Credit Tables).

COLLEGE OF THE REDWOODS

IB Exam	CR Course	Minimum Score	CR GE Area	Sem. Units
Biology SL	-	4	A	4
Biology HL	-	4	A	4
English A1, A2	ENGL-1A	4	D1	4
History of Americas	HIST 8 & 9	4	B	6
Language A1 *(any language other than English)*	-	4	C	SL=4 HL=8
Language A2 *(any language other than English)*	-	4	C	SL=4 HL=8
Mathematical Studies	Placement into MATH-5, 15, 25, or 30	4	D3	3
Mathematics SL	Placement into MATH-5, 15, 25, or 30	4	D3	3
Mathematics HL	Placement into MATH-50A, or 4	4	D3	3
Physics HL	-	5	A	3
Psychology HL	-	4	B	3

CSU GE-BREADTH CERTIFICATION

IB Exam	Minimum Score	CSU GE Area	Semester Units
Biology SL	4	B2	4
Biology HL	4	B2*	4
English A1, A2	4	A2	3
History of Americas	4	D	SL=3 HL=6
Language A1 *(any language other than English)*	4 on HL only*	C2	3
Language A2 *(any language other than English)*	4 on HL only*	C2	3
Mathematical Studies	-	-	-
Mathematics SL	-	-	-
Mathematics HL	4	B4	3
Physics HL	5	B1	3
Psychology HL	4	D	3
** 3 units of elective credit also awarded.*			

IGETC CERTIFICATION

IB Exam	Minimum Score	IGETC Area	Qtr./Sem. Units
Biology SL	-	-	-
Biology HL	5	5B *(without lab)*	8/5.3
English A1, A2	5 A1 only	1A	8/5.3
History of Americas	5 HL only	4	8/5.3
Language A1 *(any language other than English)*	5 HL only	3B or 4	8/5.3
Language A2 *(any language other than English)*	5 HL only	3B and 6A	8/5.3
Mathematical Studies	-	-	-
Mathematics SL	-	-	-
Mathematics HL	5	2A	8/5.3
Physics HL	5	5A *(without lab*	8/5.3
Psychology HL	5	4	8/5.3

College Level Examination Program (CLEP)

Students may petition the Vice President of Instruction for approval of ungraded elective credit for each general examination.

Note: Credit is not granted in the same field for both the AP and CLEP exams.

President's Honor List

The President's Honor List recognizes students who:

- have completed nine or more graded units in courses numbered 1-199, with a minimum grade point average of 3.75; and
- have received no F, D, or I grades; and
- are not on progress probation.

Dean's Honor List

The Dean's Honors List recognizes students who:

- have completed nine or more graded credit units in courses numbered 1-199, with a minimum grade point average of 3.50 - 3.74; and
- have received no F, D, or I grades; and
- are not on progress probation.

Financial Aid Programs and Services

Each year, over $15,000,000 in financial assistance is made available to students attending College of the Redwoods. These funds are provided from federal, state, and local programs.

For specific program information, visit our website at www.redwoods.edu/financialaid.

Eligibility for Financial Aid

Most forms of financial aid are available only to students who are enrolled in a course of study leading to an eligible degree, certificate, or transfer to a four-year college or university.

Students who do not have a high school diploma or the equivalent (*e.g.*, a GED certificate), are not eligible for federal financial aid at College of the Redwoods, but may be eligible for some state and locally funded aid programs.

Maintaining Eligibility for Financial Aid

For Federal Student Aid: Satisfactory Academic Progress (SAP)

College of the Redwoods is dedicated to providing financial aid to eligible students. The College complies with federal requirements to monitor financial aid recipients' satisfactory academic progress toward a declared, approved educational objective of an Associate Degree, certificate, or transfer to baccalaureate degree granting institution. The student is responsible for achieving adequate grades and completing the courses required for this objective.

To meet the Satisfactory Academic Progress standard, you must earn a minimum cumulative Grade Point Average (GPA) of 2.0, successfully complete 67% of all units attempted and meet your educational objective before attempting 125% of the number of units required for your program. More details on these requirements are available on our website at www.redwoods.edu/financialaid.

Precollegiate Units: Students are allowed to receive financial aid for certain precollegiate units, if the precollegiate classes are a prerequisite for entrance into a regular college program, up to a maximum of 30 attempted units. Classes considered below the secondary-level are not eligible for financial aid funding.

Federal regulations require that this policy apply to all students whether or not financial aid was received. Even if you have NEVER applied for, or received financial aid, your overall history in college will be reviewed before you are awarded financial aid to make sure you are meeting these standards. Academic Renewal is not recognized for financial aid academic progress purposes. All grades and units including repeated courses will be used in the SAP calculation. Please note that not all programs are eligible for financial aid funding, particularly short-term programs.

Federal regulations (CFR 668.2) do not allow financial aid payment for multiple repeats of the same course. Students will not be paid for the third attempt of a course. For purposes of this regulation only, 'W' and 'F' grades are not considered attempts. Remember that both 'W' and 'F' grades are always included as attempts in the satisfactory Academic Progress calculation.

For the California College Promise Grant (CCP): Academic Standing

The College complies with state requirements to monitor students' academic standing in an educational program at the institution. California College Promise Grant (CCP) eligibility may be lost if the student is placed on academic and/or progress probation according to the guidelines set forth in the California Code of Regulations, Title V, Section 58621. Notifications of CCP status will be sent within 30 days following the end of the term that resulted in the probation. Students may file a Loss of CCP appeal form to have their eligibility restored for the term the loss occurred.

Students may lose the CCP Grant if they are on academic and/or progress probation and/or dismissal for 2 consecutive primary terms:

- They have less than the 2.0 minimum cumulative GPA.
- They have not completed more than 50% of attempted units.

Students are encouraged to review the Academic Standards section of the course catalog for full descriptions of Academic and Progress Probation and Dismissal.

Withdrawal and Eligibility for Financial Aid

Never Attended

If you receive aid and drop all your classes prior to attending at least one class meeting, and/or are reported as a 'no show' by your instructor(s), you will be required to repay all financial aid that was disbursed to you.

Partial Withdrawal

Adding and/or dropping units after the first grant disbursement will require a possible adjustment of any future disbursements. You may be required to repay a substantial portion of your aid if you drop units after the first disbursement, especially if you drop below half-time enrollment (6 units).

Total Withdrawal

If you withdraw or otherwise fail to complete all of your courses during the term, we are required to determine if any of the financial aid you received should be returned. Federal financial aid is based on the length of time you are in classes, so if you do not attend the entire term, you may be required to repay all or a portion of the aid you received.

Official withdrawal occurs when you completely withdraw from all classes. Unofficial withdrawal occurs when you simply stop attending all classes, but fail to officially withdraw (usually 'NP' or 'F' grades). Both types of withdrawal are subject to repayment.

This federal repayment calculation is called Return to Title IV.

Calculation for the Return of Title IV Aid

The amount of assistance that you as a student earned is determined on a pro-rata basis. Once you have completed more than 60% of the payment period or period of enrollment, you have earned all the assistance that was scheduled for that period.

Earned Aid: The percentage of earned aid is calculated by determining the number of calendar days from the first day of the term through the withdrawal date and then dividing that number by the total calendar days in the term.

Unearned Aid: The amount of unearned Title IV funds that must be returned is calculated, first, by subtracting the earned Title IV percentage from 100% to determine the percentage of aid that is unearned and, second, by multiplying the total amount of financial aid that could be disbursed to you by the unearned Title IV funds percentage.

Post-Withdrawal Disbursement

If you did not receive all of the funds that have been earned, per Return of Title IV calculation, you may be due a Post-withdrawal disbursement (PWD). CR may automatically use all or a portion of your PWD of grant funds for tuition, fees and on-campus housing costs. If the PWD includes loan funds, CR must get your permission before we can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt.

Amount to Be Returned by the Student

The Return of Title IV calculation determines the portion of the funds to be returned. Any amount of unearned funds that you must return is called an over-payment. The Financial Aid Office will notify you of the amount to be repaid and you will have 45 days to repay it in full. Students who do not return the over-payment to CR within the 45 days will have their debts submitted to the U.S. Department of Education for collection and will be denied federal aid eligibility at any institution until payment arrangements are made with the Department of Education. Students will become eligible for federal financial aid only after they have repaid the full amount or made arrangements directly with the Department of Education.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that CR may have. Therefore, you may still owe funds to CR to cover unpaid institutional charges. CR will also charge you for any Title IV program funds that CR was required to return on your behalf. A hold will be placed on your CR records and you will not be allowed to register for future terms, request transcripts, etc. until this debt is repaid to CR.

Return to Title IV and Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) requirements apply to all financial aid recipients regardless of the funding status due to a Return of Title IV Funds. Repayment of your federal financial aid does not release you from the satisfactory academic progress requirement.

Appeal

There is no appeal of these debts as it is based on the amount of aid considered 'earned' by federal calculations.

Gainful Employment Program Disclosure Information

Find more information about our graduation rates, the median debt of students who completed non-degree career technical education programs, and other important information at www.redwoods.edu/cte/gainful.

Estimated Costs

Although College of the Redwoods charges relatively low fees, many students need assistance with the expenses related to attending college.

The expenses listed below are ***estimated*** costs for attending College of the Redwoods, and are intended to give you a general idea about cost and help determine your financial aid awards. ***These costs are approximate and will differ from student to student, based on enrollment and individual choices.***

Expenses	Living with Parents	Living On Campus	Living Off Campus
Fees (12 units per term)	$1,184	$1,184	$1,184
Books & Supplies	$1,971	$1,971	$1,971
Food & Housing	$6,210	$8,389*	$13,679
Transportation	$1,260	$973	$1,407
Miscellaneous/ Personal	$3,258	$2,394	$2,997
Total for California Residents	**$13,883**	**$14,911**	**$21,238**
Add Non-resident tuition**	$6,384	$6,384	$6,384
Total for Non-Residents	**$20,267**	**$21,295**	**$27,662**

Financial Aid Application Process & Deadlines

How to Apply

Students must complete the **Free Application for Federal Student Aid (FAFSA)** at studentaid.ed.gov/sa/fafsa, or the **Dream Act Application** at dream.csac.ca.gov. This application must be filed annually and students are encouraged to file the application online as soon as possible after October 1, 2018 for the 2019-2020 school year. Students are required to regularly check their student email account (@mycr.redwoods.edu) for updates and required information.

Application Deadlines

Students may apply for financial aid at any time during the school

year, but it is recommended that students complete the application process as soon as the application opens on October 1 of each year to assure full consideration for all programs. Some funds are very limited and run out well before the school year begins.

Priority deadline for completed financial aid files is June 1, prior to the fall term. Additional deadlines are posted on our website at www.redwoods.edu/financialaid.

PLUS Loan for Parents

Federal PLUS loans are available to parents of undergraduate students. Loan limits vary with the cost of the student's educational program and the amount of other financial aid received. The interest rate is variable. A credit check is required. Students must meet all eligibility criteria.

To apply, students must have a complete financial aid file with CR and meet all federal eligibility requirements. Parents can apply for a PLUS at www.studentloans.gov.

Scholarships

In 2014, more than 300 scholarships, ranging from $100 to $2,000, were awarded to CR students. Scholarship lists and application forms are available on the web at www.redwoods.edu/scholarshipsoffice.

Scholarship amounts and criteria vary. The majority of scholarships are awarded in the spring, however, a small amount of scholarships are available in the fall. Students must complete a Free Application for Student Aid (FAFSA) to show financial need.

Other sources of scholarship information are the local library, high schools, and the Humboldt Area Foundation. Numerous types of scholarship programs exist, however, all require investigation and follow-up. For further information about scholarships as well as additional local, regional and national scholarship opportunities, please contact the Scholarship Office.

Student Services

At College of the Redwoods we believe that learning occurs not only in our classrooms, but that it also takes place in a wide variety of locations and environments. Using the college's many services and taking advantage of a wide variety of learning opportunities from the very beginning of one's college career can greatly enhance student success.

Below is a listing of the many student learning support services and activities that are available throughout the Redwoods Community College District. Services and office hours will vary from site to site. Please check or call ahead to avoid disappointment or inconvenience.

Academic Counseling & Advising

www.redwoods.edu/counseling

Counseling and Advising Services are intended to help students attain their educational goals. For more information about the following services, please contact the Counseling and Advising Office at counseling@redwoods.edu.

Academic Advising
Counselors and Advisors help students plan their term-by-term course schedules, establish educational goals, choose academic programs, meet general education requirements, transfer to universities, understand graduation requirements and the graduation petition process. Counselors and Advisors also evaluate and interpret placement scores.

Educational Planning
The counseling and advising staff guides students through the development of Student Education Plans (SEPs), which serve as roadmaps for students seeking CR degrees or certificates. Each student's education plan is individualized, so that it takes into account his/her individual needs, strengths, preparation, and outside commitments while making sure that both required and elective courses are completed in a timely manner. Students can view their SEP on WebAdvisor, in the Academic Planning section.

Academic Problem Solving
The counseling and advising staff are trained to help students develop the strategies they may need to overcome obstacles that threaten to block the attainment of their academic/educational goals.

Career Resources
Career counseling, online resources and assessment tools are available to CR students. Local on- and off-campus part-time job announcements, as well as various resources can be found on the Career Resources webpage at: www.redwoods.edu/counseling/career.

Referrals
The counseling and advising staff are skilled at making referrals to other departments, services and agencies if they are not in a position to meet all of the needs of the student.

Academic Support Center

www.redwoods.edu/asc

The Academic Support Center helps students reach their educational goals by developing their academic skills and encouraging them to become independent thinkers. The Academic Support Center offers learning support services intended to enhance student success.

The Academic Support Center welcomes all students, faculty, and staff. All locations may offer free instructional support services in a variety of forms: Math & English Placement Workshops, individual & group tutoring, Embedded Peer Instructional Support (EPIC), access to computers and study areas, accommodations for DSPS Learners, private study areas, other testing services.

Admissions & Records

www.redwoods.edu/admissions

The Admissions & Records Office provides information related to initial application, student records, petitions, dropping and adding classes, transcripts, graduation, and degree and certificate evaluations.

Associated Students, College of the Redwoods (ASCR)

www.redwoods.edu/ascr

The opportunity for self-governance is extended to the students of College of the Redwoods by the Board of Trustees and the Administration of the College. This is done to promote shared governance and student activities which stimulate the intellectual, physical, social, and ethical development of students, as well as to provide expanded educational opportunities and a social life on campus. Become a member of your ASCR today!

On three campuses in the District, the Associated Students of the College of the Redwoods (ASCR) conducts activities which are an integral part of college life. The ASCR sponsors clubs, special events, social activities, music events, student publications, and student governance. The business of the ASCR is carried out by officers elected each spring semester as determined by the ASCR constitution and Board policy. This business is carried out by the ASCR Senate Board which consists of elected and appointed positions. The ASCR office locations within the district are listed on the ASCR webpage.

To participate as an officer, representative, or chair in student government, a student must be carrying six or more units, have a 2.5 grade point average for all previous college work attempted and have paid the Student Activity Fee. Academy of the Redwoods representatives to the ASCR are only required to carry three or more units, but must meet all other requirements for ASCR representation. You must have a 2.5 cumulative grade point average if serving in an elected position and a 2.0 cumulative grade point average to serve as a volunteer. By participating as an ASCR Senate Board Member you are eligible to receive a monthly stipend, and may be required to participate and travel to leadership development retreats or training and conferences. For more information about the ASCR Senate Board and Campus Life at the main Eureka campus please visit our website.

Bookstore

shopredwoods.com

The College of Redwoods Bookstore (Eureka) carries textbooks and supplemental course material required by the college faculty. In addition, the store has a large selection of general books, school supplies, CR logo clothing, gift items, academically priced computer software, and other general merchandise. The Bookstore offers many services to the campus community including a textbook rental program, bus passes, stamps, commencement regalia, and special orders. The Bookstore also conducts a textbook buy-back during the entire year.

Bookstore Hours (Eureka Campus)

Monday – Thursday 8 a.m. to 6 p.m.
Friday 8 a.m. to 4 p.m.
Summer Hours 9 a.m. to 3 p.m.
Closed weekends and all major and campus holidays.
Phone: 707-476-4130
Fax 707-476-4407

Online ordering and services for all campus locations are available through our website.

CalWORKS

(California Work Opportunities and Responsibility to Kids)

www.redwoods.edu/calworks

The CR CalWORKs program provides comprehensive support services for students receiving CalWORKs cash aid who are also in good standing with their county. The program aims to prepare participants to transition into employment and achieve long term self-sufficiency. Support services include case management and coordination with the county CalWORKs department, academic and career counseling, work-study opportunities and job placement assistance. Contact CalWORKS at 707-476-4581 for more information.

Child Development Center

(Eureka Campus)
www.redwoods.edu/cdc

On-campus child care is available at College of the Redwoods Child Development Center. The center cares for children 18 months to 5 years of age. The CDC provides a play-based, developmentally appropriate curriculum for all children and serves meals through the USDA Child and Adult Care Food Program. The CDC has been accredited by the National Association for the Education of Children (NAEYC) since 2010.

The Child Development Center is funded through various pro-

grams including the California Department of Education Early Learning and Support Division and is a Head Start Enhanced program. The program offers sliding scale fees, both toddler and preschool programs, and is open to students, staff and the community. The CDC program operates on all instructional days for fall and spring terms and offers limited summer sessions through the end of July.

Parents and guardians are invited to visit the CDC with their child. Registration information is available at the Child Development Center located on the east side of the campus, by the Field House and online at www.redwoods.edu/cdc.

The center has an extensive waiting list so getting applications in prior to need for care is strongly encouraged.

Clubs & Organizations

www.redwoods.edu/ascr/orgs

Social, educational, honorary, service, and special interest clubs are organized by students at each campus to contribute to the overall life to the college. These organizations also provide a variety of opportunities for social interaction and the exchange of ideas among CR students. Students should view the ASCR webpage for more information and a list of clubs that are active at each location. All student clubs are required to be chartered through the ASCR Inter-Club Council to be an officially recognized CR student club. All clubs are sponsored by the Student Activity fee so all club members are encouraged to pay this fee. Visit our website to review our list of clubs and our club guide.

Cooperative Work Experience Education

www.redwoods.edu/cwee

Cooperative Work Experience Education (CWEE) courses are designed to complement the student's academic training with realistic on-the-job experiences. The courses emphasize increasing occupational skills, acquiring desirable work habits, developing healthy work attitudes, and broadening the understanding of working conditions. CWEE courses are available for general, occupational and select discipline-specific work opportunities. Contact the CWEE Coordinator for more information.

Creative Arts Gallery

(Eureka Campus)
www.redwoods.edu/artgallery

Students, faculty, and the general public are encouraged to visit the CR Art Gallery, located in the Creative Arts Complex. Our gallery program features five to six exhibitions each academic year, and includes the work of locally and internationally recognized artists, as well as the CR art faculty and students. Exhibitions are professionally curated and prepared by our art department faculty, staff, and students.

The CR Art Gallery also hosts an Annual Juried Student Art Exhibition each spring semester, where students have the opportunity to exhibit their most accomplished works and even win awards. A different visiting artist or art professional from outside the Art Department judges this juried exhibition each year.

Admission to the gallery is always free.

Call 707-476-4559 or visit our website for gallery hours and for information on current and upcoming exhibitions.

Dental Health Center

(Eureka Campus)

The College of the Redwoods Dental Health Center is open on Mondays and Wednesdays beginning in the late fall and continuing through the spring semester. We offer the following procedures at a reduced rate:

- dental examinations;
- complete radiographs (full-mouth and bite-wing x-rays);
- preventive dentistry consisting of cleanings, fluoride applications and sealants;
- tooth restorations including fillings, crowns, and bridges; and
- prosthodontic repairs for removable partial dentures and removable complete dentures.

Appointments must be made in advance. Dental care is provided by local dentists assisted by students in the College of the Redwoods Dental Assisting Program. Dental fees are at a reduced schedule, and payment is due at the time of the service. Cash, checks, and major credit cards are accepted.

For further information regarding dental services provided or to schedule an appointment, please call the Dental Assisting Program office at 707-476-4250, or drop by the office in Room 101 of the Applied Technologies building, Monday through Thursday.

Dining Services

(Eureka Campus)
www.redwoods.edu/dining

A college food service facility serving Eureka campus faculty, staff, students and visitors is located in the Student Union, at the center of the campus. A variety of menu items are available including homemade entrees, pizza, burgers, a salad bar, locally brewed coffee and soft drinks, ethnic food specialties, vegetarian options, and breakfast items. During the semester, food service is available Monday through Friday with limited service on the weekends. Meal plans are mandatory for students living in the residence halls.

The Del Norte Education Center provides a student lounge with vending machines and a microwave. Tables and chairs are available for seating.

Disability Services & Programs for Students (DSPS)

www.redwoods.edu/dsps

DSPS ensures equal access to the educational experience for

all learners with disabilities. DSPS provides services to students with verified disabilities in: mobility, vision, hearing and communication, acquired brain injury, learning, autism, ADHD and mental health.

Services and accommodations may include: priority registration; note-takers or taped lectures; sign language interpreters/ video remote interpreting; alternate media; test proctoring; mobility assistance; temporary medical parking; Braille; assistive listening devices; advising and academic planning; liaison with faculty and other campus services; orientation to campus services.

DSPS provides training to students in the use of assistive technologies such as: speech-activated software, scanners, screen readers and magnifiers. Braille and electronic text production are also available to students who qualify for alternative media. Most computer labs throughout the district provide access to assistive technologies for students with disabilities.

Instructional Support and Learning Disabilities Assessment:

The LIGHT Center, located on the Eureka campus and the Del Norte Education Center, provides learning disabilities assessment and individualized instructional support for students with disabilities. Assessments are completed by Learning Disability Specialists who, based on a student's learning profile, make educational recommendations for accommodations. Individualized instructional support services may include: study groups, skill building in the areas of study, note-taking and test-taking. Guidance classes are offered on the Eureka campus and at the Del Norte Education Center.

Adaptive Physical Education:

Adaptive PE provides students with disabilities direct participation in classes designed for lifestyle fitness including a physical fitness assessment, with subsequent development of individualized exercise program, according to each student's unique needs. Classes are offered on the Eureka campus.

Academic Accommodations:

Under federal and state laws, the College is required to make modifications to academic requirements and practices as necessary in order to ensure that they do not discriminate against a qualified student with a disability.

The college is also required to have a policy and procedure for responding to students with verified disabilities who request academic accommodations. Students with disabilities have the right to receive reasonable academic accommodations in order to create an educational environment where they have equal access to instruction, without fundamentally altering any course, educational program, or degree.

Reference: the Americans with Disabilities Act (Pub. L. 101-336); the Rehabilitation Act of 1973, Part 504 [34 C.F.R. § 104.3(j)(1) and (k)(3) and §104.44(a) and (b)(1)(ii)]; the Family Educational Rights and Privacy Act of 1974; and Title 5 of the California Code of Regulations.

For more information see BP/AP 5140 Disability Services and Programs for Students.

Distance Education/Online Classes

www.redwoods.edu/online

Distance education (DE) offers students the opportunity to learn "anytime, anywhere" using technology to help deliver instruction. We offer DE courses using two different types of technology – interactive two-way video, or online.

Interactive video classes are taught much like regular classes, with scheduled days and times when the class meets. The difference is that some of your classmates may be meeting at the same time in a different location, and your interactions with them and with the instructor will happen over a streaming media connection. You can ask questions, the instructor can call on you, and you can hold discussions with your classmates, even though you may be separated by many miles. Classes offered using this technology will be listed in WebAdvisor by the location of the class meeting (Eureka, Del Norte, or Klamath-Trinity) and have no special requirements for registration.

Online classes are designed for students who want to take a College of the Redwoods course and prefer to take the course online. They offer flexibility, because they do not require you to be in a specific location at a particular time. They have the same course objectives, outcomes and curriculum as the classroom sections of the course.

For most online sections, learning takes place through instructor-facilitated reading, writing, and class participation. Most or all assignments and exams are web-based. To succeed, you need to have:

1. The ability to work independently with self-discipline, motivation, and good organizational skills;
2. College-level reading and writing skills;
3. Access to a recent Mac or PC computer with a broadband internet connection, and any required software;
4. The basic skills to access and navigate websites, send and receive email, and send email attachments; and
5. The ability to read carefully and follow written instructions.

For more information about taking courses online, visit our website.

EOPS/CARE

Extended Opportunity Programs and Services (EOPS) & Cooperative Agencies Resources for Education (CARE)

www.redwoods.edu/eops

EOPS, a state-funded program, was established to assist students who are low income and educationally disadvantaged with financial and comprehensive support services. To receive EOPS services, students must complete an EOPS application. Students are required to file a Free Application for Federal

Student Aid (FAFSA) and qualify for the California College Promise Grant (formerly BOG fee waiver). Eligibility for services is determined by Title 5 regulations.

EOPS services include the following:

- **Orientation.** The EOPS orientation is designed to familiarize new students with program policies and services and to provide information regarding college success, as well as an opportunity to meet EOPS faculty and staff.
- **Counseling/Advising.** EOPS Counselors provide academic, transfer, and career counseling. EOPS students also receive assistance with the development of an individualized Student Education Plan (SEP) as well as receive assistance in career exploration and planning.
- **Priority Registration.** EOPS students may register early each spring semester and at one time for the upcoming summer, fall, and spring semesters, thanks in part to OneREG.
- **Financial Assistance.** When funding is available, EOPS provides book vouchers, free bus passes, free printing, and fee waivers. Assistance is issued to students who have met the responsibilities of the EOPS contract agreement.
- **Tutoring.** Help is available in math, science, English, the humanities, and the social sciences, as well as access to online tutoring support via NetTutor.
- **Assessments.** EOPS students are invited to complete the Strong Interest Inventory and/or the Myers Briggs Type Indicator assessments. Used in combination, the Strong and MBTI can be powerful tools to assess a person's interests and personality type. EOPS will also cover the cost of GED testing for those who have not obtained a high school diploma or high school equivalent.

CARE is a supplemental program designed as a support service for the EOPS student who is at least 18 years of age, a single head of household, a current recipient of TANF/CalWORKs cash aid, has a child under the age of 18, and is enrolled full-time upon admission into the CARE program.

CARE Benefits Based on Available Funding:

- Cash Grants to assist with childcare
- Transportation Assistance
- Meal Card
- Extra Textbook and/or Supply Grant
- Laptop Loan

For more information about EOPS/CARE, visit our website, call (707)476-4270 or stop by the following office on your campus:

- Eureka: EOPS Front Desk in Learning Resource Center (LRC)
- Del Norte: Counseling Office
- Klamath-Trinity: Instructional Site Administration Office

Former Foster Youth (FFY) A current or former foster youth may apply to EOPS at any time and does not need to wait for the EOPS application window to open to apply. FFY definition:

- A current or former foster youth in California whose dependency was established or continued by the court on or after the youth's 16th birthday
- Not older than 25 years of age at the commencement of any academic year

Call the Eureka EOPS office at (707) 476-4270 to be connected with the CR Foster Youth Success Initiative (FYSI) Liaison and to learn more about the CR services available to current or former foster youth.

High School Equivalency Credential: General Education Development (GED) & HiSET Tests

www.redwoods.edu/adulted

College of the Redwoods offers two options for High School Equivalency testing. Both of these tests have been approved by the State of California and passing either will result in the State of California issuing a High School Equivalency certificate.

Interested applicants can choose between the GED and the HiSET. The GED consists of four sections: Language Arts, Mathematics, Science, and Social Studies. The HiSET consists of five sections: Reading, Writing, Mathematics, Science, and Social Studies. Each section for either test is scored individually and can be taken during a two-day testing session. Both the GED and the HiSET have testing sessions at the Eureka Downtown site. College of the Redwoods Adult Education offers free classes to assist individuals to prepare for the high school equivalency tests. Students must have a high school diploma or equivalent (i.e. GED or HiSET) in order to qualify for any federal financial aid. For more information about financial aid requirements, please refer to the Financial Aid section of this catalog.

For more information on the GED, the HiSET, or additional information about the free preparation classes offered by CR, call the Adult Education office at 707-476-4520, email us at adulted@redwoods.edu, or visit our website.

High School and Community Outreach

Academy of the Redwoods (Eureka Campus)
ar.fuhsdistrict.org

The Academy of the Redwoods Early College High School (AR), located on the College of the Redwoods campus, provides students the unique opportunity to complete up to two years of transferable college coursework as part of a cohesive public high school academic program. Initially funded by a grant through the Bill and Melinda Gates Foundation, AR is the result of an ongoing relationship between the Fortuna Union High School District and College of the Redwoods.

AR students have the opportunity to earn an AA/AS degree or

certificate from College of the Redwoods along with their high school diploma at no cost to the student. To support student success in the college teaching environment, AR establishes high, attainable expectations, develops a strong sense of community, instills personal responsibility, and provides excellent teaching within a challenging core curriculum. Students must be committed to a rigorous and accelerated academic curriculum, work collaboratively, make presentations, and plan and execute projects.

The Academy of the Redwoods is founded on the values of respect, responsibility, and choice. Students at AR are offered opportunities for academic achievement that are unique from any other school in our area.

For more information, visit our website.

Upward Bound

www.redwoods.edu/upwardbound

Upward Bound at College of the Redwoods is a federally funded TRIO program that provides year-round support to high school students in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance, preparation, and entrance into higher education. Upward Bound serves high school students from low-income families and/or families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. 8th—12th grade students who are or will be attending one of the following high schools are encouraged to apply:

- Castle Rock Charter School;
- Del Norte High School;
- Eureka Senior High School;
- Fort Bragg High School;
- Fortuna Union High School;
- McKinleyville High School; and
- Sunset High School.

There are no charges of any kind to participating students or their families.

For more information, contact a high school counselor, call Upward Bound at 707-476-4277, or visit our website.

High School Articulation

www.redwoods.edu/TechPrep

Articulation offers high school students the opportunity to earn College of the Redwoods academic credit for approved high school educational courses based on credit by exam. High School articulation is a process that links secondary and post-secondary educational systems through a formal articulation agreement. The agreement specifies the student learning outcomes based on the knowledge, skills and abilities required for students to earn college credit through eligible high school courses. The articulation process allows the student to transition into college without experiencing delay or duplication of learning.

Honors Program

(Eureka Campus)
www.redwoods.edu/honors

The Honors Curriculum is a coherent, rigorous program offering freshman and sophomore students a college education second to none.

Some of our most distinguished faculty have designed special courses of study that will apply to General Education and elective transfer requirements at any university and provide advanced academic preparation not possible in traditionally structured classes. It offers these and other significant opportunities to motivated college students:

- it allows students to create a cross-disciplinary portfolio of research projects that will enhance a student's academic body of work prior to transfer;
- it consists of unique courses and co-curricular activities to prepare Honors students for transfer to top colleges and universities and the opportunity to present their research projects at an annual conference at either UC Berkeley or Stanford University;
- unique benefits are available to the few students who complete 15 or more units in honors. Although a student is only asked to take one class a semester to be a member of the Honors Program, many choose to take more. Even a single honors course identified on a student's transcript tells admissions offices this student opted for a more rigorous learning experience. Transfer benefits at prestigious four-year universities range from guaranteed admission to scholarships; and
- close connection to faculty members and academic counselors provides excellent scholarship and transfer support for Honors students.

The Honors Program at College of the Redwoods is truly a low-cost, high-quality alternative for your first two years of college work.

For more information contact Honors Program Co-Coordinator, Dana Maher at 707-476-4539 or Co-Coordinator Justine Shaw at 707-476-4322. Visit our website at www.redwoods.edu/Honors

Housing

(On-Campus Eureka Campus)
www.redwoods.edu/housing

The residence halls on the Eureka campus provide a collegiate residential living opportunity for students coming both from within and outside the district. As one of only 10 California community colleges to provide this housing alternative for its students, CR is truly unique. Students who would like to live away from home in a small, friendly community should seriously consider this option, since it offers social, educational and recreational opportunities for those who live there. Students

who are interested in academic achievement and campus leadership, and who would like to meet new people from a variety of backgrounds and cultures, are encouraged to apply.

Rooms are designed to accommodate two students per room and two rooms (four students) share a bathroom. Each room is furnished with the necessary furniture for two people, but students must provide their own bedding and linens. Cost includes the room, electricity, water, garbage, cable TV and Internet. A mandatory meal plan provides students with nutritious meals served in the Corsair Dining Hall.

The residence halls have on-site coin operated laundry facilities and a game room. Arrangements are made for residents to have scheduled after-hours access to the gym, and field house, and residents can attend many on-campus CR events for free.

The halls have a full-time Director and Assistant Director as well as five well-trained undergraduate Resident Assistants, so there is always someone available to talk to and to help find solutions if problems arise.

Students who wish to apply for housing may visit our website then look for "How to Apply" to find housing application materials. If you have any questions regarding housing, please call 707-476-4294 or email us at Housing@redwoods.edu.

Library Services

www.redwoods.edu/library

Both the Eureka Campus and the Del Norte Education Center have libraries to serve the needs of students and staff. Library hours of service are posted at each library location and on the library website. CR students, staff, faculty, and district residents with legal picture identification may borrow library materials, which include print books, eBooks, DVDs, and other print materials. Most materials circulate for three weeks. The library lends textbooks, assigned class readings, headphones, flash drives, and laptops for use in the library only.

Online library services and resources can be accessed 24/7 through the library website. Online databases provide access to full text articles from newspapers, magazines, journals, and other types of research information. Off-campus access to electronic resources is limited to current CR students and employees and requires login.

- Research advice and assistance is available from faculty reference librarians, who also provide instruction in the use of library collections and resources and the use of the library's online materials. Librarians also teach research workshops to classes at the request of the faculty. Reference services are available from off-campus through the "Ask-a-Librarian" link on the library website.
- The Eureka library has over 100 computer stations available for student use, all of which have internet access and a full suite of MS Office applications. Scanners are available at many workstations. All computers in the library provide access to the internet, the library catalog, research guides, and other online resources.
- Printing from desktop computers to either color or black and white printers is available for a small charge. Copiers are available for public use.
- Library facilities and computers are accessible to students with disabilities, and computers have adaptive software installed.

Intercollegiate Athletics

(Eureka Campus)

www.redwoods.edu/sports

The College of the Redwoods belongs to and participates in 13 team sports in the Golden Valley, Pacific 7 and Big 8 conferences. The primary conference is the Golden Valley and includes Butte College, College of the Siskiyous, Feather River College, Lake Tahoe Community College, Lassen College and Shasta College. The California Community College Athletic Association (CCCAA) governs all community college athletics in the state of California. College of the Redwoods participates in the following sports in the Golden Valley Conference:

Women: Basketball, Cross Country, Soccer, Softball, Track & Field, Volleyball

Men: Baseball, Basketball, Cross Country, Soccer, Track & Field

In Football, the College of the Redwoods are members of the Pacific 7 Conference in the Northern California Football Conference.

In Beach Volleyball, the College of the Redwoods are members of the Big 8 Conference.

Multicultural & Diversity Center

www.redwoods.edu/mcdc

The Multicultural & Diversity Center is a dynamic and inclusive place that supports all students in their academic and personal journeys at the college. We do this by creating community, home away from home, and a safe place for cultural expression, cross-cultural learning, access to college and dignity resources, and social justice work opportunities. The Center is committed to retention and student success by offering activities related to leadership development, student connectedness and student equity. We are a student-centered program that fosters respect for all people.

Student Health Center

www.redwoods.edu/studenthealth

Students attending classes on the Eureka Campus, as well as online classes are assessed a special fee to fund the operations of a Student Health Center. This program is housed in the Physical Education Building, in offices adjacent to the main

gymnasium.

CR's Student Health Center is staffed by a Registered Nurse or a Family Nurse Practitioner five days a week, on a part-time basis while classes are in session. The Center provides minor medical care for illnesses and injuries, health promotion education, immunizations and testing, as well as examinations required for specific vocational training programs. Local community clinics are available for acute care while local hospitals are used for emergency care.

Transfer Center

www.redwoods.edu/counseling/transfer

The Transfer Center provides information and assistance for students intending to transfer to a four-year college or university. The Transfer Center is designed to reduce obstacles to the transfer process by providing information on college and university application deadlines, requirements, and other issues of importance. The Center also sponsors "Instant Admissions" activities, college fairs, and other activities that will help CR students understand that transfer to a four-year college or university is a process, not an event.

Transfer services are provided through the Counseling and Advising Offices at all locations.

TRiO Student Support Services

www.redwoods.edu/trio

The TRiO Student Support Services Program is a federally-funded grant program intended to serve students who are low-income or first-generation, or students with disabilities, and is available to students at the Del Norte and Eureka campuses.

The Eureka campus program is called the TRiO Student Success Program. Both programs provide services to increase student retention, graduation, and transfer rates. Services include educational and career planning, financial literacy, tutoring, assistance with financial aid forms and scholarships, and university tours. Participants must be U.S. citizens or legal permanent residents, as well as have academic need.

For more information visit our website, or contact the TRiO program in Del Norte at 707-465-2320 or the TRIO program in Eureka at 707-476-4303.

Programs of Study

California State University General Education Breadth Certificate of Achievement

The Certificate of Achievement in California State University General Education Requirements for Transfer (CSUGE), developed by the Counseling Discipline, will be awarded upon completion of the CSU-GE requirements for transfer as outlined in the catalog year's CSU-GE Requirements for Transfer. Students must complete a minimum of thirty-nine units which are distributed among five areas. CSU-GE Requirements for Transfer are designed to be taken with a major area of concentration and elective courses in preparation for transfer to a California State University. This certificate recognizes the completion of lower-division general education requirements for the CSU. For many majors, students are encouraged to complete the CSU-GE pattern; however, it is not required for admission to the CSU. An official petition must be filed with the Admission and Records Office prior to the graduation deadlines in order to award the certificate as stated in the Academic Calendar. The completion of the CSU-GE Breadth certificate will be indicated on the student's transcript.

Program Requirements

Certificate of Achievement

Complete all requirements for CSU General Education-Breadth	39.0 Units

Total Units	39.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- Area A: English Language Communication and Critical Thinking. Create written and spoken works that demonstrate effective communication and critical thinking skills.
- Area B: Scientific Inquiry and Quantitative Reasoning. Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data in order to effectively problem-solve issues in a variety of contexts.
- Area C: Arts and Humanities. Demonstrate a critical understanding, appreciation and expression of artistic, philosophical, and cultural sensibilities in historical and contemporary contexts.
- Outcome 4: Area D: Social Sciences. Identify, analyze, and communicate an understanding of self and society through systematic investigation of social behavior, institutions, and culture.
- Area E: Lifelong Learning and Self-Development. Demonstrate meaningful self-evaluation related to increasing the student's lifelong personal well-being.

Addiction Studies [ADCT]

Addiction Studies Certificate of Achievement

This certificate program provides an academic and experiential setting for the study of addictions, including theories, prevention and assistance techniques, and research. This program is certified by the California Association for Alcohol/Drug Educators. Employment opportunities in this field include drug and alcohol treatment advising, family and youth services, education, rehabilitation, community health, mental health, employment assistance programs, senior programs, community-based nonprofit agencies, and case-management services.

Program Requirements

Certificate of Achievement

Required Core: Complete all Core Courses	33.0 Units
Required Core	33.0

Restricted Electives: Complete 3 units from courses listed	3.0 Units
Restricted Electives	3.0

Total Units	36.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
ADCT10 - Introduction to Addiction Studies	3.0
SOC34 - Introduction to Social Work	3.0
ADCT19 - Addictions and Diverse Populations	3.0

Total Units	9.0

Semester 2 (Spring)	
ADCT12 - Substance Abuse: Law, Prevention, Treatment & Ethics	3.0
ADCT11 - Pharmacology and Physiology of Addiction	3.0
ADCT18 - Co-Occurring Disorders: Addictions and Mental Health	3.0

Total Units	9.0

Semester 3 (Fall)	
SOC38 - Field Placement Seminar I	2.0
SOC42 - Supervised Occupational Work Experience I	2.5
ADCT16 - Addiction and the Family System	3.0
ADCT15 - Introduction to Counseling Skills	3.0

Total Units	10.5

Semester 4	
ADCT17 - Field Placement Seminar II	2.0
Restricted Electives (Any Course)	3.0
ADCT42 - Supervised Occupational Work Experience II	2.5

Total Units	7.5

Program Learning Outcomes

- Develop a program, tailored to the individual, in support of a recovery process and relapse prevention that will effect an improved quality of living.
- Design a process for clients to self-explore the consequences of alcoholism and other drug dependence.
- Provide current and accurate information regarding the roles of family members and others in the alcoholism/drug dependency system.
- Assist clients in establishing life-management skills to support a recovery process.
- Maintain appropriate records in a confidential manner for the purpose of treatment planning and case management.
- Demonstrate an understanding of cultural, social, and psychological differences in populations and individuals.

Administration of Justice [AJ]

Administration of Justice for Transfer A.S. Degree for Transfer

Completion of the Associate in Science in Administration of Justice for Transfer degree will ensure that students will be able to transfer the sixty units earned for the Associate in Science in Administration of Justice for Transfer degree to any CSU campus which offers a bachelor of science or arts degree in criminal justice. Upon completion of the Associate in Science in Administration of Justice for Transfer degree, students will be able to understand the process by which crimes are processed in the criminal justice system and the constraints justice agencies face in holding offenders accountable for their actions. Students will also be able to critically analyze current problems or challenges in the operation of the criminal justice system and offer sound solutions to some of these problems.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.S. Degree for Transfer

1. Required Core	7.0 Units
AJ1 - Introduction to Administration of Justice	3.0
AND	
AJ4 - Criminal Law	4.0

2. List A: Complete two courses	6.0 - 7.0 Units
AJ6 - Criminal Evidence	4.0
OR	
AJ8 - Criminal Investigation	3.0
OR	
AJ10 - Juvenile Justice	3.0

3. List B: Complete two courses	6.0 - 7.0 Units
AJ3 - Introduction to Corrections	3.0
OR	
AJ7 - Current Issues in Criminal Justice	3.0
OR	
MATH15 - Introduction to Statistics	4.0
OR	
POLSC10 - U.S. Government & Politics	3.0

Total Units	19.0 - 21.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Understand the roles that the three components of the administration of justice system play in society and how these components interact with one another to provide public safety.
- Recognize the many career opportunities and entry requirements that the administration of justice system has to offer.
- Identify the legal and societal restrictions placed by society on the administration of justice system in carrying out its role of providing for the public safety of society.
- Analyze current trends in the operation of the administration of justice system which concern the prevention of crime and the treatment of offenders.
- Explain, using critical thinking skills, the role other social sciences have in assisting the administration of justice system in its mission of providing public safety services to society.

Basic Law Enforcement Academy Certificate of Achievement

Programs in this field provide general and specific educational opportunities for students seeking careers in the criminal justice system, including law enforcement, courts, and corrections.

Program Requirements

Certificate of Achievement

Program Requirements	32.5 Units
AJ81 - Basic Law Enforcement Academy Module III	8.0
AND	
AJ82 - Basic Law Enforcement Academy Module II	8.5
AND	
AJ83 - Basic Law Enforcement Academy Module I	16.0

Total Units	32.5

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1	
AJ82 - Basic Law Enforcement Academy Module II	8.5
AJ83 - Basic Law Enforcement Academy Module I	16.0
AJ81 - Basic Law Enforcement Academy Module III	8.0

Total Units	32.5

Program Learning Outcomes

- Demonstrate required competency as determined by the Commission on Peace Officer Standards and Training including firearms qualification, defensive tactics, emergency vehicle operations, psychomotor testing and cognitive assessment on various learning dom
- Recognize a peace officers role and legal responsibility when conducting person stops including consensual encounters, search and seizure, as well as the protections provided by constitutional law, statutory law, and case law against unreasonable searches
- Demonstrate the ability to analyze situations, solve problems and document actions in a professional report.
- Recognize the importance of leadership, professionalism and ethics and how to become leaders in the community, in their agencies, and among peers.

Police Science A.S. Degree

Upon successful completion of the Police Science degree program, students possess the knowledge and skills to earn both the Associate in Science degree and Basic Law Enforcement Academy certification accredited by the California Commission on Peace Officer Standards and Training (POST). Students are qualified for employment as a California Peace Officer, Deputy Sheriff, or Level I Reserve Officer. Graduating students successfully demonstrate ethical conduct, as well as the abilities to make judgments concerning the enforcement of laws without prejudice, apply the level of force that can lawfully be used by a peace officer, recognize the importance of initial and ongoing training in coping with dangerous situations, analyze and solve problems, write reports that conform to accepted professional standards of quality, and recognize and understand concepts of terminology that are needed to understand the California criminal justice system.

Program Requirements

A.S. Degree
Police Science AS

Required Core	32.5 Units
AJ81 - Basic Law Enforcement Academy Module III	8.0
AND	
AJ82 - Basic Law Enforcement Academy Module II	8.5
AND	
AJ83 - Basic Law Enforcement Academy Module I	16.0

Restricted Electives: Complete 12 units from below	12.0 Units
AJ7 - Current Issues in Criminal Justice	3.0
OR	
PSYCH30 - Social Psychology	3.0
OR	
PSYCH33 - Personal Growth and Adjustment	3.0
OR	
PSYCH38 - Abnormal Psychology	3.0
OR	
SOC2 - Social Problems	3.0
OR	
SOC5 - Introduction to Race and Ethnic Relations	3.0

Total Units	44.5

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate competency in 42 P.O.S.T. learning domains.
- Demonstrate, through written exams, crime scene scenario testing and manipulative skills, core competencies as mandated by P.O.S.T.

Agriculture [AG]

Agriculture Plant Science for Transfer A.S. Degree for Transfer

The Associate in Science in Agriculture Plant Science for Transfer Degree is intended for students who plan to complete a bachelor's degree in Plant Science at a CSU campus. Students completing the Associate in Science in Agriculture Plant Science for Transfer Degree are guaranteed admission to the CSU system, but not to a particular campus or major. Courses offered by the Agriculture Program meet a wide range of lower division transfer requirements for CSU colleges. The Associate in Science in Agriculture Plant Science for Transfer Degree offers many courses designed to prepare students for transfer to the following disciplines: Agriculture, Agricultural and Environmental Plant Sciences, Agricultural Science, Plant Science, Agriculture Education, and Agriculture Studies. Students completing the Associate in Science in Agriculture Plant Science for Transfer Degree are guaranteed admission to the CSU system, but not to a particular campus or major. Students transferring to a CSU campus that does accept the Associate in Science in Agriculture Plant Science for Transfer Degree will be required to complete no more than 60 units after transfer to earn a bachelor's degree. The Associate in Science in Agriculture Plant Science for Transfer Degree may not be the best option for students intending to transfer to a particular CSU campus or to a university or college that is not part of the CSU system. In all cases, students should consult with a counselor for more information on university admission and transfer requirements. Associate Degree for Transfer student completion requirements: 1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education - Breadth Requirements. b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.S. Degree for Transfer

1. Required Core	18.0 Units
AG17 - Introduction to Soil Science	3.0
AND	
AG23 - Introduction to Plant Science	3.0
AND	
MATH15 - Introduction to Statistics	4.0
AND	
CHEM1A - General Chemistry	5.0
OR	
CHEM2 - Introduction to Chemistry	5.0
AND	
AG32 - Agriculture Economics	3.0
OR	
ECON10 - Microeconomics	3.0

2. List A: Complete one course	3.0 Units
AG21 - Plant Propagation/Production	3.0
OR	
AG51 - Tractor Operation	3.0

3. List B: Any course from List A not already used, or any of the following	0.0 - 8.0 Units
AG30 - Introduction to Agriculture Business	3.0

Total Units	21.0 - 29.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Describe the importance of the agriculture industry to the local, state and national economies.
- Demonstrate proficiency using technologies as they relate to the agriculture industry.
- Apply best management practices to agriculture production scenarios.

Agriculture, General A.S. Degree

Programs in this field provide general and specific opportunities for students seeking careers related to agriculture, agricultural business, and plant and animal science.

Program Requirements

A.S. Degree
Agriculture, General

Required Core	28.0 - 29.0 Units
AG3 - Introduction to Animal Science (with Lab)	3.0
OR	
AG5 - Introduction to Animal Science	3.0
AND	
AG23 - Introduction to Plant Science	3.0
OR	
BIOL5 - General Botany with Lab	4.0
AND	
AG17 - Introduction to Soil Science	3.0
AND	
AG21 - Plant Propagation/Production	3.0
AND	
AG32 - Agriculture Economics	3.0
AND	
AG33 - Agriculture, Environment and Society	3.0
AND	
AG43 - Introduction to Agriculture	2.0
AND	
AG44A - Agriculture Leadership I	1.0
AND	
AG44B - Agriculture Leadership II	1.0
AND	
AG51 - Tractor Operation	3.0
AND	
AG63 - Introduction to Organic/Sustainable Agriculture	3.0

Restricted Electives: Complete 13-14 units from below	13.0 - 14.0 Units
AG7 - Livestock Feeding and Nutrition	3.0
OR	
AG22 - Sustainable Vegetable Production	3.0
OR	
AG30 - Introduction to Agriculture Business	3.0

Restricted Electives: Complete 13-14 units from below	13.0 - 14.0 Units
OR	
AG35 - Agricultural Sales and Communications	3.0
OR	
AG42 - Agriculture Work Experience	1.0 - 3.0
OR	
AG44C - Agriculture Leadership III	1.0
OR	
AG44D - Agriculture Leadership IV	1.0
OR	
AG64F - Introduction to Organic/Sustainable Agriculture Lab	1.0
OR	
AG64S - Introduction to Organic/Sustainable Agriculture Lab	1.0
OR	
BUS10 - Introduction to Business	3.0
OR	
BUS35 - Strategic Marketing	4.0
OR	
FNR1 - Introduction to Forestry and Natural Resources	3.0
OR	
WT53 - Basic Gas and Arc Welding	2.0

Total Units	41.0 - 43.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this degree. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
AG43 - Introduction to Agriculture Careers	2.0
Restricted Electives (Any Course)	0.0 - 6.0
AG51 - Tractor Operation	3.0
AG44A - Agriculture Leadership I	1.0
(Any Course)	-

Total Units	6.0 - 12.0

Semester 2 (Spring)	
AG3 - Introduction to Animal Science (with Lab)	3.0
BIOL5 - General Botany with Lab	4.0
AG44B - Agriculture Leadership II	1.0

Semester 2 (Spring)	
Restricted Electives (Any Course)	0.0 - 3.0
AG23 - Introduction to Plant Science	3.0
AG5 - Introduction to Animal Science	3.0

Total Units	14.0 - 17.0

Semester 3 (Fall)	
Restricted Electives (Any Course)	0.0 - 6.0
AG33 - Agriculture, Environment and Society	3.0

Total Units	3.0 - 9.0

Semester 4 (Spring)	
AG32 - Agriculture Economics	3.0
AG17 - Introduction to Soil Science	3.0
Restricted Electives (Any Course)	0.0 - 6.0
AG21 - Plant Propagation/Production	3.0

Total Units	9.0 - 15.0

Program Learning Outcomes

- Describe the importance of the agriculture industry to the local, state and national economies.
- Demonstrate proficiency using computers, the Internet, and other technologies as they relate to the agriculture industry.
- Apply best management practices to agriculture production scenarios.

Liberal Arts: Agriculture A.A. Degree

The Liberal Arts: Agriculture degree is designed to prepare students for transferring to a four-year institution by including commonly required introductory courses for majors in agricultural science, agricultural education, and agricultural business. This degree also provides a broad background in agricultural studies for students who will ultimately pursue a career in an agricultural field. Students should seek advising before selecting specific courses in order to meet specific university requirements for their university major.

Program Requirements

A.A. Degree
Liberal Arts: Agriculture

Program Requirements	18.0 Units
AG3 - Introduction to Animal Science (with Lab)	3.0
AND	
AG7 - Livestock Feeding and Nutrition	3.0
AND	
AG17 - Introduction to Soil Science	3.0
AND	
AG23 - Introduction to Plant Science	3.0
AND	
AG30 - Introduction to Agriculture Business	3.0
AND	
AG51 - Tractor Operation	3.0

Total Units	18.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Describe the importance of the agriculture industry to the local, state and national economies.
- Demonstrate proficiency using computers, the internet, and other technologies as they relate to the agriculture industry.
- Apply best management practices to agriculture production scenarios.

Anthropology [ANTH]

Anthropology for Transfer

A.A. Degree for Transfer

According to the American Anthropological Association, anthropology is "the study of humans, past and present. to understand the full sweep and complexity of cultures across all of human history, anthropology draws and builds upon knowledge from the social and biological sciences as well as the humanities and physical sciences. A central concern of anthropologists is the application of knowledge to the solution of human problems. Historically, anthropologists in the United State have been trained in one of four areas: sociocultural anthropology, biological/physical anthropology, archaeology, and linguistics." To that end, this degree program provides coursework in the four subdisciplines, as well as courses within a variety of social, biological, and physical sciences, as well and the humanities. This degree prepares students to pursue a baccalaureate degree in Anthropology.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.A. Degree for Transfer

1. Required Core	9.0 Units
ANTH1 - Introduction to Biological Anthropology	3.0
AND	
ANTH2 - Introduction to Archaeology	3.0

1. Required Core	9.0 Units
AND	
ANTH3 - Introduction to Cultural Anthropology	3.0

2. List A: Complete one course	3.0 Units
ANTH5 - Great Archaeological Discoveries	3.0

3. List B: Complete 1-2 courses	3.0 - 5.0 Units
BIOL6 - Human Anatomy	4.0
OR	
GEOL1 - Physical Geology with Lab	4.0
OR	
GEOL10 - Environmental Geology	3.0
OR	
PSYCH2 - Research Methods in Psychology	3.0

4. List C: Complete one course from below, or any course from List B not already used	3.0 Units
ANTH1B - Introduction to Biological Anthropology Lab	1.0
OR	
ANTH4 - Introduction to Folklore	3.0
OR	
ANTH6 - Introduction to Forensic Anthropology	3.0
OR	
COMM8 - Intercultural Communication	3.0
OR	
GEOG2 - Cultural Geography	3.0
OR	
NAS1 - Introduction to Native American Studies	3.0
OR	
NAS21 - Native American History	3.0
OR	
PHIL15 - Religions of the World	3.0
OR	
SOC1 - Introduction to Sociology	3.0
OR	
SOC5 - Introduction to Race and Ethnic Relations	3.0

Total Units	18.0 - 20.0

Recommended Course Sequence

For information about the program length and suggested

sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Describe the breadth of anthropology and be able to characterize anthropology`s distinctive theoretical and methodological approaches with respect to other disciplines.
- Explain the basic processes of human biological evolution, including how it applies to hominin evolution and modern human variation.
- Identify the ethical responsibilities and concerns in the conduction of anthropological research.
- Demonstrate the ability to think holistically and comparatively in describing human cultural diversity and cultural change through time.
- Identify and utilize appropriate methods for the undertaking of anthropological fieldwork.

Art [ART]

Studio Arts for Transfer

A.A. Degree for Transfer

Art is defined as the study and mastery of the visual language of art forms in order to effectively and persuasively contribute to the creative, intellectual, and educational life of our society. This degree program allows students to gain technical and conceptual mastery of a variety of visual mediums; critically analyze and evaluate all aspects of visual culture using contemporary, historical, and multicultural perspectives; understand the interdisciplinary nature of art making; and prepare for the specific demands of a profession in the fine and/or applied art fields. This degree prepares students to pursue a baccalaureate degree in Studio Art.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.A. Degree for Transfer

1. Required Core	12.0 Units
ART1B - Art History: Renaissance to Contemporary	3.0
AND	
ART10 - Color and Design	3.0
AND	
ART11 - Three-Dimensional Design	3.0
AND	
ART17 - Basic Drawing	3.0

2. List A: Complete one course	3.0 Units
ART1A - Art History - Pre-History to Gothic	3.0
OR	
ART6 - Survey of Modern Art - 19th Century to Contemporary	3.0

3. List B: Complete three courses	9.0 Units
ART3A - Introduction to Sculpture	3.0
OR	
ART18 - Intermediate Drawing	3.0
OR	
ART19 - Figure Drawing	3.0
OR	
ART23 - Painting	3.0
OR	
ART31A - Introduction to Ceramics (Hand-building)	3.0
OR	
ART31B - Introduction to Ceramics (Wheel Throwing)	3.0
OR	
ART35 - Digital Photography	3.0
OR	
ART42 - Beginning Graphic Design	3.0
OR	
ART43A - Introduction to Digital Art	3.0
OR	
ART60 - Jewelry	3.0

Total Units	24.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Create and sustain a body of work through technical mastery, experimentation, and reflective analysis
- Critically analyze, interpret, and evaluate all aspects of visual culture using a variety of historical, contemporary, and multicultural perspectives
- Demonstrate the ways that contemporary art practice creatively and critically works between or across established disciplines
- Prepare for the specific demands of a profession in the fine and/or applied art fields

Liberal Arts: Fine Arts A.A. Degree

Students pursuing the Liberal Arts: Fine Arts degree may choose either to specialize within one of the four degree fields (Art, Cinema, Drama, or Music), or to take an interdisciplinary cross-section of introductory arts courses. The degree offers potential students the opportunity to develop basic skills in one or more of the arts; students who choose to specialize in a particular field can take courses commonly required at four-year institutions for majors, and thus can prepare themselves for upper division courses they may take in the future. Students not planning to continue their education, or planning to continue in some other field, will still benefit from the increased cultural awareness and personal fulfillment attained through this degree program.

Program Requirements

A.A. Degree
Liberal Arts: Fine Arts

Program Requirements: Complete 18 Units	18.0 Units
ART1A - Art History - Pre-History to Gothic	3.0
OR	
ART1B - Art History: Renaissance to Contemporary	3.0
OR	
ART3A - Introduction to Sculpture	3.0
OR	
ART10 - Color and Design	3.0
OR	
ART11 - Three-Dimensional Design	3.0
OR	
ART17 - Basic Drawing	3.0
OR	
ART19 - Figure Drawing	3.0
OR	
ART23 - Painting	3.0
OR	
ART31A - Introduction to Ceramics (Hand-building)	3.0
OR	
ART35 - Digital Photography	3.0
OR	
ART41 - Introduction to Digital Art	3.0
OR	
ART60 - Jewelry	3.0
OR	
ART77 - Professional Practices and Entrepreneurship in the Visual Arts	3.0

Program Requirements: Complete 18 Units	18.0 Units
OR	
CINE1 - Cinema History - Origins Through the Coming of Sound	3.0
OR	
CINE2 - Cinema History - Coming of Sound to the Present	3.0
OR	
CINE3 - Cinemas of Latin America, Asia, and Africa	3.0
OR	
DRAMA24 - Introduction to Theatre	3.0
OR	
DRAMA26 - Rehearsal and Performance in Production	2.0
OR	
DRAMA30A - Acting I	3.0
OR	
DRAMA30B - Acting II	3.0
OR	
MUS1 - Introduction to Music	3.0
OR	
MUS2A - Beginning Harmony and Musicianship I	4.0
OR	
MUS2B - Beginning Harmony and Musicianship II	4.0
OR	
MUS3A - Intermediate Harmony and Musicianship I	4.0
OR	
MUS3B - Intermediate Harmony and Musicianship II	4.0
OR	
MUS10 - Music in History	3.0
OR	
MUS24A - Beginning Class Piano I	1.0
OR	
MUS24B - Beginning Class Piano II	1.0
OR	
MUS25A - Intermediate Class Piano I	1.0
OR	
MUS25B - Intermediate Class Piano II	1.0

Total Units	18.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate progressive technical mastery of one or more artistic mediums.
- Recognize and evaluate competing aesthetic and critical claims.
- Critically analyze a range of creative works using varied analytical perspectives.
- Explain, verbally or in writing, relationships between cultural, socio-economic, and political factors and artistic movements.

Optional Specialty Pathways:

Art Faculty recommend this optional pathway for students wishing to specialize in Art:

Art Pathway

Year 1, Fall Semester: ART10, ART17
Year 1, Spring Semester: ART1B, ART11
Year 2, Fall/Spring Semester: 6 additional units (2 courses) from Art classes in the major.

Music Faculty recommend one of the following optional pathways for students wishing to specialize in Music:

Music Pathway A

(recommended for students ready to enter MUS2A without taking MUS1 first)
Year 1, Fall Semester: MUS2A, MUS24A
Year 1, Spring Semester: MUS2B, MUS24B
Year 2, Fall Semester: MUS3A
Year 2, Spring Semester: MUS3B

Music Pathway B

(recommended for students who need to enroll in MUS1 before taking MUS2A)
Year 1, Fall Semester: MUS1, MUS24A
Year 1, Spring Semester: MUS24B
Year 2, Fall Semester: MUS2A, MUS25A
Year 2, Spring Semester: MUS2B, MUS25B

Automotive Technology [AT]

Automotive Technology A.S. Degree

Programs in this field provide basic and advanced educational opportunities for students seeking careers in the automotive service industry, including service technician, specialty technician, and parts or service manager.

Program Requirements

A.S. Degree
Automotive Technology

Program Requirements	40.0 Units
AT12 - Automotive Braking Systems	4.0
AND	
AT14 - Manual Drivetrain and Axle	4.0
AND	
AT16 - Automotive Electrical Systems	4.0
AND	
AT18 - Automotive Engine Repair	4.0
AND	
AT20 - Automotive Suspension and Steering Systems	4.0
AND	
AT22 - Automotive Electronics	4.0
AND	
AT24 - Engine Performance	4.0
AND	
AT26 - Automotive Air Conditioning and Heating	4.0
AND	
AT28 - Advanced Engine Performance	4.0
AND	
AT30 - Automatic Transmission - Transaxle	4.0

Total Units	40.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this degree. Please contact an Academic Advisor with any questions.

Semester 1	
AT16 - Automotive Electrical Systems	4.0
AT14 - Manual Drivetrain and Axle	4.0
AT12 - Automotive Braking Systems	4.0

Total Units	12.0

Semester 2	
AT24 - Engine Performance	4.0
AT22 - Automotive Electronics	4.0

Total Units	8.0

Semester 3	
AT28 - Advanced Engine Performance	4.0
AT20 - Automotive Suspension and Steering Systems	4.0

Total Units	8.0

Semester 4	
AT26 - Automotive Air Conditioning and Heating	4.0
AT30 - Automatic Transmission - Transaxle	4.0
AT18 - Automotive Engine Repair	4.0

Total Units	12.0

Program Learning Outcomes

- Successfully perform the entry-level skills and tasks required for service and repair of automotive systems.
- Locate industry-standard diagnostic information to localize complex automotive problems.
- Perform common service and repair tasks identified by the National Automotive Technicians Education Foundation (NATEF).

Advanced Automotive Technology Certificate of Achievement

Programs in this field provide basic and advanced educational opportunities for students seeking careers in the automotive service industry, including service technician, specialty technician, and parts or service manager.

Program Requirements

Certificate of Achievement

Program Requirements	40.0 Units
AT12 - Automotive Braking Systems	4.0

Program Requirements	40.0 Units
AND	
AT14 - Manual Drivetrain and Axle	4.0
AND	
AT16 - Automotive Electrical Systems	4.0
AND	
AT18 - Automotive Engine Repair	4.0
AND	
AT20 - Automotive Suspension and Steering Systems	4.0
AND	
AT22 - Automotive Electronics	4.0
AND	
AT24 - Engine Performance	4.0
AND	
AT26 - Automotive Air Conditioning and Heating	4.0
AND	
AT28 - Advanced Engine Performance	4.0
AND	
AT30 - Automatic Transmission - Transaxle	4.0

Total Units	40.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1	
AT16 - Automotive Electrical Systems	4.0
AT12 - Automotive Braking Systems	4.0
AT14 - Manual Drivetrain and Axle	4.0

Total Units	12.0

Semester 2	
AT24 - Engine Performance	4.0
AT22 - Automotive Electronics	4.0

Total Units	8.0

Semester 3	
AT28 - Advanced Engine Performance	4.0
AT20 - Automotive Suspension and Steering Systems	4.0

Total Units	8.0

Semester 4	
AT30 - Automatic Transmission - Transaxle	4.0
AT26 - Automotive Air Conditioning and Heating	4.0
AT18 - Automotive Engine Repair	4.0

Total Units	12.0

Program Learning Outcomes

- Successfully perform the entry-level skills and tasks required for service and repair of automotive systems.
- Locate industry-standard diagnostic information to localize complex automotive problems.
- Perform common service and repair tasks identified by the National Automotive Technicians Education Foundation (NATEF).

Biology [BIOL]

Biology for Transfer

A.S. Degree for Transfer

Biology is the scientific study of life, and requires a rigorous foundation in math, chemistry, and physics, as well as an introduction to the breadth of biological inquiry. Biological inquiry includes molecular, evolutionary, and ecological approaches to understanding organisms ranging from prokaryotes to unicellular and multicellular eukaryotes living in all habitats on earth. Implications of biological inquiry range from appreciation of the ways of living of diverse life forms to elucidating new medical treatments to mitigating the extinction of species due to climate change. Students who earn degrees in biology become critical thinkers generally, and are prepared to move forward with careers ranging from microbiology to medicine to ecology. To meet the requirements for this degree the students must: 1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements. The IGETC for STEM and CSU GE for STEM options permit students completing the A.S.-T in Biology to follow the IGETC or CSU GE curriculum but delay one Arts or Humanities course and one Social or Behavioral Science course until after transfer. Courses used to meet the major requirement may also be used to meet IGETC or CSU GE requirements ("double-counting"). b. A minimum of 18 semester units in a major or area of emphasis (see Table below). Typically 38 units are required for the major but up to 10 may "double-count" as GE. 2. Obtain a minimum grade point average of 2.0, and a C or better in all courses required for the major. A "P" (Pass) is not an acceptable grade for a course required for the major. Program Learning Outcomes: 1. Apply methods of scientific inquiry to questions regarding organisms and biological processes. 2. Communicate clearly both verbally and in writing regarding laboratory procedures, data analyses, and results. 3. Apply concepts in mathematics, physics and chemistry to explain biological phenomena. 4. Explain the mechanisms of gene expression and regulation, and how they direct cellular and organismal processes. 5. Describe how evolutionary processes have generated similarity, diversity, and interconnectedness of organisms.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.S. Degree for Transfer

1. Required Core	12.0 Units
BIOL3 - Fundamental Cell Biology	4.0
AND	
BIOL4 - General Zoology	4.0
AND	
BIOL5 - General Botany with Lab	4.0

2. Physics Sequence	8.0 Units
PHYS2A - General Physics I	4.0
AND	
PHYS2B - General Physics II	4.0
OR	
PHYS4A - Calculus-Based Physics: Mechanics	4.0
AND	
PHYS4B - Calculus-Based Physics: Electricity and Magnetism	4.0

3. List A: Complete three courses	14.0 Units
CHEM1A - General Chemistry	5.0
AND	
CHEM1B - General Chemistry	5.0
AND	
MATH50A - Differential Calculus	4.0

Total Units	34.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Apply methods of scientific inquiry to questions regarding organisms and biological processes.
- Communicate clearly both verbally and in writing regarding laboratory procedures, data analyses, and

results.
- Apply concepts in mathematics, physics and chemistry to explain biological phenomena.
- Explain the mechanisms of gene expression and regulation, and how they direct cellular and organismal processes.
- Describe how evolutionary processes have generated similarity, diversity, and interconnectedness of organisms.

Business [BUS]

Business Administration for Transfer

A.S. Degree for Transfer

The study of business prepares students to function, either as individuals or as part of a larger organization in the production and delivery of goods and services. The Associate in Science in Business Administration for Transfer degree is in compliance with SB 1440 (Education Code section 66746). The Associate in Science in Business Administration for Transfer degree prepares students to transfer into the CSU system to complete a baccalaureate degree in Business, Business Administration, Accounting, Finance, etc. The Associate in Science in Business Administration for Transfer degree prepares students to seamlessly pursue a baccalaureate degree in Business at a California State University.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.S. Degree for Transfer

1. Required Core	17.0 Units
BUS1A - Financial Accounting	4.0
AND	
BUS1B - Managerial Accounting	4.0
AND	
BUS18 - Business Law	3.0
AND	

1. Required Core	17.0 Units
ECON1 - Macroeconomics	3.0
AND	
ECON10 - Microeconomics	3.0

2. List A: Complete one	4.0 Units
MATH15 - Introduction to Statistics	4.0

3. List B: Complete two	6.0 - 7.0 Units
BUS10 - Introduction to Business	3.0
OR	
BUS52 - Business Communications	3.0
OR	
CIS1 - Computer Information Systems	4.0

Total Units	27.0 - 28.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Select and apply analytical and technological tools as they relate to personal, business, and social decisions.
- Communicate effectively as writers, listeners, and speakers in diverse social and business settings.

General Business A.S. Degree

Program Requirements

A.S. Degree
General Business

Required Core	41.0 Units
BUS1A - Financial Accounting	4.0
AND	
BUS1B - Managerial Accounting	4.0
AND	
BUS10 - Introduction to Business	3.0
AND	
BUS18 - Business Law	3.0
AND	
BUS34 - Introduction to Personal Finance	3.0
AND	
BUS35 - Strategic Marketing	4.0
AND	

Required Core	41.0 Units
BUS52 - Business Communications	3.0
AND	
BUS68 - Introduction to Principles of Management	3.0
AND	
BUS69 - Business Plan Development	4.0
AND	
CIS1 - Computer Information Systems	4.0
AND	
ECON1 - Macroeconomics	3.0
AND	
ECON10 - Microeconomics	3.0

Restricted Electives: Complete 3 units from below	3.0 Units
BT16 - Word Processing I	4.0
OR	
BT17 - Word Processing II	4.0
OR	
BT50 - Introduction to Database Management Systems	4.0
OR	
BT51 - Spreadsheet Applications	4.0
OR	
BUS4 - Advanced Computerized Bookkeeping	3.0
OR	
CE42 - Occupational Cooperative Education Work Experience	8.0
OR	
DM11 - Digital Media Design	4.0
OR	
DM20 - Media Development for the Web	4.0
OR	
DM22 - Digital Publishing	4.0
OR	
DM30 - Interactive Media	4.0
OR	
DM56 - Video Production	4.0
OR	
DM63 - Desktop Publishing Applications	4.0

Total Units	44.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this degree. Please contact an Academic Advisor with any questions.

Semester 1	
CIS1 - Computer Information Systems	4.0
BUS10 - Introduction to Business	3.0
BUS52 - Business Communications	3.0

Total Units	10.0

Semester 2	
BUS18 - Business Law	3.0
BUS34 - Introduction to Personal Finance	3.0
BUS35 - Strategic Marketing	4.0

Total Units	10.0

Semester 3	
BUS68 - Managing People and Projects	3.0
ECON1 - Macroeconomics	3.0
BUS1A - Financial Accounting	4.0

Total Units	10.0

Semester 4	
BUS69 - Starting and Growing a Business	4.0
ECON10 - Microeconomics	3.0
BUS1B - Managerial Accounting	4.0

Total Units	11.0

Program Learning Outcomes

- Select and apply analytical and technological tools as they relate to personal, business, and social decisions.
- Communicate effectively as writers, listeners, and speakers in diverse social and business settings.

Liberal Arts: Business A.A. Degree

The Liberal Arts: Business degree emphasizes the integration of theory and practice within the fields of business. Students will demonstrate an understanding of the place of business within the global economy. Students will critically apply ethical standards to business practices and decisions.

Program Requirements

A.A. Degree
Liberal Arts: Business

Program Requirements: Complete 18 units	18.0 Units
BUS1A - Financial Accounting	4.0
OR	
BUS1B - Managerial Accounting	4.0
OR	
BUS10 - Introduction to Business	3.0
OR	
BUS18 - Business Law	3.0
OR	
ECON1 - Macroeconomics	3.0
OR	
ECON10 - Microeconomics	3.0
OR	
MATH15 - Introduction to Statistics	4.0

Total Units	18.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Select and apply analytical and technological tools as they relate to personal, business, and social decisions.
- Communicate effectively as writers, listeners, and speakers in diverse social and business settings.

Management and Supervision Certificate of Recognition

Program Requirements

Certificate of Recognition

Program Requirements	14.0 - 15.0 Units
BUS40 - Independent Study	1.0 - 3.0
AND	
BUS52 - Business Communications	3.0
AND	
BUS68 - Introduction to Principles of Management	3.0
AND	
CIS1 - Computer Information Systems	4.0
AND	
MATH194 - Intermediate Algebra for Business Fields	4.0

Total Units	14.0 - 15.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- Explain best practices in management and human resources.
- Communicate effectively in a business environment.
- Analyze basic numeric data to create information relevant to business decision-making.
- Apply information technology in the context of learning outcomes 1 through 3 above.
- Assess the effectiveness of observed real-world management and supervision practices.

Payroll Clerk Certificate of Recognition

This one-semester certificate is designed to provide students the skills needed for entry-level positions in administrative and financial work. This certificate also serves as the first portion of the Bookkeeping Certificate of Achievement and builds a foundation for those eventually seeking an A.S. in General Business.

Program Requirements

Certificate of Recognition

Accounting Coursework	3.0 - 4.0 Units
BUS1A - Financial Accounting	4.0
OR	
BUS180 - Introduction to Bookkeeping	3.0

Required Core	10.0 Units
BUS10 - Introduction to Business	3.0
AND	
BUS52 - Business Communications	3.0
AND	
CIS1 - Computer Information Systems	4.0

Total Units	13.0 - 14.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall Start, 1 of 1)	
CIS1 - Computer Information Systems	4.0
BUS52 - Business Communications	3.0

Semester 1 (Fall Start, 1 of 1)	
BUS180 - Introduction to Bookkeeping	3.0
BUS10 - Introduction to Business	3.0
BUS1A - Financial Accounting	4.0

Total Units	17.0

Semester 1 (Spring Start, 1 of 2)	
BUS10 - Introduction to Business	3.0
CIS1 - Computer Information Systems	4.0

Total Units	7.0

Semester 2 (Spring Start, 2 of 2)	
BUS180 - Introduction to Bookkeeping	3.0
BUS52 - Business Communications	3.0
BUS1A - Financial Accounting	4.0

Total Units	10.0

Program Learning Outcomes

- Use information technology to record financial data.
- Apply analytical and technological tools to analyze business information.
- Communicate financial data and analyses effectively.

Small Business Management Certificate of Achievement

Program Requirements

Certificate of Achievement

Program Requirements	27.0 - 28.0 Units
BUS4 - Advanced Computerized Bookkeeping	3.0
AND	
BUS10 - Introduction to Business	3.0
AND	
BUS18 - Business Law	3.0
AND	
BUS52 - Business Communications	3.0
OR	
ENGL150 - Precollegiate Reading and Writing	3.5
OR	
DM10 - Digital Storytelling	4.0
AND	
BUS69 - Business Plan Development	4.0

Program Requirements	27.0 - 28.0 Units
AND	
BUS180 - Introduction to Bookkeeping	3.0
AND	
CIS1 - Computer Information Systems	4.0
AND	
MATH194 - Intermediate Algebra for Business Fields	4.0

Total Units	27.0 - 28.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall or Spring)	
MATH194 - Intermediate Algebra for Business Fields	4.0
CIS1 - Computer Information Systems	4.0
BUS10 - Introduction to Business	3.0
BUS180 - Introduction to Bookkeeping	3.0

Total Units	14.0

Semester 2 (Fall or Spring)	
BUS18 - Business Law	3.0
BUS69 - Starting and Growing a Business	4.0
BUS4 - Advanced Computerized Bookkeeping	3.0
ENGL150 - Precollegiate Reading and Writing	3.5
BUS52 - Business Communications	3.0
DM10 - Digital Storytelling	4.0

Total Units	20.5

Program Learning Outcomes

- Select and apply analytical and technological tools as they relate to personal and business decision-making.
- Communicate effectively as writers, listeners, and speakers in business settings.
- Participate effectively in real or simulated business transactions.

Communication Studies [COMM]

Communication Studies for Transfer

A.A. Degree for Transfer

The Associate in Arts in Communication Studies for Transfer is intended for students who plan to complete a bachelor's degree in Communication Studies at a CSU campus. Students completing the Associate in Arts in Communication Studies for Transfer degree are guaranteed admission to the CSU system, but not to a particular campus or major. Courses offered by the Communication Studies Department meet a wide range of lower division transfer requirements for CSU and UC campuses. The department offers many courses designed to prepare students for transfer to a variety of disciplines including Business, Communication, Communication Studies, Criminal Justice, Education, Liberal Arts, Pre-Law, Mass Media, Management, Psychology, Sociology, and Social Work.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.A. Degree for Transfer

1. Required Core: Complete one	3.0 Units
COMM1 - Public Speaking	3.0
OR	
COMM1H - Public Speaking - Honors	3.0

2. List A: Complete two courses	6.0 Units
COMM7 - Interpersonal Communication	3.0
AND	
COMM6 - Small Group Communication	3.0

3. List B: Complete two courses	6.0 Units
COMM5 - Introduction to Mass Communication	3.0
OR	
COMM8 - Intercultural Communication	3.0
OR	
COMM2 - Introduction to Communication	3.0
OR	
COMM3 - Oral Interpretation of Literature	3.0

List C: Complete one course from below, or any List A or B course not already used	3.0 Units
ENGL1B - Critical Inquiry and Literature	3.0
OR	
PSYCH1 - General Psychology	3.0
OR	
SOC1 - Introduction to Sociology	3.0
OR	
ANTH3 - Introduction to Cultural Anthropology	3.0

Total Units	18.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate an understanding of classical and contemporary human communication theories and their intra- and interdisciplinarnatures.
- Critically analyze a wide array of evidence and reasoning to identify and provide appropriate and credible support for written and oral communication.
- Identify and demonstrate effective and appropriate written and oral communications skills, both verbal and nonverbal, in a variety of communication contexts.
- Identify and demonstrate ethical communication across a variety of contexts.

Liberal Arts: Humanities, Language & Communication A.A. Degree

Liberal Arts: Humanities & Communications degree students planning to transfer to a university should consult with counselors/advisors about lower division major requirements at their transfer institution to make the most judicious selection of courses.

Program Requirements

A.A. Degree
Liberal Arts: Humanities, Language & Communication

Program Requirements: Complete 18 units	18.0 Units
ART1A - Art History - Pre-History to Gothic	3.0
OR	
ART1B - Art History: Renaissance to Contemporary	3.0
OR	
CINE1 - Cinema History - Origins Through the Coming of Sound	3.0
OR	
CINE2 - Cinema History - Coming of Sound to the Present	3.0
OR	
CINE3 - Cinemas of Latin America, Asia, and Africa	3.0
OR	
COMM1 - Public Speaking	3.0
OR	
COMM1H - Public Speaking - Honors	3.0
OR	
COMM2 - Introduction to Communication	3.0
OR	
COMM3 - Oral Interpretation of Literature	3.0
OR	
COMM5 - Introduction to Mass Communication	3.0
OR	
COMM6 - Small Group Communication	3.0
OR	
COMM7 - Interpersonal Communication	3.0
OR	
COMM8 - Intercultural Communication	3.0
OR	
ENGL1B - Critical Inquiry and Literature	3.0
OR	
ENGL4 - Introduction to Literature	3.0
OR	
ENGL9 - World Literature - Early Modern to 21st Century	3.0
OR	
ENGL10 - World Literature: Antiquity to The Early Modern Era	3.0

Program Requirements: Complete 18 units	18.0 Units
OR	
ENGL17 - American Literature: Beginnings to the Civil War	3.0
OR	
ENGL18 - American Literature - Civil War - World War II	3.0
OR	
ENGL32 - Creative Writing - Poetry	3.0
OR	
ENGL33 - Creative Writing - Prose	3.0
OR	
ENGL60 - Introduction to British Literature: Beginnings through the 18th Century	3.0
OR	
ENGL61 - Introduction to British Literature: Romanticism to the Present	3.0
OR	
FRNC1A - Elementary French I	4.0
OR	
FRNC1B - Elementary French II	4.0
OR	
HIST4 - Western Civilization to the Reformation	3.0
OR	
HIST5 - Western Civilization ca. 1600 to the Present	3.0
OR	
HIST6 - The Vietnam War Era	3.0
OR	
HIST7 - History of Modern Asia	3.0
OR	
HIST8 - US History Through Reconstruction	3.0
OR	
HIST9 - US History Reconstruction to the Present	3.0
OR	
HIST11 - History of Women in America: Pre-Contact to 1877	3.0
OR	
HIST12 - History of Women in America: 1877-Present	3.0
OR	
HIST20 - World History: Prehistory to 1500 AD	3.0
OR	

Program Requirements: Complete 18 units	18.0 Units
HIST21 - World History: 1500 AD- Present	3.0
OR	
HIST22 - Colonial Latin American History	3.0
OR	
HIST23 - Modern Latin American History	3.0
OR	
PHIL1 - Critical Thinking	3.0
OR	
PHIL2 - Introduction to Political Philosophy	3.0
OR	
PHIL10 - Introduction to Philosophy	3.0
OR	
PHIL12 - Introduction to Logic	3.0
OR	
PHIL13 - History of Ancient Philosophy	3.0
OR	
PHIL14 - History of Early Modern Philosophy	3.0
OR	
PHIL15 - Religions of the World	3.0
OR	
PHIL16 - Introduction to the Philosophy of Religion	3.0
OR	
PHIL20 - Introduction to Ethics	3.0
OR	
SNLAN1A - Elementary American Sign Language I	4.0
OR	
SNLAN1B - Elementary American Sign Language II	4.0
OR	
SPAN1A - Elementary Spanish I	4.0
OR	
SPAN1B - Elementary Spanish II	4.0
OR	
SPAN2A - Intermediate Spanish I	4.0
OR	
SPAN2B - Intermediate Spanish II	4.0
OR	
YUR1A - Elementary Yurok I	4.0

Total Units	18.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Present orally or in writing the effective use of research materials in a coherent argument.
- Analyze the relationship between reader, text, and social cultural, and/or historical contexts.
- Critically analyze and interpret a broad variety of texts, including, but not limited to written texts, speeches, and various media.

Computer Information Systems [CIS]

CIS Networking A.S. Degree

The CIS Networking AS degree provides educational opportunities for students seeking careers in local area network (LAN) and wide area network (WAN) installation, and management. Students also learn skills in computer programming, PC maintenance and repair, and network security from CompTIA Security + certified instructors.

Program Requirements

A.S. Degree
CIS Networking

Required Core	39.0 Units
BT50 - Introduction to Database Management Systems	4.0
AND	
BUS10 - Introduction to Business	3.0
AND	
CIS1 - Computer Information Systems	4.0
AND	
CIS12 - Programming Fundamentals	4.0
AND	
CIS18 - Object Oriented Programming - Java	4.0
AND	
CIS30 - CCNA: Computer Network Fundamentals	4.0
AND	
CIS31 - Systems and Network Administration	4.0
AND	
CIS33 - CCNA: Scaling and Connecting Networks	4.0
AND	
CIS35 - Introduction to Information Systems Security	4.0
AND	
CIS98 - PC Computer Repair and Maintenance	4.0

Restricted Electives: Complete 4 units from below	4.0 Units
DT23 - Engineering Design Graphics	3.0
OR	
ENGR23 - Engineering Design Graphics	3.0
OR	
BT16 - Word Processing I	4.0

Restricted Electives: Complete 4 units from below	4.0 Units
OR	
BT17 - Word Processing II	4.0
OR	
BT51 - Spreadsheet Applications	4.0
OR	
CET10 - Survey of Electronics	3.0
OR	
CIS37 - Principles of Ethical Hacking	4.0
OR	
DM10 - Digital Storytelling	4.0
OR	
DM20 - Media Development for the Web	4.0
OR	
DM30 - Interactive Media	4.0
OR	
DT80 - Modeling and Animation	4.0

Total Units	43.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this degree. Please contact an Academic Advisor with any questions.

FALL START: Semester 1 (Fall)	
CIS1 - Computer Information Systems	4.0
BUS10 - Introduction to Business	3.0

Total Units	7.0

FALL START: Semester 2 (Spring)	
CIS98 - PC Computer Repair and Maintenance	4.0
Restricted Electives (Any Course)	0.0 - 4.0
BT50 - Introduction to Database Management Systems	4.0

Total Units	8.0 - 12.0

FALL START: Semester 3 (Fall)	
CIS30 - CCNA: Computer Network Fundamentals	4.0
CIS31 - Systems and Network Administration	4.0
CIS12 - Programming Fundamentals	4.0

Total Units	12.0

FALL START: Semester 4 (Spring)	
CIS33 - CCNA: Scaling and Connecting Networks	4.0
CIS18 - Object Oriented Programming - Java	4.0
CIS35 - Introduction to Information Systems Security	4.0

Total Units	12.0

SPRING START: Semester 1 (Spring)	
BUS10 - Introduction to Business	3.0
CIS1 - Computer Information Systems	4.0

Total Units	7.0

SPRING START: Semester 2 (Fall)	
Restricted Electives (Any Course)	0.0 - 4.0
CIS98 - PC Computer Repair and Maintenance	4.0
CIS12 - Programming Fundamentals	4.0

Total Units	8.0 - 12.0

SPRING START: Semester 3 (Spring)	
CIS18 - Object Oriented Programming - Java	4.0
BT50 - Introduction to Database Management Systems	4.0

Total Units	8.0

SPRING START: Semester 4 (Fall)	
CIS31 - Systems and Network Administration	4.0
CIS30 - CCNA: Computer Network Fundamentals	4.0

Total Units	8.0

SPRING START: Semester 5 (Spring)	
CIS35 - Introduction to Information Systems Security	4.0
CIS33 - CCNA: Scaling and Connecting Networks	4.0

Total Units	8.0

Program Learning Outcomes

- Demonstrate professional and effective communication skills.
- Support end user technology needs.
- Configure and troubleshoot TCP/IP networks and verify end-to- end connectivity across local area and wide area networks.
- Develop applications with emphasis on critical thinking approach to programming.

- Apply fundamental security concepts to network communication, infrastructure and operations.

CIS Networking Certificate of Achievement

The CIS Networking Certificate of Achievement provides educational opportunities for students seeking careers in local area network (LAN) and wide area network (WAN) installation, and management. Students also learn skills in computer programming, PC maintenance and repair, and network security from CompTIA Security + certified instructors.

Program Requirements

Certificate of Achievement

Program Requirements	31.0 Units
BT50 - Introduction to Database Management Systems	4.0
AND	
BUS10 - Introduction to Business	3.0
AND	
CIS1 - Computer Information Systems	4.0
AND	
CIS12 - Programming Fundamentals	4.0
AND	
CIS30 - CCNA: Computer Network Fundamentals	4.0
AND	
CIS31 - Systems and Network Administration	4.0
AND	
CIS35 - Introduction to Information Systems Security	4.0
AND	
CIS98 - PC Computer Repair and Maintenance	4.0

Total Units	31.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1	
BUS10 - Introduction to Business	3.0
CIS1 - Computer Information Systems	4.0

Total Units	7.0

Semester 2	
CIS98 - PC Computer Repair and Maintenance	4.0
BT50 - Introduction to Database Management Systems	4.0

Total Units	8.0

Semester 3	
CIS31 - Systems and Network Administration	4.0
CIS30 - CCNA: Computer Network Fundamentals	4.0

Total Units	8.0

Semester 4	
CIS35 - Introduction to Information Systems Security	4.0
CIS12 - Programming Fundamentals	4.0

Total Units	8.0

Program Learning Outcomes

- Demonstrate professional and effective communication skills.
- Support end user technology needs.
- Configure and troubleshoot TCP/IP networks and verify end-to-end connectivity across local area and wide area networks.
- Develop applications with emphasis on critical thinking approach to programming.
- Apply fundamental security concepts to network communication, infrastructure and operations.

Cisco Networking and Microsoft Server Administration Certificate of Recognition

This certificate of recognition is targeted at individuals seeking to quickly obtain a fundamental skill-set required to enter the local workforce as an entry-level network technician.

Program Requirements

Certificate of Recognition

Program Requirements	12.0 Units
CIS30 - CCNA: Computer Network Fundamentals	4.0
AND	
CIS31 - Systems and Network Administration	4.0
AND	
CIS98 - PC Computer Repair and Maintenance	4.0

Total Units	12.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
CIS30 - CCNA: Computer Network Fundamentals	4.0
CIS98 - PC Computer Repair and Maintenance	4.0
CIS31 - Systems and Network Administration	4.0

Total Units	12.0

Semester 2 (Spring; optional)	
CIS98 - PC Computer Repair and Maintenance	4.0

Total Units	4.0

Program Learning Outcomes

- Demonstrate professional and effective communication skills.
- Support end user technology needs.
- Configure and troubleshoot TCP/IP networks and verify end-to-end connectivity across local area and wide area networks.
- Apply fundamental security concepts to network communication, infrastructure and operations.

Construction Technology [CT]

Construction Technology A.S. Degree

Programs in this field provide general and specific educational opportunities for students seeking careers related to residential and commercial building construction, historic preservation and restoration, and practical and artistic woodworking skills and techniques.

Program Requirements

A.S. Degree
Construction Technology

Program Requirements	45.5 Units
DT73 - Architectural Drafting - Residential Design	3.0
AND	
DT71 - Architectural Drafting Fundamentals	3.0
AND	
DT23 - Engineering Design Graphics	3.0
AND	
CT96 - Intermediate Carpentry II	3.0
AND	
CT95 - Intermediate Carpentry I	3.0
AND	
CT94 - Finish Carpentry	3.0
AND	
CT91 - Beginning Carpentry II	3.0
AND	
CT90 - Beginning Carpentry I	3.0
AND	
CT81 - Carpentry Theory II	3.0
AND	
CT80 - Carpentry Theory I	3.0
AND	
CT70 - Building Codes & Standards	2.0
AND	
CT57B - Cabinetmaking and Millwork II	3.0
AND	
CT57A - Cabinetmaking and Millwork I	3.0
AND	
CT56 - Construction Layout	2.5

Program Requirements	45.5 Units
AND	
CT21A - Survey of Wood Technology	3.0
AND	
CT25 - OSHA Construction Safety	2.0

Total Units	45.5

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this degree. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
DT23 - Engineering Design Graphics	3.0
CT80 - Carpentry Theory I	3.0
CT90 - Beginning Carpentry I	3.0
CT57A - Cabinetmaking and Millwork I	3.0
CT21A - Survey of Wood Technology	3.0

Total Units	15.0

Semester 2 (Spring)	
CT57B - Cabinetmaking and Millwork II	3.0
CT81 - Carpentry Theory II	3.0
DT71 - Architectural Drafting Fundamentals	3.0
CT91 - Beginning Carpentry II	3.0

Total Units	12.0

Semester 3 (Fall)	
CT95 - Intermediate Carpentry I	3.0
CT25 - OSHA Construction Safety	2.0
DT73 - Architectural Drafting - Residential Design	3.0
CT70 - Building Codes & Standards	2.0

Total Units	10.0

Semester 4 (Spring)	
CT94 - Finish Carpentry	3.0
CT56 - Construction Layout	2.5
CT96 - Intermediate Carpentry II	3.0

Total Units	8.5

Program Learning Outcomes

- Provide the local residential construction industry with a professionally trained workforce.
- Prepare students to analyze and evaluate construction-project requirements in relationship to the world around them.
- Demonstrate an ability to analyze and communicate ideas effectively with co-workers and the general public.

Cabinetmaking & Millwork Certificate of Achievement

Programs in this field provide general and specific educational opportunities for students seeking careers related to residential and commercial building construction, historic preservation and restoration, and practical and artistic woodworking skills and techniques.

Program Requirements

Certificate of Achievement

Required Core	15.0 Units
CT21A - Survey of Wood Technology	3.0
AND	
CT21B - Intermediate Wood Technology	3.0
AND	
CT57A - Cabinetmaking and Millwork I	3.0
AND	
CT57B - Cabinetmaking and Millwork II	3.0
AND	
CT57C - Cabinetmaking and Millwork III	3.0

Restricted Electives: Complete 5 Units	5.0 Units
CT16 - Architectural Millwork	3.0
OR	
CT25 - OSHA Construction Safety	2.0
OR	
CT57D - Cabinetmaking and Millwork IV	3.0
OR	
CT135 - Woodworking Hand Tools and Technique	2.0
OR	
CT152 - Open Lab for Woodworking	1.0

Total Units	20.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- Work in a manner and fashion that meets Woodwork Institute and general woodworking industry safety standards.
- Produce artifacts (technical work) that reflect the student's ability to design and construct furniture, cabinetry and millwork of increasing scope and complexity.
- Critically review literature, periodicals, and trade journals that relate to the cabinet and millwork industry.
- Provide a strong experience in, and understanding of, all aspects of the cabinet and millwork industry.

Residential Construction I Certificate of Achievement

Programs in this field provide general and specific educational opportunities for students seeking careers related to residential and commercial building construction, historic preservation and restoration, and practical and artistic woodworking skills and techniques.

Program Requirements

Certificate of Achievement

Certificate Requirements	25.5 Units
CT91 - Beginning Carpentry II	3.0
AND	
CT90 - Beginning Carpentry I	3.0
AND	
CT81 - Carpentry Theory II	3.0
AND	
CT80 - Carpentry Theory I	3.0
AND	
CT57B - Cabinetmaking and Millwork II	3.0
AND	
CT57A - Cabinetmaking and Millwork I	3.0
AND	
CT56 - Construction Layout	2.5
AND	
CT25 - OSHA Construction Safety	2.0
AND	
CT21A - Survey of Wood Technology	3.0

Total Units	25.5

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
CT21A - Survey of Wood Technology	3.0
CT90 - Beginning Carpentry I	3.0
CT80 - Carpentry Theory I	3.0
CT57A - Cabinetmaking and Millwork I	3.0

Total Units	12.0

Semester 2 (Spring)	
CT91 - Beginning Carpentry II	3.0
CT57B - Cabinetmaking and Millwork II	3.0
CT81 - Carpentry Theory II	3.0
CT56 - Construction Layout	2.5
CT25 - OSHA Construction Safety	2.0

Total Units	13.5

Program Learning Outcomes

- Understand the concepts of residential construction.
- Demonstrate the procedures, techniques, and processes of residential construction.
- Identify tools, materials, and processes used in residential carpentry.

Residential Construction II Certificate of Achievement

Programs in this field provide general and specific educational opportunities for students seeking careers related to residential and commercial building construction, historic preservation and restoration, and practical and artistic woodworking skills and techniques.

Program Requirements

Certificate of Achievement

Certificate Requirements	45.5 Units
DT73 - Architectural Drafting - Residential Design	3.0
AND	
DT71 - Architectural Drafting Fundamentals	3.0
AND	
DT23 - Engineering Design Graphics	3.0
AND	
CT96 - Intermediate Carpentry II	3.0
AND	

Certificate Requirements	45.5 Units
CT95 - Intermediate Carpentry I	3.0
AND	
CT94 - Finish Carpentry	3.0
AND	
CT91 - Beginning Carpentry II	3.0
AND	
CT90 - Beginning Carpentry I	3.0
AND	
CT81 - Carpentry Theory II	3.0
AND	
CT80 - Carpentry Theory I	3.0
AND	
CT70 - Building Codes & Standards	2.0
AND	
CT57B - Cabinetmaking and Millwork II	3.0
AND	
CT57A - Cabinetmaking and Millwork I	3.0
AND	
CT56 - Construction Layout	2.5
AND	
CT25 - OSHA Construction Safety	2.0
AND	
CT21A - Survey of Wood Technology	3.0

Total Units	45.5

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
CT90 - Beginning Carpentry I	3.0
CT80 - Carpentry Theory I	3.0
CT57A - Cabinetmaking and Millwork I	3.0
CT21A - Survey of Wood Technology	3.0
DT23 - Engineering Design Graphics	3.0

Total Units	15.0

Semester 2 (Spring)	
CT91 - Beginning Carpentry II	3.0
CT81 - Carpentry Theory II	3.0
DT71 - Architectural Drafting Fundamentals	3.0

Semester 2 (Spring)	
CT57B - Cabinetmaking and Millwork II	3.0

Total Units	12.0

Semester 3 (Fall)	
CT95 - Intermediate Carpentry I	3.0
CT25 - OSHA Construction Safety	2.0
CT70 - Building Codes & Standards	2.0
DT73 - Architectural Drafting - Residential Design	3.0

Total Units	10.0

Semester 4 (Spring)	
CT56 - Construction Layout	2.5
CT94 - Finish Carpentry	3.0
CT96 - Intermediate Carpentry II	3.0

Total Units	8.5

Program Learning Outcomes

- Communicate effectively and professionally in the construction industry through the proper use of verbal, written, and graphical techniques.
- Understand the concepts of residential construction.
- Demonstrate the procedures, techniques, and processes of residential construction.

Residential Wiring Certificate of Recognition

Programs in this field provide general and specific educational opportunities for students seeking careers related to residential and commercial building construction, historic preservation and restoration, and practical and artistic woodworking skills and techniques.

Program Requirements

Certificate of Recognition

Program Requirements	10.0 Units
CT72 - Electrical Codes and Standards	2.0
AND	
CT78A - Residential Wiring I	2.0
AND	
CT78B - Residential Wiring II	2.0
AND	
CT78C - Residential Wiring III	2.0
AND	

Program Requirements	10.0 Units
CT78D - Residential Wiring IV	2.0

Total Units	10.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
CT78A - Residential Wiring I	2.0

Total Units	2.0

Semester 2 (Spring)	
CT72 - Electrical Codes and Standards	2.0
CT78B - Residential Wiring II	2.0

Total Units	4.0

Semester 3 (Fall)	
CT78C - Residential Wiring III	2.0

Total Units	2.0

Semester 4 (Spring)	
CT78D - Residential Wiring IV	2.0

Total Units	2.0

Program Learning Outcomes

- Repair and install electrical wire devices in compliance with the National Electric Code.
- Interpret residential construction blueprints.
- Demonstrate safe working practices.

Electrician Trainee Certificate of Achievement

Program Requirements

Certificate of Achievement

Program Requirements	27.0 Units
CET10 - Survey of Electronics	3.0
AND	
CET10L - Survey of Electronics - Lab	1.0
AND	
CT25 - OSHA Construction Safety	2.0
AND	
CT32 - Photovoltaic Design and Installation	1.0
AND	
CT72 - Electrical Codes and Standards	2.0
AND	
CT78A - Residential Wiring I	2.0
AND	
CT78B - Residential Wiring II	2.0
AND	
CT78C - Residential Wiring III	2.0
AND	
CT78D - Residential Wiring IV	2.0
AND	
DT23 - Engineering Design Graphics	3.0
AND	
HE7 - Emergency Response: First Aid/CPR/AED	3.0
AND	
MATH120 - Intermediate Algebra	4.0

Total Units	27.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
CT25 - OSHA Construction Safety	2.0
CT78A - Residential Wiring I	2.0
DT23 - Engineering Design Graphics	3.0

Total Units	7.0

Semester 2 (Spring)	
CT72 - Electrical Codes and Standards	2.0
CT32 - Photovoltaic Design and Installation	1.0
CT78B - Residential Wiring II	2.0

Total Units	5.0

Semester 3 (Fall)	
CT78C - Residential Wiring III	2.0
HE7 - Emergency Response: First Aid/CPR/AED	3.0
CET10 - Survey of Electronics	3.0

Semester 3 (Fall)	
CET10L - Survey of Electronics - Lab	1.0

Total Units	9.0

Semester 4 (Spring)	
CT78D - Residential Wiring IV	2.0
MATH120 - Intermediate Algebra	4.0

Total Units	6.0

Program Learning Outcomes

- Prepared to pass State of California certification examinations.
- Attain general electrical construction, maintenance and control knowledge.
- An understanding of maintenance and repair procedures of basic electrical systems.
- The ability to perform basic code and trade standard duties to support the proper operation of electrical systems.
- An awareness of State and Federal regulations that drive the electrical industry, and the role of the electrician in protecting public safety and property from the hazards of electricity.

Solar Photovoltaic Technician Certificate of Recognition

Program Requirements

Certificate of Recognition

Program Requirements	8.0 Units
CT25 - OSHA Construction Safety	2.0
AND	
CT32 - Photovoltaic Design and Installation	1.0
AND	
CT33 - Introduction to Solar Photovoltaic Systems	3.0
AND	
CT78A - Residential Wiring I	2.0

Total Units	8.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
CT33 - Introduction to Solar Photovoltaic Systems	3.0
CT78A - Residential Wiring I	2.0
CT25 - OSHA Construction Safety	2.0

Total Units	7.0

Semester 2 (Spring)	
CT32 - Photovoltaic Design and Installation	1.0

Total Units	1.0

Program Learning Outcomes

- Design and install a solar photovoltaic system per standard industry practices and codes.
- Evaluate and troubleshoot a solar photovoltaic system.
- Demonstrate safe working practices.

Solar Thermal Technician Certificate of Recognition

Program Requirements

Certificate of Recognition

Program Requirements	8.0 Units
CT25 - OSHA Construction Safety	2.0
AND	
CT29 - Introduction to Solar Thermal Systems	3.0
AND	
CT30 - Solar Thermal Design and Installation	1.0
AND	
CT78A - Residential Wiring I	2.0

Total Units	8.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
CT25 - OSHA Construction Safety	2.0
CT29 - Introduction to Solar Thermal Systems	3.0
CT78A - Residential Wiring I	2.0

Total Units	7.0

Semester 2 (Spring)	
CT30 - Solar Thermal Design and Installation	1.0

Total Units	1.0

Program Learning Outcomes

- Design and install a solar thermal system per standard industry practices and codes.
- Evaluate and troubleshoot a solar thermal system.
- Demonstrate safe working practices.

Dental Assisting [DA]

Dental Assisting A.S. Degree

Programs in this field prepare students for careers as dental assistants and for successful completion of the Registered Dental Assistant and Certified Dental Assistant Examinations.

Program Requirements

A.S. Degree
Dental Assisting

Program Requirements	29.0 Units
DA153 - Dental Science	2.0
AND	
DA154 - Dental Materials and Procedures	3.0
AND	
DA155 - Dental Radiography	2.0
AND	
DA156 - Dental Assisting Fundamentals (Chairside)	5.0
AND	
DA163 - Dental Disease and Oral Health Issues	2.0
AND	
DA164 - Dental Specialties and Expanded Duties	3.0
AND	
DA165 - Advanced Dental Radiography	2.0
AND	
DA166 - Dental Front Office Skills	1.0
AND	
DA167 - Dental Clinical Experience	6.0
AND	
HO15 - Nutrition	3.0

Total Units	29.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this degree. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
DA154 - Dental Materials and Procedures	3.0
DA155 - Dental Radiography	2.0
HO15 - Nutrition	3.0
DA153 - Dental Science	2.0

Semester 1 (Fall)	
DA156 - Dental Assisting Fundamentals (Chairside)	5.0

Total Units	15.0

Semester 2 (Spring)	
DA167 - Dental Clinical Experience	6.0
DA165 - Advanced Dental Radiography	2.0
DA163 - Dental Disease and Oral Health Issues	2.0
DA166 - Dental Front Office Skills	1.0
DA164 - Dental Specialties and Expanded Duties	3.0

Total Units	14.0

Program Learning Outcomes

- Demonstrates the ability to accurately follow directions, appropriately communicate, efficiently organize, and promptly adapt when functioning as a professional team-member in the dental setting.
- Adheres to all safety guidelines/requirements as well as ethical standards when performing the permitted duties as allowed by the California Dental Practice Act to the preclinical or clinical competency level.
- Meets necessary requirements for employment as well as qualifying for State licensure (Registered Dental Assistant) and/or national certification (Certified Dental Assistant) exams upon completion of the Program.

Dental Assisting Certificate of Achievement

Programs in this field prepare students for careers as dental assistants and for successful completion of the Registered Dental Assistant and Certified Dental Assistant Examinations.

Program Requirements

Certificate of Achievement

Program Requirements	32.0 Units
DA153 - Dental Science	2.0
AND	
DA154 - Dental Materials and Procedures	3.0
AND	
DA155 - Dental Radiography	2.0
AND	
DA156 - Dental Assisting Fundamentals (Chairside)	5.0
AND	
DA163 - Dental Disease and Oral Health Issues	2.0
AND	
DA164 - Dental Specialties and Expanded Duties	3.0
AND	
DA165 - Advanced Dental Radiography	2.0
AND	
DA166 - Dental Front Office Skills	1.0
AND	
DA167 - Dental Clinical Experience	6.0
AND	
HO15 - Nutrition	3.0
AND	
COMM1 - Public Speaking	3.0
OR	
COMM6 - Small Group Communication	3.0
OR	
COMM7 - Interpersonal Communication	3.0

Total Units	32.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
HO15 - Nutrition	3.0
DA156 - Dental Assisting Fundamentals (Chairside)	5.0
DA154 - Dental Materials and Procedures	3.0
COMM6 - Small Group Communication	3.0
COMM1 - Public Speaking	3.0
COMM7 - Interpersonal Communication	3.0
DA153 - Dental Science	2.0
DA155 - Dental Radiography	2.0

Total Units	24.0

Semester 2 (Spring)	
DA165 - Advanced Dental Radiography	2.0
DA164 - Dental Specialties and Expanded Duties	3.0
DA167 - Dental Clinical Experience	6.0
DA166 - Dental Front Office Skills	1.0
DA163 - Dental Disease and Oral Health Issues	2.0

Total Units	14.0

Program Learning Outcomes

- Demonstrates the ability to accurately follow directions, appropriately communicate, efficiently organize, and promptly adapt when functioning as a professional team-member in the dental setting.
- Adheres to all safety guidelines/requirements as well as ethical standards when performing the permitted duties as allowed by the California Dental Practice Act to the preclinical or clinical competency level.
- Meets necessary requirements for employment as well as qualifying for State licensure (Registered Dental Assistant) and/or national certification (Certified Dental Assistant) exams upon completion of the Program.

Drafting Technology [DT]

Drafting & 3D Modeling A.S. Degree

The Drafting and 3D Modeling degree offers students the opportunity to learn skills required by today's high tech engineering, architecture, and manufacturing industries. Graduates are prepared for entry level jobs such as: drafter, CAD technician, designer, engineering assistant, 3D modeler, and 3D printing technician. Graduates will be prepared to solve basic design problems using 2D and 3D CAD, provide engineering support, develop static and animated presentations, and operate 3D printers. In addition, graduates may continue on to university programs related to design, industrial technology, engineering, manufacturing, and architecture. The Drafting and 3D Modeling A.S. Degree is accredited by the Association for Technology, Management, and Applied Engineering (ATMAE).

Program Requirements

A.S. Degree
Drafting & 3D Modeling

Required Core	36.0 Units
DT23 - Engineering Design Graphics	3.0
OR	
ENGR23 - Engineering Design Graphics	3.0
AND	
ART17 - Basic Drawing	3.0
AND	
BUS10 - Introduction to Business	3.0
AND	
CIS1 - Computer Information Systems	4.0
AND	
DT25 - Computer Aided Design and Drafting	4.0
AND	
DT50 - 3D CAD Applications	4.0
AND	
DT60 - Mechanical Design Drafting	4.0
AND	
DT71 - Architectural Drafting Fundamentals	3.0
AND	
DT73 - Architectural Drafting - Residential Design	3.0
AND	
DT80 - Modeling and Animation	4.0

Required Core	36.0 Units
AND	
IT152 - Technical Computer Applications Lab	1.0

Restricted Electives	12.0 Units
CIS30 - CCNA: Computer Network Fundamentals	4.0
OR	
CT50 - Construction Estimating	4.0
OR	
CT80 - Carpentry Theory I	3.0
OR	
CT81 - Carpentry Theory II	3.0
OR	
DT42 - Cooperative Education Work Experience in Drafting Technology	0.0
OR	
FNR52 - Introduction to Surveying	4.0
OR	
IT60A - Basic Manufacturing Print Reading	3.0
OR	
IT60B - Machine Parts Print Reading	3.0
OR	
MT10 - Fundamentals of Manufacturing Technology	3.0

Total Units	48.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this degree. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
ENGR23 - Engineering Design Graphics	3.0
DT23 - Engineering Design Graphics	3.0
CIS1 - Computer Information Systems	4.0
Restricted Electives (Any Course)	-

Total Units	10.0

Semester 2 (Spring)	
Restricted Electives (Any Course)	-
DT71 - Architectural Drafting Fundamentals	3.0
DT25 - Computer Aided Design and Drafting	4.0

Total Units	7.0

Semester 3 (Fall)	
Restricted Electives (Any Course)	-
DT73 - Architectural Drafting - Residential Design	3.0
DT80 - Modeling and Animation	4.0
DT50 - 3D CAD Applications	4.0

Total Units	11.0

Semester 4 (Spring)	
Restricted Electives (Any Course)	-
IT152 - Technical Computer Applications Lab	1.0
DT60 - Mechanical Design Drafting	4.0

Total Units	5.0

Program Learning Outcomes

- Produce industry standard design documentation using Computer Aided Drafting (CAD) and technical sketching with an emphasis on architectural, civil design, and mechanical applications.
- Develop design concepts, renderings, and models with consideration for aesthetics, cost, methods of construction and/or manufacturing, and common industrial practices.
- Use common business communication tools such as the internet, MS Office, written reports, and oral presentations.
- Analyze/interpret/present technological concepts, creative expression, resources, & data.

Drafting & 3D Modeling Certificate of Achievement

Certificate of Achievement

The Drafting and 3D Modeling Certificate of Achievement offers students the opportunity to learn skills required by today's high tech engineering, architecture, and manufacturing industries. Completers are prepared for entry level jobs such as: drafter, CAD technician, designer, engineering assistant, 3D modeler, and 3D printing technician. Completers will be prepared to solve basic design problems using 2D and 3D CAD, provide engineering support, develop static and animated presentations, and operate 3D printers.

Program Requirements

Certificate of Achievement

Program Requirements	32.0 Units
ENGR23 - Engineering Design Graphics	3.0
OR	

Program Requirements	32.0 Units
DT23 - Engineering Design Graphics	3.0
AND	
CIS1 - Computer Information Systems	4.0
AND	
DT25 - Computer Aided Design and Drafting	4.0
AND	
DT50 - 3D CAD Applications	4.0
AND	
DT60 - Mechanical Design Drafting	4.0
AND	
DT71 - Architectural Drafting Fundamentals	3.0
AND	
DT73 - Architectural Drafting - Residential Design	3.0
AND	
DT80 - Modeling and Animation	4.0
AND	
IT152 - Technical Computer Applications Lab	1.0

Total Units	32.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
CIS1 - Computer Information Systems	4.0
ENGR23 - Engineering Design Graphics	3.0
DT23 - Engineering Design Graphics	3.0

Total Units	10.0

Semester 2 (Spring)	
DT71 - Architectural Drafting Fundamentals	3.0
DT60 - Mechanical Design Drafting	4.0
DT25 - Computer Aided Design and Drafting	4.0

Total Units	11.0

Semester 3 (Fall)	
DT50 - 3D CAD Applications	4.0
DT73 - Architectural Drafting - Residential Design	3.0
IT152 - Technical Computer Applications Lab	1.0

Semester 3 (Fall)	
DT80 - Modeling and Animation	4.0

Total Units	12.0

Program Learning Outcomes

- Produce industry standard design documentation using Computer Aided Drafting (CAD) and technical sketching with an emphasis on architectural, civil design, and mechanical applications.
- Develop design concepts, renderings, and models with consideration for aesthetics, cost, methods of construction and/or manufacturing, and common industrial practices.
- Use common business communication tools such as the internet, MS Office, written reports, and oral presentations.

Early Childhood Education [ECE]

Early Childhood Education for Transfer

A.S. Degree for Transfer

The Associate in Science in Early Childhood Education for Transfer provides a clearly articulated curricular track for students transferring to a CSU campus. Students learn the core principles and practices of the ECE field in order to build a foundation for their future personal, academic, or vocational paths. The degree will facilitate students' successful transfer to certain California State University (CSU) campuses in preparation for a Bachelor degree in ECE/Child Development. The Associate in Science in Early Childhood Education for Transfer provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to certain California State University campuses through the state-wide Curriculum Alignment Project (Lower Division Eight Courses).

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.S. Degree for Transfer

Required Core	24.0 Units
ECE1 - Principles and Practices of Teaching Young Children	3.0
AND	
ECE2 - Child Growth & Development	3.0
AND	
ECE5 - The Child in the Family and in the Community	3.0
AND	
ECE6 - Child Health, Safety and Nutrition	3.0
AND	
ECE7 - Introduction to Early Childhood Curriculum	3.0
AND	
ECE9 - Observation and Assessment in Early Childhood Education	3.0
AND	
ECE10 - Field Experience in Early Childhood Education	3.0
AND	
ECE18 - Teaching in a Diverse Society	3.0

Total Units	24.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate knowledge of a variety of types of program for young children, the history of early care and education ion the United States, and the ethical standards which support ECE professionalism.
- Articulate an understanding of typical and atypical of development of young children from birth through age eight including the health, safety and nutritional aspects of development.
- Develop strategies that promote partnerships between programs, teachers, diverse families, and their communities.
- Design and implement environments and curriculums which support positive development and learning through play for diverse children including the observation, assessment and planning cycle.

Early Childhood Education A.S. Degree

This program is designed to prepare the student for employment in a variety of settings with young children.

Program Requirements

A.S. Degree
Early Childhood Education

Required Core	24.0 Units
ECE1 - Principles and Practices of Teaching Young Children	3.0
AND	
ECE2 - Child Growth & Development	3.0
AND	
ECE6 - Child Health, Safety and Nutrition	3.0
AND	
ECE5 - The Child in the Family and in the Community	3.0
AND	
ECE7 - Introduction to Early Childhood Curriculum	3.0
AND	
ECE9 - Observation and Assessment in Early Childhood Education	3.0
AND	
ECE10 - Field Experience in Early Childhood Education	3.0
AND	
ECE18 - Teaching in a Diverse Society	3.0

Restricted Electives	3.0 Units
ECE12 - Administration I: Programs in Early Childhood Education	3.0
OR	
ECE13 - Administration II: Personnel & Leadership in Early Childhood Education	3.0

Total Units	27.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this degree. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
ECE1 - Principles and Practices of Teaching Young Children	3.0
ECE2 - Child Growth & Development	3.0
Total Units	6.0

Semester 2 (Spring)	
ECE7 - Introduction to Early Childhood Curriculum	3.0
ECE5 - The Child in the Family and in the Community	3.0
Total Units	6.0

Semester 3 (Fall)	
ECE6 - Child Health, Safety and Nutrition	3.0
ECE9 - Observation and Assessment in Early Childhood Education	3.0
Total Units	6.0

Semester 4 (Spring)	
Restricted Electives (Any Course)	-
ECE18 - Teaching in a Diverse Society	3.0
ECE10 - Field Experience in Early Childhood Education	3.0
Total Units	6.0

Program Learning Outcomes

- Demonstrate knowledge of a variety of types of program for young children, the history of early care and education in the United States and the ethical standards which support ECE professionalism.
- Articulate an understanding of typical and atypical development of young children from birth through age eight including the health, safety and nutritional aspects of development.
- Develop strategies that promote partnerships between programs, teachers, diverse families, and their communities.
- Design and implement environments and curriculums which support positive development and learning through play for diverse children including the observation, assessment and planning cycle.
- Demonstrate knowledge of the legal, financial, and administrative aspects of operation programs for young children and families.

Early Childhood Education Certificate of Achievement

This program is designed to prepare the student for employment in a variety of settings with young children.

Program Requirements

Certificate of Achievement

Program Requirements	12.0 Units
ECE1 - Principles and Practices of Teaching Young Children	3.0
AND	
ECE2 - Child Growth & Development	3.0
AND	
ECE5 - The Child in the Family and in the Community	3.0
AND	
ECE7 - Introduction to Early Childhood Curriculum	3.0

Total Units	12.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1	
ECE1 - Principles and Practices of Teaching Young Children	3.0
ECE2 - Child Growth & Development	3.0
ECE5 - The Child in the Family and in the Community	3.0
ECE7 - Introduction to Early Childhood Curriculum	3.0

Total Units	12.0

Program Learning Outcomes

- Demonstrate knowledge of a variety of types of programs for young children and the history of early care and education in the United States.
- Articulate an understanding of typical and atypical development of young children from birth through age eight.
- Develop strategies that promote partnerships between programs, teachers, families and their communities.
- Identify the components of environments and curriculums which support positive development and learning through play for all children.
- Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge, and commitment to the Early Childhood Education profession.

English [ENGL]

English for Transfer

A.A. Degree for Transfer

The Associate in Arts in English for Transfer is intended for students who plan to complete a bachelor's degree in English at a CSU campus. Students completing the Associate in Arts in English for Transfer are guaranteed admission to the CSU system, but not to a particular campus or major. This preparation includes the following student learning outcomes: 1) critically analyze and contextualize diverse kinds of complex texts; 2) research and apply source material to generate written arguments in response to diverse kinds of complex texts.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.A. Degree for Transfer

1. Required Core	6.0 Units
ENGL1B - Critical Inquiry and Literature	3.0
AND	
ENGL4 - Introduction to Literature	3.0

2. List A: Complete two courses	6.0 Units
ENGL9 - World Literature - Early Modern to 21st Century	3.0
OR	

2. List A: Complete two courses	6.0 Units
ENGL10 - World Literature: Antiquity to The Early Modern Era	3.0
OR	
ENGL17 - American Literature: Beginnings to the Civil War	3.0
OR	
ENGL18 - American Literature - Civil War - World War II	3.0
OR	
ENGL60 - Introduction to British Literature: Beginnings through the 18th Century	3.0
OR	
ENGL61 - Introduction to British Literature: Romanticism to the Present	3.0

3. List B: Complete one course from List A not already used	3.0 Units

4. List C: Complete one course from below, or any course from List A not already used.	3.0 Units
BUS52 - Business Communications	3.0
OR	
DRAMA24 - Introduction to Theatre	3.0
OR	
ENGL32 - Creative Writing - Poetry	3.0
OR	
ENGL33 - Creative Writing - Prose	3.0
OR	
ENGL41 - English Skills Tutoring	3.0

Total Units	18.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Critically analyze and contextualize diverse kinds of complex texts.
- Research and apply source material to generate written arguments in response to diverse kinds of complex texts.

Fire Technology [FT]

Federal Wildland Firefighter Certificate of Completion (Noncredit)

A noncredit Certificate of Completion in firefighting, fire control and safety in the wildland fire environment. Students completing this certificate will have the knowledge and skills to work as an entry-level wildland firefighter. This sequence of four courses covers the National Wildfire Coordinating Group (NWCG) training requirements to be eligible for employment as a wildland firefighter for the United States Forest Service, National Parks Service, or Bureau of Land Management. Successful completion of this State Wildland Firefighter certificate does not assure employment with a federal agency.

Program Requirements

Certificate of Completion (Noncredit)

Program Requirements	73 Hours
FT201 - Wildland Fire Behavior Training	8 Hours
AND	
FT202 - Basic Firefighting Training	40 Hours
AND	
FT210 - Hazardous Materials First Responder Operational	16 Hours
AND	
HLTH207 - First Aid/CPR/AED	9 Hours

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate the knowledge and skills to safely perform the tasks required to become an entry-level federal wildland firefighter.

State Wildland Firefighter Certificate of Completion (Noncredit)

A noncredit Certificate of Completion in wildland and structural firefighting. Students completing this certificate will have the knowledge and skills to perform the duties of an entry-level wildland firefighter as required by the California Department of Forestry and Fire Protection (CAL FIRE). Public FIrst Aid (included in this certificate), EMR, or EMT training is required for employment with CAL FIRE. Students are eligible to apply for CAL FIRE certification on successful completion of the training during the CAL FIRE Basic Firefighter Academy when taught by a CAL FIRE instructor.

Program Requirements

Certificate of Completion (Noncredit)

Program Requirements	126-150 Hours
FT201 - Wildland Fire Behavior Training	6 Hours
AND	
FT205 - CAL FIRE Basic Firefighter - 80 Hours	80 Hours
AND	
FT206 - Confined Space Awareness	8 Hours
AND	
FT207 - Firefighter Survival	16 Hours
AND	
FT210 - Hazardous Materials First Responder Operational	16 Hours
AND	
HLTH207 - First Aid/CPR/AED	0-24 Hours

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate the basic knowledge and skills to safely perform the tasks required by the California Department of Forestry and Fire Protection (CAL FIRE) as an entry-level wildland firefighter.

Forestry & Natural Resources [FNR]

Forestry Technology A.S. Degree

The A.S. Degree in Forestry and Natural Resources (FNR) provides classroom- and field-based learning opportunities. The program combines ecological and technical knowledge with experiential lab environments that introduce students to the wide range of skills and employment pathways possible in the profession. Students learn how to identify, measure, and analyze various aspects of the forest environment, including trees, water, wildlife, and geospatial components and can then use this knowledge in careers working in natural resources. Most of the FNR major courses articulate directly with Humboldt State University Forestry degrees, though students should consult Counseling and Advising for current articulation agreements and transfer opportunities.

Program Requirements

A.S. Degree
Forestry Technology

Program Requirements	60.0 - 62.0 Units
ENGL1A - College Composition	4.0
AND	
COMM1 - Public Speaking	3.0
AND	
ENVSC11 - Environmental Ethics	3.0
AND	
BUS10 - Introduction to Business	3.0
AND	
MATH15 - Introduction to Statistics	4.0
OR	
MATH25 - College Trigonometry	4.0
OR	
MATH30 - College Algebra	4.0
AND	
AG17 - Introduction to Soil Science	3.0
OR	
CHEM2 - Introduction to Chemistry	5.0
AND	
FNR1 - Introduction to Forestry and Natural Resources	3.0
AND	
FNR3 - Seminar in Forestry and Natural Resources	1.0
AND	
FNR5 - Forest Ecology and Management	3.0
AND	
FNR10 - Timber Harvesting and Forest Operations	4.0
AND	
FNR31 - Introduction to Geospatial Concepts	3.0
AND	
FNR33 - Introduction to Remote Sensing	3.0
AND	
FNR46 - Technology and Applications in Natural Resources	1.0
AND	
FNR51 - Dendrology: the Identification and Study Of Woody Plants	3.0
AND	
FNR52 - Introduction to Surveying	4.0
AND	
FNR54 - Introduction to Natural Resource Inventory Techniques	4.0
AND	
FNR60 - Forest Health and Protection	3.0
AND	
FNR77 - Introduction to Wildland Fire	2.0
AND	
FNR80 - Introduction to Watershed Management	3.0
AND	
FNR87 - Introduction to Wildlife Ecology and Management	3.0

Total Units	60.0 - 62.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this degree. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
MATH15 - Introduction to Statistics	4.0
FNR46 - Technology and Applications in Natural Resources	1.0

Semester 1 (Fall)	
FNR3 - Seminar in Forestry and Natural Resources	1.0
MATH30 - College Algebra	4.0
MATH25 - College Trigonometry	4.0
FNR1 - Introduction to Forestry and Natural Resources	3.0
FNR51 - Dendrology: the Identification and Study Of Woody Plants	3.0

Total Units	20.0

Semester 2 (Spring)	
CHEM2 - Introduction to Chemistry	5.0
FNR54 - Introduction to Natural Resource Inventory Techniques	4.0
AG17 - Introduction to Soil Science	3.0
FNR5 - Forest Ecology and Management	3.0

Total Units	15.0

Semester 3 (Fall)	
FNR10 - Timber Harvesting and Forest Operations	4.0
BUS10 - Introduction to Business	3.0
FNR52 - Introduction to Surveying	4.0
FNR80 - Introduction to Watershed Management	3.0
FNR31 - Introduction to Geospatial Concepts	3.0

Total Units	17.0

Semester 4 (Spring)	
FNR87 - Introduction to Wildlife Ecology and Management	3.0
COMM1 - Public Speaking	3.0
FNR60 - Forest Health and Protection	3.0
FNR33 - Introduction to Remote Sensing	3.0
ENVSC11 - Environmental Ethics	3.0

Total Units	15.0

Program Learning Outcomes

- Discuss the history, policy, economics, and management of natural resources including how society utilizes forests and other natural resources.
- Acquire, analyze, and interpret quantitative data about natural resources.
- Identify and describe species and environmental factors in forest ecosystems, and use ecological knowledge about natural resources to analyze predicted outcomes of management.
- Acquire, analyze, and interpret geospatial information about natural resources.
- Understand and use safe practices in the field.

Forestry Technology Certificate of Achievement

Programs in this field provide basic and advanced educational opportunities for students seeking careers related forestry and natural resources.

Program Requirements

Certificate of Achievement

Program Requirements	50.5 Units
AG17 - Introduction to Soil Science	3.0
AND	
ENGL150 - Precollegiate Reading and Writing	3.5
AND	
FNR1 - Introduction to Forestry and Natural Resources	3.0
AND	
FNR3 - Seminar in Forestry and Natural Resources	1.0
AND	
FNR5 - Forest Ecology and Management	3.0
AND	
FNR10 - Timber Harvesting and Forest Operations	4.0
AND	
FNR31 - Introduction to Geospatial Concepts	3.0
AND	
FNR46 - Technology and Applications in Natural Resources	1.0
AND	
FNR33 - Introduction to Remote Sensing	3.0
AND	
FNR51 - Dendrology: the Identification and Study Of Woody Plants	3.0
AND	
FNR52 - Introduction to Surveying	4.0
AND	
FNR54 - Introduction to Natural Resources Inventory Techniques	4.0
AND	

Program Requirements	50.5 Units
FNR60 - Forest Health and Protection	3.0
AND	
FNR80 - Introduction to Watershed Management	3.0
AND	
FNR77 - Introduction to Wildland Fire	2.0
AND	
FNR87 - Introduction to Wildlife Ecology and Management	3.0
AND	
MATH120 - Intermediate Algebra	4.0

Total Units	50.5

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
FNR51 - Dendrology: the Identification and Study Of Woody Plants	3.0
ENGL150 - Precollegiate Reading and Writing	3.5
FNR31 - Introduction to Geospatial Concepts	3.0
FNR46 - Technology and Applications in Natural Resources	1.0
FNR3 - Seminar in Forestry and Natural Resources	1.0
FNR1 - Introduction to Forestry and Natural Resources	3.0

Total Units	14.5

Semester 2 (Spring)	
FNR5 - Forest Ecology and Management	3.0
MATH120 - Intermediate Algebra	4.0
FNR54 - Introduction to Natural Resource Inventory Techniques	4.0
AG17 - Introduction to Soil Science	3.0
FNR77 - Introduction to Wildland Fire	2.0

Total Units	16.0

Semester 3 (Fall)	
FNR10 - Timber Harvesting and Forest Operations	4.0
FNR80 - Introduction to Watershed Management	3.0
FNR52 - Introduction to Surveying	4.0

Total Units	11.0

Semester 4 (Spring)	
FNR33 - Introduction to Remote Sensing	3.0
FNR60 - Forest Health and Protection	3.0
FNR87 - Introduction to Wildlife Ecology and Management	3.0

Total Units	9.0

Program Learning Outcomes

- Discuss the history, policy, economics, and management of natural resources including how society utilizes forests and other natural resources.
- Acquire, analyze, and interpret quantitative data about natural resources.
- Identify and describe species and environmental factors in forest ecosystems, and use ecological knowledge about natural resources to analyze predicted outcomes of management.
- Acquire, analyze, and interpret geospatial information about natural resources.
- Understand and use safe practices in the field.

Geology [GEOL]

Geology for Transfer

A.S. Degree for Transfer

Geology is the study of Earth using scientific methodology and observation to understand the processes and phenomena that shape the planet over time. It is an interdisciplinary approach that uses the fundamental concepts of biology, chemistry, and physics to investigate land forms and the internal processes of Earth. The Associate in Science in Geology for Transfer degree provides a student with the general requirements for transferring to a CSU or other four-year institution to earn a degree in geology, geophysics, or similarly named earth science field. This program includes eight units of geology coursework, two semesters of chemistry, and two semesters of calculus. Although it is not required, students are also encouraged to take two semesters of physics that is typically required for a baccalaureate degree in Geology.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.S. Degree for Transfer

1. Required Core	26.0 Units
CHEM1A - General Chemistry	5.0
AND	
CHEM1B - General Chemistry	5.0
AND	
GEOL1 - Physical Geology with Lab	4.0
AND	
GEOL2 - Historical Geology with Lab	4.0
AND	
MATH50A - Differential Calculus	4.0
AND	
MATH50B - Integral Calculus	4.0

Total Units	26.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Apply methods of scientific inquiry to investigate the natural world.
- Collect and analyze data, and synthesize this information into clear reports.
- Apply mathematical concepts to solve real-world problems and applications.
- Apply geologic principles to describe how earth materials and landscapes change over time.
- Describe the basic elements of plate tectonic theory.

History [HIST]

History for Transfer

A.A. Degree for Transfer

The Associate in Arts in History for Transfer is intended for students who plan to complete a bachelor's degree in History at a CSU campus. Students completing the Associate in Arts in History for Transfer degree are guaranteed admission to the CSU system, but not to a particular campus or major. This preparation includes the following student learning outcomes: 1) Analyze and assess the merits of various historical interpretations to construct written and oral historical arguments ; 2)Analyze significant historical developments through the applications of the concepts of context, process, and/or difference.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.A. Degree for Transfer

1. Required Core	6.0 Units
HIST8 - US History Through Reconstruction	3.0
AND	
HIST9 - US History Reconstruction to the Present	3.0

2. List A: Complete two courses	6.0 Units
HIST4 - Western Civilization to the Reformation	3.0
OR	
HIST20 - World History: Prehistory to 1500 AD	3.0
AND	
HIST5 - Western Civilization ca. 1600 to the Present	3.0
OR	
HIST21 - World History: 1500 AD- Present	3.0

3. List B, Area 1: Complete one course from below, or any List A course not already used	3.0 - 4.0 Units
CINE3 - Cinemas of Latin America, Asia, and Africa	3.0
OR	
FRNC1A - Elementary French I	4.0
OR	
FRNC1B - Elementary French II	4.0
OR	
HIST7 - History of Modern Asia	3.0
OR	
HIST11 - History of Women in America: Pre-Contact to 1877	3.0
OR	
HIST12 - History of Women in America: 1877-Present	3.0
OR	
HIST20 - World History: Prehistory to 1500 AD	3.0
OR	
HIST21 - World History: 1500 AD- Present	3.0
OR	
NAS21 - Native American History	3.0
OR	
SNLAN1A - Elementary American Sign Language I	4.0
OR	
SNLAN1B - Elementary American Sign Language II	4.0
OR	
SOC5 - Introduction to Race and Ethnic Relations	3.0
OR	
SPAN1A - Elementary Spanish I	4.0
OR	
SPAN1B - Elementary Spanish II	4.0
OR	
SPAN2A - Intermediate Spanish I	4.0

3. List B, Area 1: Complete one course from below, or any List A course not already used	3.0 - 4.0 Units
OR	
SPAN2B - Intermediate Spanish II	4.0
OR	
HIST22 - Colonial Latin American History	3.0
OR	
HIST23 - Modern Latin American History	3.0

List B, Area 2: Complete one course from below, or one List A course not already used	3.0 Units
ANTH3 - Introduction to Cultural Anthropology	3.0
OR	
ANTH5 - Great Archaeological Discoveries	3.0
OR	
ART1A - Art History - Pre-History to Gothic	3.0
OR	
ART1B - Art History: Renaissance to Contemporary	3.0
OR	
CINE1 - Cinema History - Origins Through the Coming of Sound	3.0
OR	
CINE2 - Cinema History - Coming of Sound to the Present	3.0
OR	
HIST4 - Western Civilization to the Reformation	3.0
OR	
HIST5 - Western Civilization ca. 1600 to the Present	3.0
OR	
HIST6 - The Vietnam War Era	3.0
OR	
HIST7 - History of Modern Asia	3.0
OR	
HIST11 - History of Women in America: Pre-Contact to 1877	3.0
OR	
HIST12 - History of Women in America: 1877-Present	3.0
OR	
HIST20 - World History: Prehistory to 1500 AD	3.0
OR	
HIST21 - World History: 1500 AD- Present	3.0

List B, Area 2: Complete one course from below, or one List A course not already used	3.0 Units
OR	
MUS10 - Music in History	3.0
OR	
PSYCH1 - General Psychology	3.0
OR	
SOC1 - Introduction to Sociology	3.0
OR	
HIST22 - Colonial Latin American History	3.0
OR	
HIST23 - Modern Latin American History	3.0

Total Units	18.0 - 19.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Analyze and assess the merits of various historical interpretations to construct written and oral historical arguments.
- Analyze significant historical developments through the applications of the concepts of context, process, and/or difference.
- Apply secondary and/or primary source material to construct written and oral logical, historical arguments

Kinesiology [KINS]

Kinesiology for Transfer

A.A. Degree for Transfer

This program is designed to provide students with an introduction to the academic discipline of Kinesiology and the scientific study of human movement. The AA degree provides a foundation in the fundamentals of human anatomy, physiology, and exercise movement. A bachelor's degree in Kinesiology can lead to careers in exercise science, athletic training, research, personal trainer, and as a teacher and/or coach. The Associate in Arts in Kinesiology for Transfer is intended for students who plan to complete a bachelor's degree in Kinesiology at a CSU campus. Students completing the Associate in Arts in Kinesiology for Transfer degree are guaranteed admission to the CSU system, but not to a particular campus or major.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.A. Degree for Transfer

1. Required Core	14.0 Units
BIOL6 - Human Anatomy	4.0
AND	
BIOL7 - Human Physiology	4.0
AND	
KINS65 - Foundations of Kinesiology	3.0

2. List A: Complete two courses	7.0 - 9.0 Units
CHEM1A - General Chemistry	5.0
OR	
CHEM2 - Introduction to Chemistry	5.0
OR	
PHYS2A - General Physics I	4.0
OR	
PHYS4A - Calculus-Based Physics: Mechanics	4.0
OR	
HE7 - Emergency Response: First Aid/CPR/AED	3.0
OR	
MATH15 - Introduction to Statistics	4.0

3. Movement-based Courses: Complete three courses, no more than one from each area	3.0 Units
PE14 - Defensive Tactics	1.0
OR	
PE15 - Women's Self Defense	1.0
OR	
PE36 - Hip Hop Dance	1.0
OR	
PE30 - Modern Dance	1.0
OR	
PE9 - Hiking	1.0
OR	
PE10 - Running and Walking	1.0
OR	
PE12 - Weight Training	1.0
OR	
PE13 - Boot Camp Fitness	1.0
OR	
PE17 - Aerobic Kickboxing	1.0
OR	
PE18 - Pilates Mat	1.0
OR	
PE19 - Yoga	1.0
OR	
PE32 - Circuit Training	1.0
OR	
PE8A - Beginning Golf	1.0
OR	
PE11 - Tennis	1.0

3. Movement-based Courses: Complete three courses, no more than one from each area	3.0 Units
OR	
PE27 - Power Weightlifting	1.0
OR	
PE21 - Basketball	1.0
OR	
PE22 - Soccer	1.0
OR	
PE25 - Volleyball	1.0

Total Units	24.0 - 26.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Explain the anatomical structure and the physiological mechanism of the human body.
- Apply the techniques and principles of the components of fitness and demonstrate knowledge in at least three areas of physical fitness.
- Identify career and/or educational options in physical education, and formulate an action plan to successfully pursue and attain those options.

Manufacturing Technology [MT]

CADD/CAM Design & Manufacturing A.S. Degree

Programs in this field provide general and specific educational opportunities for students seeking careers in drafting and design for manufacturing, machining operations, computer-controlled manufacturing, process control, production, and supervision.

Program Requirements

A.S. Degree
CADD/CAM Design & Manufacturing

Program Requirements	42.0 Units
DT23 - Engineering Design Graphics	3.0
OR	
ENGR23 - Engineering Design Graphics	3.0
AND	
DT25 - Computer Aided Design and Drafting	4.0
AND	
DT50 - 3D CAD Applications	4.0
AND	
DT60 - Mechanical Design Drafting	4.0
AND	
IT60A - Basic Manufacturing Print Reading	3.0
AND	
IT60B - Machine Parts Print Reading	3.0
AND	
MT10 - Fundamentals of Manufacturing Technology	3.0
AND	
MT11 - Advanced Manufacturing - Turning	4.0
AND	
MT52 - Introduction to Metallurgy and Material Science	3.0
AND	
MT54A - Introduction to Computer Numerical Control	4.0
AND	
MT59A - MasterCAM 2-D Programming	4.0
AND	
PHYS10 - Introduction to Physics	3.0

Total Units	42.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this degree. Please contact an Academic Advisor with any questions.

Semester 1	
DT23 - Engineering Design Graphics	3.0
IT60A - Basic Manufacturing Print Reading	3.0
ENGR23 - Engineering Design Graphics	3.0
MT54A - Introduction to Computer Numerical Control	4.0

Total Units	13.0

Semester 2	
MT11 - Advanced Manufacturing - Turning	4.0
DT25 - Computer Aided Design and Drafting	4.0
IT60B - Machine Parts Print Reading	3.0
DT60 - Mechanical Design Drafting	4.0

Total Units	15.0

Semester 3	
DT50 - 3D CAD Applications	4.0
MT52 - Introduction to Metallurgy and Material Science	3.0
MT59A - MasterCAM 2-D Programming	4.0

Total Units	11.0

Semester 4	
PHYS10 - Introduction to Physics	3.0

Total Units	3.0

Program Learning Outcomes

- Produce industry standard design documentation using Computer Aided Drafting and technical sketching.
- Develop design concepts, renderings, and models with consideration for aesthetics, cost, methods of construction and/or manufacturing, and common industrial practices.
- Use common business communication tools such as the internet, MS Office, written reports, and oral presentations.
- Analyze/interpret/present technological concepts, creative expression, resources, & data.

CADD/CAM Design & Manufacturing Certificate of Achievement

Programs in this field provide general and specific educational opportunities for students seeking careers in drafting and design for manufacturing, machining operations, computer-controlled manufacturing, process control, production, and supervision.

Program Requirements

Certificate of Achievement

Program Requirements	39.0 Units
DT23 - Engineering Design Graphics	3.0
OR	
ENGR23 - Engineering Design Graphics	3.0
OR	
DT25 - Computer Aided Design and Drafting	4.0
AND	
DT50 - 3D CAD Applications	4.0
AND	
DT60 - Mechanical Design Drafting	4.0
AND	
IT60A - Basic Manufacturing Print Reading	3.0
AND	
IT60B - Machine Parts Print Reading	3.0
AND	
MT10 - Fundamentals of Manufacturing Technology	3.0
AND	
MT11 - Advanced Manufacturing - Turning	4.0
AND	
MT52 - Introduction to Metallurgy and Material Science	3.0
AND	
MT54A - Introduction to Computer Numerical Control	4.0
AND	
MT59A - MasterCAM 2-D Programming	4.0

Total Units	39.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1	
MT54A - Introduction to Computer Numerical Control	4.0
DT23 - Engineering Design Graphics	3.0
MT10 - Fundamentals of Manufacturing Technology	3.0
ENGR23 - Engineering Design Graphics	3.0
IT60A - Basic Manufacturing Print Reading	3.0

Total Units	16.0

Semester 2	
DT25 - Computer Aided Design and Drafting	4.0
DT60 - Mechanical Design Drafting	4.0
MT11 - Advanced Manufacturing - Turning	4.0
IT60B - Machine Parts Print Reading	3.0

Total Units	15.0

Semester 3	
MT52 - Introduction to Metallurgy and Material Science	3.0
DT50 - 3D CAD Applications	4.0
MT59A - MasterCAM 2-D Programming	4.0

Total Units	11.0

Program Learning Outcomes

- Produce industry standard design documentation using Computer Aided Drafting and technical sketching.
- Develop design concepts, renderings, and models with consideration for aesthetics, cost, methods of construction and/or manufacturing, and common industrial practices.
- Use common business communication tools such as the internet, MS Office, written reports, and oral presentations.

Manufacturing Technology A.S. Degree

Programs in this field provide general and specific educational opportunities for students seeking careers in drafting and design for manufacturing, machining operations, computer-controlled manufacturing, process control, production, and supervision.

Program Requirements

A.S. Degree
Manufacturing Technology

Required Core	43.0 Units
CET10 - Survey of Electronics	3.0
AND	
IT60A - Basic Manufacturing Print Reading	3.0
AND	
IT60B - Machine Parts Print Reading	3.0
AND	
MT10 - Fundamentals of Manufacturing Technology	3.0
AND	
MT11 - Advanced Manufacturing - Turning	4.0
AND	
MT12 - Advanced Manufacturing Technology	4.0
AND	
MT13 - Advanced Manufacturing Processes	4.0
AND	
MT52 - Introduction to Metallurgy and Material Science	3.0
AND	
MT54A - Introduction to Computer Numerical Control	4.0
AND	
MT54B - Computer Numerical Control Machining	4.0
AND	
MT59A - MasterCAM 2-D Programming	4.0
AND	
MT59B - Mastercam 3-D Programming	4.0

Restricted Electives	3.0 Units
DT23 - Engineering Design Graphics	3.0
OR	
ENGR23 - Engineering Design Graphics	3.0
OR	
IT25 - OSHA General Industrial Safety Management	3.0
OR	
MT54L - Computer Numerical Control Lab	2.0
OR	
WT53 - Basic Gas and Arc Welding	2.0

Total Units	46.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this degree. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
MT10 - Fundamentals of Manufacturing Technology	3.0
MT54A - Introduction to Computer Numerical Control	4.0
CET10 - Survey of Electronics	3.0
IT60A - Basic Manufacturing Print Reading	3.0

Total Units	13.0

Semester 2 (Spring)	
IT60B - Machine Parts Print Reading	3.0
MT11 - Advanced Manufacturing - Turning	4.0
MT54B - Computer Numerical Control Machining	4.0
Restricted Electives (Any Course)	0.0 - 3.0

Total Units	11.0 - 14.0

Semester 3 (Fall)	
MT12 - Advanced Manufacturing Technology	4.0
MT52 - Introduction to Metallurgy and Material Science	3.0
MT59A - MasterCAM 2-D Programming	4.0
Restricted Electives (Any Course)	0.0 - 3.0

Total Units	11.0 - 14.0

Semester 4 (Spring)	
MT59B - Mastercam 3-D Programming	4.0
Restricted Electives (Any Course)	0.0 - 3.0
MT13 - Advanced Manufacturing Processes	4.0

Total Units	8.0 - 11.0

Program Learning Outcomes

- Set up and operate manual machine tools including milling machines, lathes, precision grinders, Electrical Discharge Machines, and support equipment including drill presses, grinders, and saws.
- Set up and operate Computer Aided Manufacturing systems and Computer Numerical Control machine tools, including machining centers, turning centers, and rapid prototyping machines.
- Produce machine parts from engineering drawings within dimensional tolerances.
- Determine the best way to manufacture a given part, and produce it utilizing the available tools and equipment.

Manufacturing Technology Certificate of Achievement

Programs in this field provide general and specific educational opportunities for students seeking careers in drafting and design for manufacturing, machining operations, computer-controlled manufacturing, process control, production, and supervision.

Program Requirements

Certificate of Achievement

Program Requirements	40.0 Units
IT60A - Basic Manufacturing Print Reading	3.0
AND	
IT60B - Machine Parts Print Reading	3.0
AND	
MT10 - Fundamentals of Manufacturing Technology	3.0
AND	
MT11 - Advanced Manufacturing - Turning	4.0
AND	
MT12 - Advanced Manufacturing Technology	4.0
AND	
MT13 - Advanced Manufacturing Processes	4.0
AND	
MT52 - Introduction to Metallurgy and Material Science	3.0
AND	
MT54A - Introduction to Computer Numerical Control	4.0
AND	
MT54B - Computer Numerical Control Machining	4.0
AND	
MT59A - MasterCAM 2-D Programming	4.0
AND	
MT59B - Mastercam 3-D Programming	4.0

Total Units	40.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
IT60A - Basic Manufacturing Print Reading	3.0
MT54A - Introduction to Computer Numerical Control	4.0
MT10 - Fundamentals of Manufacturing Technology	3.0

Total Units	10.0

Semester 2 (Spring)	
MT11 - Advanced Manufacturing - Turning	4.0
MT54B - Computer Numerical Control Machining	4.0
IT60B - Machine Parts Print Reading	3.0

Total Units	11.0

Semester 3 (Fall)	
MT12 - Advanced Manufacturing Technology	4.0
MT52 - Introduction to Metallurgy and Material Science	3.0
MT59A - MasterCAM 2-D Programming	4.0

Total Units	11.0

Semester 4 (Spring)	
MT59B - Mastercam 3-D Programming	4.0
MT13 - Advanced Manufacturing Processes	4.0

Total Units	8.0

Program Learning Outcomes

- Set up and operate manual machine tools including milling machines, lathes, precision grinders, Electrical Discharge Machines, and support equipment including drill presses, grinders, and saws.
- Set up and operate Computer Aided Manufacturing systems and Computer Numerical Control machine tools including machining centers, turning centers, and rapid prototyping machines.
- Produce machine parts from engineering drawings within dimensional tolerances.
- Determine the best way to manufacture a given part, and produce it utilizing the available tools and equipment.

Mathematics [MATH]

Mathematics for Transfer

A.S. Degree for Transfer

The Associate in Science in Mathematics for Transfer degree is designed to prepare students for transfer to the California State University system through developing the ability to read, write and speak about mathematical ideas with fluency and by building a fundamental understanding of mathematics theory including applications of calculus and linear systems, relations of algebraic systems and classical problems, and roles of definitions, theorems, and proofs in algebra and analysis. Upon successful completion of this degree, students will possess strong technical competence including uses of calculus, linear systems, and/or differential equations. Emphasis is placed on building competency with the use of technology to visualize functions, explore mathematical concepts, and solve problems. The overarching focus of this degree pathway is to foster an ability to communicate mathematics through numerical, graphical, symbolic, and verbal representations of mathematical ideas.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.S. Degree for Transfer

1. Required Core	12.0 Units
MATH50A - Differential Calculus	4.0
AND	

1. Required Core	12.0 Units
MATH50B - Integral Calculus	4.0
AND	
MATH50C - Multivariable Calculus	4.0

2. List A: Complete two courses from List A, or one course from List A and one from List B	4.0 - 8.0 Units
MATH45 - Linear Algebra	4.0
OR	
MATH55 - Differential Equations	4.0

3. List B: Complete two courses from List A, or one course from List A and one from List B	0.0 - 4.0 Units
MATH4 - MATLAB Programming	3.0
OR	
MATH15 - Introduction to Statistics	4.0
OR	
PHYS4A - Calculus-Based Physics: Mechanics	4.0

Total Units	16.0 - 24.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Be able to read, write, and speak accurately about mathematical ideas and use correct mathematical notation
- Possess technical competence including uses of calculus, linear systems, and/or differential equations
- Be able to use technology to visualize functions, explore mathematical concepts, and solve problems
- Be able to use numerical, graphical, symbolic, and verbal representations to communicate with others in both written and oral form
- Possess a fundamental understanding of mathematics theory including applications of calculus and linear systems, relations of algebraic systems and classical problems, and roles of definitions, theorems, and proofs in algebra and analysis

Liberal Arts: Mathematics A.A. Degree

The Liberal Arts degree in Mathematics is designed with an emphasis in and for students who are interested in mathematics or mathematically related disciplines but do not wish to major in mathematics. This degree pathway is appropriate for students who wish to augment their studies in another field with a better understanding of mathematics. Completion of this degree prepares students to major in a field of study related to mathematics when they transfer to a university. Students who already have mathematics as a transfer goal should not choose this major but instead consider the Associate in Arts in Mathematics for Transfer degree. Students should seek advising before selecting specific courses in order to meet specific university requirements for their major.

Program Requirements

A.A. Degree
Liberal Arts: Mathematics

Required Core	8.0 Units
MATH50A - Differential Calculus	4.0
AND	
MATH50B - Integral Calculus	4.0

Restricted Electives: Complete 10 units from the courses below	10.0 Units
MATH4 - MATLAB Programming	3.0
OR	
MATH45 - Linear Algebra	4.0
OR	
MATH50C - Multivariable Calculus	4.0
OR	
MATH55 - Differential Equations	4.0

Total Units	18.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Complete projects and assignments both independently and cooperatively.
- Communicate mathematical ideas effectively, both in oral and written presentations.
- Use numerical, graphical, symbolic, and verbal representations to solve problems and present logical arguments.
- Use computer technology to verify and interpret results, visualize functions, and explore mathematical concepts.

Nursing & Health Occupations [NURS, LVN, HO]

Registered Nursing A.S. Degree

The Registered Nursing A.S. Degree prepares students seeking a career as a Registered Nurse (RN). Upon completions, students are eligible to take the National Council Licensing exam of Registered Nursing (NCLEX-RN).

Program Requirements

A.S. Degree
Registered Nursing

Program Prerequisites	16.0 Units
BIOL2 - Microbiology	4.0
AND	
BIOL6 - Human Anatomy	4.0
AND	
BIOL7 - Human Physiology	4.0
AND	
ENGL1A - Analytical Reading and Writing	4.0

Required Core	38.0 Units
NURS1 - Nursing Science and Practice Concepts I	9.5
AND	
NURS2 - Nursing Science and Practice Concepts II	9.5
AND	
NURS3 - Nursing Science and Practice Concepts III	9.0
AND	
NURS4 - Nursing Science and Practice Concepts IV	10.0

Restricted Electives	12.0 Units
HO15 - Nutrition	3.0
AND	
PSYCH1 - General Psychology	3.0
OR	
PSYCH11 - Life Span Development	3.0
AND	
COMM1 - Public Speaking	3.0
OR	
COMM6 - Small Group Communication	3.0
OR	
COMM7 - Interpersonal Communication	3.0
AND	
ANTH3 - Introduction to Cultural Anthropology	3.0
OR	
SOC1 - Introduction to Sociology	3.0
OR	
SOC2 - Social Problems	3.0

Total Units	66.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- The student will implement nursing care to patients, families, and groups from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a patient`s preferences, values and needs.
- The student will participate as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care.
- The student will identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.
- The student will participate in data collection processes that support established quality improvement initiatives.
- The student will implement strategies that minimize risk and provide a safe environment for patients, self, and others.
- The student will use evidence-based information and patient care technology in the provision of safe, quality patient centered care.

LVN or Paramedic to RN - Career Mobility A.S. Degree

The LVN/Paramedic to RN - Career Mobility A.S. Degree prepares students who are currently licensed as Licensed Vocational Nurses (LVNs) or Paramedics for careers as Registered Nurses (RNs). Upon completion, students are eligible to take the National Council Licensing Exam of Registered Nursing (NCLEX-RN).

Program Requirements

A.S. Degree
LVN or Paramedic to RN - Career Mobility

Program Prerequisites	16.0 Units
BIOL2 - Microbiology	4.0
AND	
BIOL6 - Human Anatomy	4.0
AND	
BIOL7 - Human Physiology	4.0
AND	
ENGL1A - Analytical Reading and Writing	4.0

Required Core	22.0 Units
NURS3 - Nursing Science and Practice Concepts III	9.0
AND	
NURS4 - Nursing Science and Practice Concepts IV	10.0
AND	
NURS20 - RN Transitional Concepts	3.0

Restricted Electives	12.0 Units
HO15 - Nutrition	3.0
AND	
PSYCH1 - General Psychology	3.0
OR	
PSYCH11 - Life Span Development	3.0
AND	
COMM1 - Public Speaking	3.0
OR	
COMM6 - Small Group Communication	3.0
OR	
COMM7 - Interpersonal Communication	3.0
AND	
ANTH3 - Introduction to Cultural Anthropology	3.0
OR	
SOC1 - Introduction to Sociology	3.0
OR	
SOC2 - Social Problems	3.0

Total Units	50.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- The student will implement nursing care to patients, families, and groups from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a patient`s preferences, values and needs.
- The student will participate as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care.
- The student will identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.
- The student will participate in data collection processes that support established quality improvement initiatives.
- The student will implement strategies that minimize risk and provide a safe environment for patients, self, and others.
- The student will use evidence-based information and patient care technology in the provision of safe, quality patient centered care.

LVN to RN (30 Unit Option) Certificate of Achievement

The LVN to RN - 30 Unit Option Certificate of Achievement prepares students who are currently licensed as Licensed Vocational Nurses (LVNs) for careers as Registered Nurses (RNs). Upon completion, students are eligible to take the National Council Licensing Exam of Registered Nursing (NCLEX-RN)

Program Requirements

Certificate of Achievement

Program Prerequisites	8.0 Units
BIOL2 - Microbiology	4.0
AND	
BIOL7 - Human Physiology	4.0

Program Requirements	22.0 Units
NURS3 - Nursing Science and Practice Concepts III	9.0
AND	
NURS4 - Nursing Science and Practice Concepts IV	10.0
AND	
NURS20 - RN Transitional Concepts	3.0

Total Units	30.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- The student will implement nursing care to patients, families, and groups from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a patient`s preferences, values and needs.

- The student will participate as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care.
- The student will identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.
- The student will participate in data collection processes that support established quality improvement initiatives.
- The student will implement strategies that minimize risk and provide a safe environment for patients, self, and others.
- The student will use evidence-based information and patient care technology in the provision of safe, quality patient centered care.

Licensed Vocational Nursing A.S. Degree

The Licensed Vocational Nursing A.S. Degree prepares students seeking a career as a Licensed Vocational Nurse (LVN). Upon completion of this degree, students will be eligible to take the National Council Licensing Exam for Practical Nursing (NCLEX-PN).

Program Requirements

A.S. Degree
Licensed Vocational Nursing

Program Requirements	46.0 Units
BIOL8 - Human Biology	4.0
AND	
HO15 - Nutrition	3.0
AND	
LVN110A - Pharmacology - Vocational Nursing I	2.0
AND	
LVN110B - Pharmacology - Vocational Nursing II	2.0
AND	
LVN111 - LVN Fundamental Pharmacology Skills	0.5
AND	
LVN118 - Psychology for Vocational Nursing	2.0
AND	
LVN121 - Nursing of Adults and Children I	6.5
AND	
LVN122 - Nursing of Adults and Children II	13.0
AND	
LVN123 - Nursing of Adults and Children III	13.0

Total Units	46.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this degree. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
LVN110A - Pharmacology - Vocational Nursing I	2.0
HO15 - Nutrition	3.0
BIOL8 - Human Biology	4.0
LVN111 - LVN Fundamental Pharmacology Skills	0.5
LVN121 - Nursing of Adults and Children I	6.5

Total Units	16.0

Semester 2 (Spring)	
LVN122 - Nursing of Adults and Children II	13.0
LVN110B - Pharmacology - Vocational Nursing II	2.0
LVN118 - Psychology for Vocational Nursing	2.0

Total Units	17.0

Semester 3 (Spring)	
LVN123 - Nursing of Adults and Children III	13.0

Total Units	13.0

Program Learning Outcomes

- Incorporate principles from the nursing, behavioral and physical sciences in the promotion of competent care to clients of different ages with different biopsychosocial needs.
- Apply knowledge of specific disease conditions in the prevention, treatment, nursing care and rehabilitation of all clients.
- Differentiate the role of the Licensed Vocational Nurse in the healthcare team.
- Conform to professional standards incorporating legal and ethical responsibilities of the LVN.
- Utilize critical thinking in assessment, planning, intervention, and evaluation of client care, and in the development and implementation of a teaching plan within the scope of LVN practice.

Licensed Vocational Nursing Certificate of Achievement

The Licensed Vocational Nursing Certificate of Achievement prepares students seeking a career as a Licensed Vocational Nurse (LVN). Upon completion of this degree, students will be eligible to take the National Council Licensing Exam for Practical Nursing (NCLEX-PN).

Program Requirements

Certificate of Achievement

Program Requirements	46.0 Units
BIOL8 - Human Biology	4.0
AND	
HO15 - Nutrition	3.0
AND	
LVN110A - Pharmacology - Vocational Nursing I	2.0
AND	
LVN110B - Pharmacology - Vocational Nursing II	2.0
AND	
LVN111 - LVN Fundamental Pharmacology Skills	0.5
AND	
LVN118 - Psychology for Vocational Nursing	2.0
AND	
LVN121 - Nursing of Adults and Children I	6.5
AND	
LVN122 - Nursing of Adults and Children II	13.0
AND	
LVN123 - Nursing of Adults and Children III	13.0

Total Units	46.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
HO15 - Nutrition	3.0
LVN121 - Nursing of Adults and Children I	6.5
LVN110A - Pharmacology - Vocational Nursing I	2.0
LVN111 - LVN Fundamental Pharmacology Skills	0.5
BIOL8 - Human Biology	4.0

Total Units	16.0

Semester 2 (Spring)	
LVN122 - Nursing of Adults and Children II	13.0
LVN118 - Psychology for Vocational Nursing	2.0
LVN110B - Pharmacology - Vocational Nursing II	2.0

Total Units	17.0

Semester 3 (Fall)	
LVN123 - Nursing of Adults and Children III	13.0

Total Units	13.0

Program Learning Outcomes

- Incorporate principles from the nursing, behavioral and physical sciences in the promotion of competent care to clients of different ages with different biopsychosocial needs.
- Apply knowledge of specific disease conditions in the prevention, treatment, nursing care and rehabilitation of all clients.
- Differentiate the role of the Licensed Vocational Nurse in the healthcare team.
- Conform to professional standards incorporating legal and ethical responsibilities of the LVN.
- Utilize critical thinking in assessment, planning, intervention, and evaluation of client care, and in the development and implementation of a teaching plan within the scope of LVN practice.
- Organize, prioritize, and delegate care for a group of clients, communicating effectively with members of the healthcare team.

North Coast Paramedic A.S. Degree

The North Coast Paramedic A.S. Degree prepares students for careers as Paramedics.

Program Requirements

A.S. Degree
North Coast Paramedic

Program Prerequisite: National EMT Certification or HO-159	0.0 - 6.0 Units
HO159 - Emergency Medical Technician	6.0

Program Requirements (**a total of 9 units must be completed between HO-170C and HO-170D)	39.0 Units
HO170A - North Coast Paramedic Program 1	11.0
AND	
HO170B - North Coast Paramedic Prog. 2	13.0
AND	
HO170C - North Coast Paramedic 3	1.0 - 8.0
AND	
HO170D - North Coast Paramedic 4	1.0 - 8.0
AND	
BIOL1 - General Biology	4.0
AND	
PSYCH1 - General Psychology	3.0
OR	
PSYCH33 - Personal Growth and Adjustment	3.0
OR	

Program Requirements (**a total of 9 units must be completed between HO-170C and HO-170D)	39.0 Units
SOC1 - Introduction to Sociology	3.0
OR	
SOC2 - Social Problems	3.0

Total Units	39.0 - 45.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Identify the roles and responsibilities of a paramedic, and how these support the roles and responsibilities of other healthcare professionals.
- Apply the basic concepts of development, pathophysiology and pharmacology to the assessment and management of emergency patients, and communicate the findings to others.
- Integrate pathophysiological principles and assessment findings to formulate a field impression, and implement a treatment plan for emergency patients.
- Apply concepts of social interaction and communications with teams and individuals.
- Manage the scene of an emergency safely and efficiently.
- Achieve national certification as a paramedic.

North Coast Paramedic Certificate of Achievement

The North Coast Paramedic Certificate of Achievement prepares students for careers as Paramedics.

Program Requirements

Certificate of Achievement

Program Prerequisite: National EMT Certification or HO-159	0.0 - 6.0 Units
HO159 - Emergency Medical Technician	6.0

Program Requirements (**a total of 9 units must be completed between HO-170C and HO-170D)	33.0 Units
HO170A - North Coast Paramedic Program 1	11.0
AND	
HO170B - North Coast Paramedic Prog. 2	13.0
AND	
HO170C - North Coast Paramedic 3	1.0 - 8.0
AND	
HO170D - North Coast Paramedic 4	1.0 - 8.0

Total Units	33.0 - 39.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1	
HO170A - North Coast Paramedic Program 1	11.0

Total Units	11.0

Semester 2	
HO170B - North Coast Paramedic Prog. 2	13.0

Total Units	13.0

Semester 3	
HO170C - North Coast Paramedic 3	1.0 - 8.0

Total Units	1.0 - 8.0

Semester 4	
HO170D - North Coast Paramedic 4	1.0 - 8.0

Total Units	1.0 - 8.0

Program Learning Outcomes

- Identify the roles and responsibilities of a paramedic within an EMS system.
- Apply the basic concepts of development, pathophysiology and pharmacology to the assessment and management of emergency patients, and communicate the findings to others.
- Integrate pathophysiological principles and assessment findings to formulate a field impression, and implement a treatment plan for emergency patients.
- Manage the scene of an emergency safely and efficiently.
- Achieve national certification as a paramedic.

Philosophy [PHIL]

Philosophy for Transfer

A.A. Degree for Transfer

The Associate in Arts in Philosophy for Transfer is intended for students who plan to complete a bachelor's degree in Philosophy at a CSU campus. Students completing the Associate in Arts in Philosophy for Transfer degree are guaranteed admission to the CSU system, but not to a particular campus or major.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.A. Degree for Transfer

1. Required Core: Complete two courses	6.0 Units
PHIL10 - Introduction to Philosophy	3.0
OR	
PHIL12 - Introduction to Logic	3.0
OR	
PHIL20 - Introduction to Ethics	3.0

2. List A: Complete one course from below, or any Required Core course not already used	3.0 Units
PHIL13 - History of Ancient Philosophy	3.0
OR	
PHIL14 - History of Early Modern Philosophy	3.0

3. List B: Complete two courses from below, or from any List A courses not already used	6.0 Units
HIST4 - Western Civilization to the Reformation	3.0
OR	
HIST5 - Western Civilization ca. 1600 to the Present	3.0
OR	
PHIL2 - Introduction to Political Philosophy	3.0
OR	
PHIL16 - Introduction to the Philosophy of Religion	3.0

4. List C: Complete one course from below, or from any List A or List B courses not already used	3.0 Units
PHIL1 - Critical Thinking	3.0
OR	
PHIL15 - Religions of the World	3.0

Total Units	18.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Critically evaluate both the formal and informal logic of arguments, including the arguments of prominent philosophers from the history of philosophy
- Explain a variety of philosophical perspectives and positions and their relationships to their cultural, historical, and thematic contexts
- Articulate clearly in oral and written form analyses of major philosophical works
- Use critical thinking skills to address conceptual problems and issues.

Physics [PHYS]

Physics for Transfer

A.S. Degree for Transfer

The Associate in Science in Physics for Transfer degree provides a student with the general introductory requirements for transferring to a CSU or other four-year school to earn a degree in physics, applied physics, or astronomy. As well, this degree is a good fit for students intending to pursue engineering. This preparation includes the following student learning outcomes: 1) Apply methods of scientific inquiry to investigate questions, and explain the limitations of this approach; 2) Perform experiments, collect and analyze data, evaluate sources of uncertainty, and determine if an experiment correctly verifies theory within expected errors; 3) Use concepts from physics theories to analyze and describe natural phenomena; and 4) Use physical laws, theories, and appropriate mathematics to make quantitative predictions. This program includes twelve units of physics course work and three semesters of calculus. For students intending to pursue astronomy it is highly recommended to select a course in astronomy as the elective for this degree. Students transferring to a campus that does accept the Associate in Arts in Political Science for Transfer will be required to complete no more than 60 units after transfer to earn a bachelor's degree. To meet the requirements for this degree the students must: 1. Complete a minimum of 18 semester units in the major coursework. 2. Complete the California State University General Education Breadth pattern (CSU GE-Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern). 3. Have a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. This degree may not be the best option for students intending to transfer to a particular CSU campus or to a university or college that is not part of the CSU system. In all cases, students should consult with an academic advisor for more information on university admission and transfer requirements.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.S. Degree for Transfer

1. Required Core	24.0 Units
MATH50A - Differential Calculus	4.0
AND	
MATH50B - Integral Calculus	4.0
AND	
MATH50C - Multivariable Calculus	4.0
AND	
PHYS4A - Calculus-Based Physics: Mechanics	4.0
AND	
PHYS4B - Calculus-Based Physics: Electricity and Magnetism	4.0
AND	
PHYS4C - Calculus-based Physics: Heat, Optics, Waves, and Modern Physics	4.0

Total Units	24.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Apply methods of scientific inquiry to investigate questions, and explain the limitations of this approach.
- Perform experiments, collect and analyze data, evaluate sources of uncertainty, and determine if an experiment correctly verifies theory within expected errors.
- Use concepts from physics theories to analyze and describe natural phenomenon.
- Use physical laws, theories, and appropriate mathematics to make quantitative predictions.

Political Science [POLSC]

Political Science for Transfer

A.A. Degree for Transfer

The Associate in Arts in Political Science for Transfer is intended for students who plan to complete a bachelor's degree in Political Science at a CSU campus. Students completing the Associate in Arts in Political Science for Transfer are guaranteed admission to the CSU system, but not to a particular campus or major. This preparation includes the following student learning outcomes: 1) Analyze political issues and phenomena using political science concepts, theories, and methods; and 2) Identify and critically evaluate the quality, bias, and arguments of scholarly research in the discipline.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.A. Degree for Transfer

1. Required Core	3.0 Units
POLSC10 - U.S. Government & Politics	3.0

2. List A: Complete three courses	9.0 - 10.0 Units
MATH15 - Introduction to Statistics	4.0
OR	
POLSC2 - Introduction to Political Philosophy	3.0
OR	
POLSC3 - Modern World Problems	3.0
OR	
POLSC20 - Comparative Politics/Government	3.0

3. List B: Complete two courses from below, or any course from List A not already used	6.0 Units
POLSC1 - Political Controversies	3.0
OR	
POLSC12 - State and Local Politics	3.0
OR	
POLSC30 - Campaigns & Elections	3.0

Total Units	18.0 - 19.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Analyze political issues and phenomena using political science concepts, theories, and methods.
- Identify and critically evaluate the quality, bias, and arguments of scholarly research in the discipline.

Psychology [PSYCH]

Psychology for Transfer

A.A. Degree for Transfer

The Associate in Arts in Psychology for Transfer is intended for students who plan to complete a bachelor's degree in Psychology at a CSU campus. Students completing the Associate in Arts in Psychology for Transfer are guaranteed admission to the CSU system, but not to a particular campus or major. This preparation includes the following student learning outcomes: 1) Utilize research methods; 2) Analyze the credibility of research, theories, and applications; 3) Understand the core concepts of psychology; 4) Apply psychological concepts, theoretical perspectives, empirical findings, and historical trends to questions and issues on a societal and personal level; and 5) Understand the ethical standards in academic and applied psychology.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.A. Degree for Transfer

1. Required Core: Complete one of the following sequences	10.0 - 11.0 Units
PSYCH1 - General Psychology	3.0
AND	
MATH15 - Introduction to Statistics	4.0
AND	
PSYCH2 - Research Methods in Psychology	3.0

1. Required Core: Complete one of the following sequences	10.0 - 11.0 Units
OR	
MATH15 - Introduction to Statistics	4.0
AND	
PSYCH1 - General Psychology	3.0
AND	
PSYCH2 - Research Methods in Psychology	3.0
AND	
PSYCH2L - Research Methods in Psychology Lab	1.0

2. List A: Complete one course	3.0 - 4.0 Units
BIOL1 - General Biology	4.0
OR	
PSYCH20 - Biological Psychology	3.0

3. List B: Complete one course from below, or a course from List A not already used	3.0 Units
PSYCH11 - Life Span Development	3.0
OR	
PSYCH30 - Social Psychology	3.0

4. List C: Complete one course, or a course from List A or List B not already used	3.0 Units
PSYCH3 - Psychology of Sexuality	3.0
OR	
PSYCH33 - Personal Growth and Adjustment	3.0
OR	
PSYCH38 - Abnormal Psychology	3.0

Total Units	19.0 - 21.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Utilize research methods
- Analyze the credibility of research, theories, and applications
- Understand the core concepts of psychology
- Apply psychological concepts, theoretical perspectives, empirical findings, and historical trends to questions and issues on a societal and personal level
- Understand the ethical standards in academic and applied psychology

Liberal Arts: Behavioral & Social Science A.A. Degree

The Behavioral and Social Science AA degree is designed to demonstrate the connections between the behavioral and social sciences, as well as the way in which each discipline provides a unique perspective on humanity. It includes an introduction to three fields, with at least three elective courses within the student's chosen interest area(s). Many of the courses included in this degree are lower-division requirements for majors at four-year institutions. However, a student is advised to speak to a counselor about which courses may apply to a specific four-year institution's degree program. Students with the intent of pursuing a specific degree in the behavioral and social sciences at a California State University should consider an Associate of Arts for Transfer degree. The Associate of Arts Degree for Transfer is designed to be fully transferable to a California State University.

Program Requirements

A.A. Degree
Liberal Arts: Behavioral & Social Science

1. Required Core: Complete 9 units, max 1 per department	9.0 Units
AJ1 - Introduction to Administration of Justice	3.0
OR	
ANTH3 - Introduction to Cultural Anthropology	3.0
OR	
POLSC10 - U.S. Government & Politics	3.0
OR	
PSYCH1 - General Psychology	3.0
OR	
SOC1 - Introduction to Sociology	3.0
OR	
HIST8 - US History Through Reconstruction	3.0
OR	
HIST9 - US History Reconstruction to the Present	3.0

2. Restricted Electives: Complete 9 Units from below, or from Required Core not already used.	9.0 Units
AJ1 - Introduction to Administration of Justice	3.0
OR	
AJ4 - Criminal Law	4.0
OR	
ANTH1 - Introduction to Biological Anthropology	3.0
OR	
ANTH1B - Introduction to Biological Anthropology Lab	1.0
OR	

2. Restricted Electives: Complete 9 Units from below, or from Required Core not already used.	9.0 Units
ANTH2 - Introduction to Archaeology	3.0
OR	
ANTH3 - Introduction to Cultural Anthropology	3.0
OR	
ANTH4 - Introduction to Folklore	3.0
OR	
ANTH5 - Great Archaeological Discoveries	3.0
OR	
ANTH6 - Introduction to Forensic Anthropology	3.0
OR	
GEOG2 - Cultural Geography	3.0
OR	
HIST4 - Western Civilization to the Reformation	3.0
OR	
HIST5 - Western Civilization ca. 1600 to the Present	3.0
OR	
HIST8 - US History Through Reconstruction	3.0
OR	
HIST9 - US History Reconstruction to the Present	3.0
OR	
HIST20 - World History: Prehistory to 1500 AD	3.0
OR	
HIST21 - World History: 1500 AD- Present	3.0
OR	
NAS1 - Introduction to Native American Studies	3.0
OR	
NAS21 - Native American History	3.0
OR	
POLSC1 - Political Controversies	3.0
OR	
POLSC3 - Modern World Problems	3.0
OR	
POLSC10 - U.S. Government & Politics	3.0
OR	
POLSC12 - State and Local Politics	3.0
OR	
POLSC20 - Comparative Politics/Government	3.0
OR	
POLSC30 - Campaigns & Elections	3.0

2. Restricted Electives: Complete 9 Units from below, or from Required Core not already used.	9.0 Units
OR	
PSYCH1 - General Psychology	3.0
OR	
PSYCH2 - Research Methods in Psychology	3.0
OR	
PSYCH2L - Research Methods in Psychology Lab	1.0
OR	
PSYCH3 - Psychology of Sexuality	3.0
OR	
PSYCH11 - Life Span Development	3.0
OR	
PSYCH20 - Biological Psychology	3.0
OR	
PSYCH30 - Social Psychology	3.0
OR	
PSYCH33 - Personal Growth and Adjustment	3.0
OR	
PSYCH38 - Abnormal Psychology	3.0
OR	
SOC1 - Introduction to Sociology	3.0
OR	
SOC2 - Social Problems	3.0
OR	
SOC3 - Human Sexuality	3.0
OR	
SOC5 - Introduction to Race and Ethnic Relations	3.0
OR	
SOC9 - Introduction to Women's Studies	3.0
OR	
SOC10 - Sociology of Family and Intimate Relationships	3.0
OR	
SOC15 - Introduction to Social Research Methods	3.0
OR	
SOC33 - Death and Dying: Transition and Growth	3.0
OR	
SOC34 - Introduction to Social Work	3.0
OR	
SOC38 - Field Placement Seminar I	2.0
OR	

2. Restricted Electives: Complete 9 Units from below, or from Required Core not already used.	9.0 Units
PHIL2 - Introduction to Political Philosophy	3.0
OR	
POLSC2 - Introduction to Political Philosophy	3.0

Total Units	18.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Extract and analyze information from primary and secondary sources relevant to the social and behavioral sciences.
- Critically evaluate current and historical issues in the social and behavioral sciences.
- Create arguments that demonstrate knowledge of primary and secondary source information.
- Compare and contrast the intellectual frameworks that various disciplines in the social and behavioral sciences have taken with respect to social power relations, including but not limited to race, ethnicity, class, gender, and religion.
- Explain diverse human viewpoints and experiences from an empathetic perspective.

Restaurant & Hospitality Management [RHM]

Restaurant & Hospitality Management A.S. Degree

Upon completion of the Restaurant & Hospitality Management A.S. Degree, students will understand the responsibilities of management in the restaurant business. Students will develop skills in purchasing, professional service, food and beverage cost control, legal aspects of operating a restaurant, and gain a solid foundation in basic culinary skills. Many RHM courses offer the option to earn the National Restaurant Association certification upon completion.

Program Requirements

A.S. Degree
Restaurant & Hospitality Management

Required Core	31.0 - 35.0 Units
RHM6 - Hospitality & Restaurant Marketing	3.0
OR	
BUS35 - Strategic Marketing	4.0
AND	
RHM14 - Restaurant & Hospitality Management	3.0
OR	
BUS68 - Introduction to Principles of Management	3.0
AND	
BUS10 - Introduction to Business	3.0
AND	
RHM1 - Introduction to the Hospitality Industry	3.0
AND	
RHM3 - Food and Beverage Management	3.0
AND	
RHM8 - Controlling Foodservice Costs	3.0
AND	
RHM10 - Culinary Fundamentals	3.0
AND	
RHM17 - Sanitation - Serve Safe Certification	3.0
AND	
RHM24 - Hospitality Human Resource Management and Supervision	3.0
AND	
RHM32 - Hospitality Business Ownership	3.0

Required Core	31.0 - 35.0 Units
AND	
RHM42 - Restaurant & Hospitality Management Cooperative Work Experience Education	4.0

Restricted Electives: Complete 12 units	12.0 Units
BT51 - Spreadsheet Applications	4.0
OR	
BUS4 - Advanced Computerized Bookkeeping	3.0
OR	
BUS18 - Business Law	3.0
OR	
BUS69 - Business Plan Development	4.0
OR	
CIS1 - Computer Information Systems	4.0
OR	
DM10 - Digital Storytelling	4.0

Total Units	43.0 - 47.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate methods and techniques to effectively interview, recruit, train, and supervise employees.
- Identify and apply current public health and safety standards while reproducing food and beverage products and services in a professional kitchen setting.
- Identify methods and processes for maintaining the financial well-being of a restaurant, including cost control,marketing, and risk management.
- Demonstrate appropriate interactions with customers and coworkers.

Restaurant & Hospitality Management Certificate of Achievement

Upon completion of the Restaurant & Hospitality Management Certificate of Achievement, students will understand the responsibilities of management in the restaurant business. Students will develop skills in purchasing, professional service, food and beverage cost control, legal aspects of operating a restaurant, and gain a solid foundation in basic culinary skills. Many RHM courses offer the option to earn the National Restaurant Association certification upon completion.

Program Requirements

Certificate of Achievement

Program Requirements	28.0 - 31.0 Units
RHM6 - Hospitality & Restaurant Marketing	3.0
OR	
BUS35 - Strategic Marketing	4.0
AND	
RHM14 - Restaurant & Hospitality Management	3.0
OR	
BUS68 - Introduction to Principles of Management	3.0
AND	
RHM1 - Introduction to the Hospitality Industry	3.0
AND	
RHM3 - Food and Beverage Management	3.0
AND	
RHM8 - Controlling Foodservice Costs	3.0
AND	
RHM10 - Culinary Fundamentals	3.0
AND	
RHM17 - Sanitation - Serve Safe Certification	3.0
AND	
RHM24 - Hospitality Human Resource Management and Supervision	3.0
AND	
RHM32 - Hospitality Business Ownership	3.0
AND	
RHM42 - Restaurant & Hospitality Management Cooperative Work Experience Education	4.0

Total Units	28.0 - 31.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate methods and techniques to effectively interview, recruit, train, and supervise employees.
- Identify and apply current public health and safety standards while reproducing food and beverage products and services in a professional kitchen setting.
- Identify methods and processes for maintaining the financial well-being of a restaurant, including cost control,marketing, and risk management.
- Demonstrate appropriate interactions with customers and coworkers.

Science

Liberal Arts: Science A.A. Degree

The Liberal Arts degree with an emphasis in the sciences is designed for students wishing to pursue careers in a scientific field. Completion of curricula prepares students to major in their field of study when they transfer to a university. Science transfer students should also consider one of the Associate for Transfer degrees in a specific scientific area if it matches their area of interest. In all cases, students should seek advising before selecting specific courses in order to meet specific university requirements for their university major.

Program Requirements

A.A. Degree
Liberal Arts: Science

Required Core: one course each from two of the three core areas (Chemistry, Math, or Physics)	8.0 - 9.0 Units
CHEM1A - General Chemistry	5.0
OR	
CHEM2 - Introduction to Chemistry	5.0
OR	
MATH15 - Introduction to Statistics	4.0
OR	
MATH25 - College Trigonometry	4.0
OR	
MATH30 - College Algebra	4.0
OR	
MATH50A - Differential Calculus	4.0
OR	
PHYS2A - General Physics I	4.0
OR	
PHYS4A - Calculus-Based Physics: Mechanics	4.0

Restricted Electives: 9-10 units from below, or Core courses not already used.	9.0 - 10.0 Units
AG17 - Introduction to Soil Science	3.0
OR	
BIOL1 - General Biology	4.0
OR	
BIOL3 - Fundamental Cell Biology	4.0
OR	
BIOL4 - General Zoology	4.0
OR	
BIOL5 - General Botany with Lab	4.0

Restricted Electives: 9-10 units from below, or Core courses not already used.	9.0 - 10.0 Units
OR	
BIOL6 - Human Anatomy	4.0
OR	
BIOL7 - Human Physiology	4.0
OR	
BIOL15 - Marine Biology	4.0
OR	
CHEM1A - General Chemistry	5.0
OR	
CHEM1B - General Chemistry	5.0
OR	
CHEM2 - Introduction to Chemistry	5.0
OR	
CHEM3 - Introduction to Organic Chemistry	4.0
OR	
CHEM8 - Brief Organic Chemistry	5.0
OR	
FNR1 - Introduction to Forestry and Natural Resources	3.0
OR	
FNR51 - Dendrology: the Identification and Study Of Woody Plants	3.0
OR	
GEOL1 - Physical Geology with Lab	4.0
OR	
GEOL2 - Historical Geology with Lab	4.0
OR	
MATH15 - Introduction to Statistics	4.0
OR	
MATH25 - College Trigonometry	4.0
OR	
MATH30 - College Algebra	4.0
OR	
MATH50A - Differential Calculus	4.0
OR	
MATH50B - Integral Calculus	4.0
OR	
OCEAN10 - Introduction to Oceanography	3.0
OR	
OCEAN11 - Laboratory in Oceanography	1.0
OR	
PHYS2A - General Physics I	4.0
OR	
PHYS2B - General Physics II	4.0
OR	
PHYS4A - Calculus-Based Physics: Mechanics	4.0
OR	
PHYS4B - Calculus-Based Physics: Electricity and Magnetism	4.0
OR	
PHYS4C - Calculus-based Physics: Heat, Optics, Waves, and Modern Physics	4.0

Total Units	17.0 - 19.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Apply methods of scientific inquiry, including hypothesis formation, appropriate data collection and analysis, and presentation of results.
- Explain observable phenomena using concepts of mathematics, physics and chemistry.
- Use numerical, graphical, and/or symbolic representation to solve problems and present results.
- Communicate clearly about science, in speech and/or in writing, using technical language and a format appropriate to the discipline, as well as common language for the lay-public.

Liberal Arts: Science Exploration A.A. Degree

The Science Exploration emphasis offers study in the sciences and is intended for students who wish to explore multiple scientific fields, but do not wish to be science majors. This may be appropriate for a student that wishes to augment their studies in another field, such as recreation or education, with a better understanding of the sciences. Students who might wish to pursue a science degree following transfer to a four-year institution should be sure to ascend through the college level math courses because most bachelor's degrees in science require at least one semester of calculus. Students who already have a defined science transfer goal should NOT choose this major, but instead, consider the Liberal Arts: Science degree or one of the Associate for Transfer degrees in a specific scientific area. Students who intend to work in a specific professional area (such as Forestry, Natural Resources, or Computer Information Science) after completion of a two-year degree should consider

the discipline-specific associate degree in those fields. In all cases, students are advised to consult a counselor on selecting a degree that best matches their academic goals.

Program Requirements

A.A. Degree
Liberal Arts: Science Exploration

Life Science Core: Complete 3 units from below	3.0 Units
AG23 - Introduction to Plant Science	3.0
OR	
BIOL1 - General Biology	4.0
OR	
BIOL2 - Microbiology	4.0
OR	
BIOL3 - Fundamental Cell Biology	4.0
OR	
BIOL4 - General Zoology	4.0
OR	
BIOL5 - General Botany with Lab	4.0
OR	
BIOL6 - Human Anatomy	4.0
OR	
BIOL7 - Human Physiology	4.0
OR	
BIOL8 - Human Biology	4.0
OR	
BIOL15 - Marine Biology	4.0
OR	
BIOL18 - Natural History of North Coast Mammals	3.0
OR	
BIOL20 - Natural History of California	4.0
OR	
BIOL27 - Biology of Marine Mammals	3.0
OR	
BIOL40 - Independent Study - Cadaver Prosection	1.0
OR	
BIOL41 - Independent Study - Natural History Museum Curation	1.0
OR	
BIOL42 - Peer Tutoring in Life Sciences - Anatomy	1.0
OR	

Life Science Core: Complete 3 units from below	3.0 Units
BIOL43 - Peer Tutoring in Life Sciences - Zoology	1.0
OR	
BIOL44 - Peer Tutoring in Life Sciences - Botany	1.0
OR	
BIOL45 - Peer Tutoring in Life Sciences - Physiology	1.0
OR	
ENVSC10 - Introduction to Environmental Science	4.0
OR	
FNR5 - Forest Ecology and Management	3.0
OR	
FNR51 - Dendrology: the Identification and Study Of Woody Plants	3.0
OR	
FNR60 - Forest Health and Protection	3.0
OR	
FNR87 - Introduction to Wildlife Ecology and Management	3.0

Physical Sciences Core: Complete 3 units from below	3.0 Units
AG17 - Introduction to Soil Science	3.0
OR	
ASTRO10 - Introduction to Astronomy	3.0
OR	
ASTRO11 - The Solar System and Space Exploration	3.0
OR	
CHEM1A - General Chemistry	5.0
OR	
CHEM1B - General Chemistry	5.0
OR	
CHEM2 - Introduction to Chemistry	5.0
OR	
CHEM3 - Introduction to Organic and Biochemistry	4.0
OR	
CHEM8 - Brief Organic Chemistry	5.0
OR	
ENVSC12 - Earth's Changing Climate	3.0
OR	
GEOG1 - Introduction to Physical Geography	3.0

Physical Sciences Core: Complete 3 units from below	3.0 Units
OR	
GEOL1 - Physical Geology with Lab	4.0
OR	
GEOL2 - Historical Geology with Lab	4.0
OR	
GEOL10 - Environmental Geology	3.0
OR	
GEOL15 - Earthquakes and Plate Tectonics	3.0
OR	
OCEAN10 - Introduction to Oceanography	3.0
OR	
OCEAN10L - Laboratory in Oceanography	1.0
OR	
OCEAN12 - Environmental Oceanography	3.0
OR	
PHYS2A - General Physics I	4.0
OR	
PHYS2B - General Physics II	4.0
OR	
PHYS4A - Calculus-Based Physics: Mechanics	4.0
OR	
PHYS10 - Introduction to Physics	3.0

Restricted Electives: Complete 12 units from below, or from Life or Physical Science Core not already used.	12.0 Units
ASTRO30 - Teaching Science With Science Fiction	2.0
OR	
CIS12 - Programming Fundamentals	4.0
OR	
CIS18 - Object Oriented Programming - Java	4.0
OR	
FNR1 - Introduction to Forestry and Natural Resources	3.0
OR	
FNR32 - Introduction to Geographic Information Systems	3.0
OR	
FNR77 - Introduction to Wildland Fire	2.0
OR	
MATH5 - Contemporary Mathematics	3.0
OR	

Restricted Electives: Complete 12 units from below, or from Life or Physical Science Core not already used.	12.0 Units
MATH15 - Introduction to Statistics	4.0
OR	
MATH25 - College Trigonometry	4.0
OR	
MATH30 - College Algebra	4.0
OR	
MATH50A - Differential Calculus	4.0

Total Units	18.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Apply the scientific method of inquiry to investigations of the natural world.
- Demonstrate an ability to classify matter, energy, and organisms.
- Describe how energy is transferred.
- Explain the processes involved in cell biology and evolutionary change.

Sociology [SOC]

Sociology for Transfer

A.A. Degree for Transfer

The Associate in Arts in Sociology for Transfer is intended for students who plan to complete a bachelor's degree in Sociology at a CSU campus. Students completing the Associate in Arts in Sociology for Transfer are guaranteed admission to the CSU system, but not to a particular campus or major. This preparation includes the following student learning outcomes: 1) Use sociological imagination or socio-historic perspective to describe social reality, phenomena, experience, or change; 2) Demonstrate understanding of basic social theories, social research ethics and tools, and the characteristics of social inequalities; 3) Provide examples to illustrate theoretical sociological concepts; and 4) Communicate effectively orally and in writing.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
    - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average (GPA) of 2.0.

Program Requirements

A.A. Degree for Transfer

1. Required Core A	3.0 Units
SOC1 - Introduction to Sociology	3.0

2. Required Core B: Complete two courses	6.0 - 7.0 Units
MATH15 - Introduction to Statistics	4.0
OR	
SOC2 - Social Problems	3.0

2. Required Core B: Complete two courses	6.0 - 7.0 Units
OR	
SOC15 - Introduction to Social Research Methods	3.0

3. List A: Complete two courses from below, or any course from Required Core not already used	6.0 Units
PSYCH30 - Social Psychology	3.0
OR	
SOC5 - Introduction to Race and Ethnic Relations	3.0
OR	
SOC10 - Sociology of Family and Intimate Relationships	3.0

4. List B: Select one course from below, or any course Required Core or List A not already used	3.0 Units
ANTH3 - Introduction to Cultural Anthropology	3.0
OR	
GEOG2 - Cultural Geography	3.0
OR	
SOC3 - Human Sexuality	3.0
OR	
SOC9 - Introduction to Women's Studies	3.0
OR	
SOC33 - Death and Dying: Transition and Growth	3.0

Total Units	18.0 - 19.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Use sociological imagination or socio-historic perspective to describe social reality, phenomena, experience, or change.
- Demonstrate understanding of basic social theories, social research ethics and tools, and the characteristics of social inequalities.
- Provide examples to illustrate theoretical sociological concepts.
- Communicate effectively orally and in writing.

Welding Technology [WT]

Welding Technology A.S. Degree

Programs in this field provide general and specific educational opportunities for students seeking careers requiring knowledge of welding techniques and procedures.

Program Requirements

A.S. Degree
Welding Technology

Required Core	31.0 Units
IT60A - Basic Manufacturing Print Reading	3.0
AND	
WT53 - Basic Gas and Arc Welding	2.0
AND	
WT54 - General Gas, Braze (emphasis) Welding, and Soldering	2.0
AND	
WT56 - Intermediate Arc and Gas Welding Lab	1.0
AND	
WT60 - Welding Gas and Arc (emphasis E6013), and Gas Cutting	4.0
AND	
WT61 - Welding and Gouging, Gas and Arc (emphasis E7018, Braze)	4.0
AND	
WT63 - Weld inspection, testing, resistance, and pattern cutting	4.0
AND	
WT64 - Welding (emphasis cored wire), Surfacing, Lancing, Alloy and Automated Cutting	4.0
AND	
WT67 - Special Welding Laboratory (emphasis AWS certification)	2.0
AND	
WT80 - Welding Fabrication	2.0
AND	
WT90 - Gas Metal Arc and Gas Tungsten Arc Welding	2.0
AND	
WT91 - Gas Metal Arc and Gas Tungsten Arc Welding Lab	1.0

Restricted Electives: Complete 9 units	9.0 Units
BUS10 - Introduction to Business	3.0
OR	
CET10 - Survey of Electronics	3.0
OR	
CT78A - Residential Wiring I	2.0
OR	
CT78B - Residential Wiring II	2.0
OR	
IT25 - OSHA General Industrial Safety Management	3.0
OR	
IT125 - OSHA Ten Hour General Industry Safety	0.5
OR	
IT152 - Technical Computer Applications Lab	1.0
OR	
MT10 - Fundamentals of Manufacturing Technology	3.0
OR	
MT52 - Introduction to Metallurgy and Material Science	3.0
OR	
WT40 - Independent Study in Welding Technology	0.5 - 2.0

Total Units	40.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate safe welding and shop practice.
- Setup and operate hand and power tools, manual or semi-automatic welding equipment, such as SMAW, OAW, OAC, OABW, PAC , AAW , CAC, GMAW, FCAW, MIG and MAG.
- Identify and demonstrate weld procedures, manipulative techniques, processes, layout, concepts, and theory to produce welds common to the weld industry.

Welding Technology Certificate of Achievement

Programs in this field provide general and specific educational opportunities for students seeking careers requiring knowledge of welding techniques and procedures.

Program Requirements

Certificate of Achievement

Program Requirements	22.0 Units
IT60A - Basic Manufacturing Print Reading	3.0
AND	
MATH120 - Intermediate Algebra	4.0
AND	
MT52 - Introduction to Metallurgy and Material Science	3.0
AND	
WT53 - Basic Gas and Arc Welding	2.0
AND	
WT54 - General Gas, Braze (emphasis) Welding, and Soldering	2.0
AND	
WT56 - Intermediate Arc and Gas Welding Lab	1.0
AND	
WT67 - Special Welding Laboratory (emphasis AWS certification)	2.0
AND	
WT80 - Welding Fabrication	2.0
AND	
WT90 - Gas Metal Arc and Gas Tungsten Arc Welding	2.0
AND	
WT91 - Gas Metal Arc and Gas Tungsten Arc Welding Lab	1.0

Total Units	22.0

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1 (Fall)	
WT56 - Intermediate Arc and Gas Welding Lab	1.0
WT80 - Welding Fabrication	2.0
IT60A - Basic Manufacturing Print Reading	3.0
MATH120 - Intermediate Algebra	4.0
WT54 - General Gas, Braze (emphasis) Welding, and Soldering	2.0

Total Units	12.0

Semester 2 (Spring)	
WT53 - Basic Gas and Arc Welding	2.0
WT67 - Special Welding Laboratory (emphasis AWS certification)	2.0
MT52 - Introduction to Metallurgy and Material Science	3.0
WT90 - Gas Metal Arc and Gas Tungsten Arc Welding	2.0
WT91 - Gas Metal Arc and Gas Tungsten Arc Welding Lab	1.0

Total Units	10.0

Program Learning Outcomes

- Safely set up and operate hand and power tools, manual or semi-auotmatic welding equipment, such as SMAW, OAW, OAC, OABW, PAC, AAW, CAC, GMAW, FCAW, MIG and MAG.
- Identify and demonstrate weld procedures, manipulative techniques, processes, layout, concepts, and theory to produce welds common to the weld industry.

General Welding Certificate of Recognition

Programs in this field provide general and specific educational opportunities for students seeking careers requiring knowledge of welding techniques and procedures.

Program Requirements

Certificate of Recognition

Program Requirements	15.0 Units
WT54 - General Gas, Braze (emphasis) Welding, and Soldering	2.0
AND	
WT56 - Intermediate Arc and Gas Welding Lab	1.0
AND	
WT60 - Welding Gas and Arc (emphasis E6013), and Gas Cutting	4.0
AND	
WT61 - Welding and Gouging, Gas and Arc (emphasis E7018, Braze)	4.0
AND	
WT67 - Special Welding Laboratory (emphasis AWS certification)	2.0
AND	
WT80 - Welding Fabrication	2.0

Total Units	15.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate safe welding and shop practice.
- Set up and operate hand and power tools and manual or semi-automatic welding equipment, such as SMAW, OAW, OAC, OABW, PAC, AAW, and CAC.
- Identify and demonstrate weld procedures, manipulative techniques, processes, layout, concepts, and theory to produce welds common to the weld industry.

Electric Arc & Oxyacetylene Welding Certificate of Recognition

Programs in this field provide general and specific educational opportunities for students seeking careers requiring knowledge of welding techniques and procedures.

Program Requirements

Certificate of Recognition

Program Requirements	10.0 Units
MT52 - Introduction to Metallurgy and Material Science	3.0
AND	
WT53 - Basic Gas and Arc Welding	2.0
AND	
WT54 - General Gas, Braze (emphasis) Welding, and Soldering	2.0
AND	
WT56 - Intermediate Arc and Gas Welding Lab	1.0
AND	
WT80 - Welding Fabrication	2.0

Total Units	10.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate safe welding and shop practice.
- Set up and operate hand and power tools and manual or semi-automatic welding equipment, such as SMAW, OAW, OAC, OABW, PAC, AAW, CAC.
- Identify and demonstrate weld procedures, manipulative techniques, processes, layout, concepts, and theory to produce welds common to the weld industry.

MIG & TIG Welding Certificate of Recognition

Programs in this field provide general and specific educational opportunities for students seeking careers requiring knowledge of welding techniques and procedures.

Program Requirements

Certificate of Recognition

Program Requirements	10.0 Units
MT52 - Introduction to Metallurgy and Material Science	3.0
AND	
WT53 - Basic Gas and Arc Welding	2.0
AND	
WT54 - General Gas, Braze (emphasis) Welding, and Soldering	2.0
AND	
WT90 - Gas Metal Arc and Gas Tungsten Arc Welding	2.0
AND	
WT91 - Gas Metal Arc and Gas Tungsten Arc Welding Lab	1.0

Total Units	10.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate safe welding and shop practice.
- Set up and operate hand and power tools and manual or semi-automatic welding equipment, such as SMAW, OAW, OAC, OABW, PAC, AAW, MIG, and MAG.
- Identify and demonstrate weld procedures, manipulative techniques, processes, concepts, and theory to produce welds common to the weld industry.

Adult Education

College of the Redwoods Adult Education offers free classes and programs at numerous locations throughout Humboldt and Del Norte Counties. Programs are designed to increase educational attainment and career success by providing the preparation and skills needed for employment, continuing education, and personal growth.

Academic Readiness in Mathematics Certificate of Competency (Noncredit)

A noncredit Certificate of Competency in mathematics. This sequence of noncredit basic mathematics courses serves as a pathway to credit-bearing mathematics courses by providing students with a foundation in arithmetic and pre-algebra. Completion of this certificate also benefits students in other programs or careers where knowledge of fundamental Mathematical concepts is essential for success.

Program Requirements

Certificate of Competency (Noncredit)

Program Requirements	144 Hours
MATH272 - Arithmetic for College Preparation	72 Hours
AND	
MATH276 - Pre-Algebra for College Preparation	72 Hours

Recommended Course Sequence

The following sequence is recommended by program faculty for the most efficient completion of this certificate. Please contact an Academic Advisor with any questions.

Semester 1	
MATH272 - Arithmetic for College Preparation	0.0

Total Units	0.0

Semester 2	
MATH276 - Pre-Algebra for College Preparation	0.0

Total Units	0.0

Program Learning Outcomes

- Demonstrate mathematical skills at an appropriate level for future progression in basic skills mathematics courses.

Career and College Foundations Certificate of Competency (Noncredit)

A noncredit Certificate of Competency to help students successfully transition to college or a new career. This sequence of three courses allows students to explore their options and discover what they need to learn to be successful in reaching their academic or vocational goals. Work and college readiness is developed through instruction in reading and computer literacy to prepare students for further education or a new career.

Program Requirements

Certificate of Competency (Noncredit)

Program Requirements	110-200 Hours
EDUC207 - Getting Started with Computers	32 Hours
AND	
EDUC220 - Career and College Foundations	3-90 Hours
AND	
READ260 - Developing Literacy	75 Hours

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate skills necessary for college or career readiness.

Community English as a Second Language Certificate of Competency (Noncredit)

A noncredit Certificate of Competency providing instruction in community-based English language skills to non-native speakers of English at the beginning level. Students who complete these four courses will be able to communicate about basic needs and common activities in everyday social situations. Reading skills and sentence writing related to survival skills and personal topics are emphasized. Students will learn vocabulary related to career and educational options and practice basic computer skills in English.

Program Requirements

Certificate of Competency (Noncredit)

Program Requirements	0.0 Units
ESL200 - Fundamental English as a Second Language (ESL) - Low Beginning	0.0
AND	

Program Requirements	0.0 Units
ESL201 - Fundamental English as a Second Language (ESL) - High Beginning	0.0
AND	
ESL205 - Fundamental Career and Educational Vocabulary for ESL Students	0.0
AND	
ESL207 - Fundamental Computer Vocabulary for ESL Students	0.0

Total Units	0.0

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate competency in applying commonly used words, phrases, simple learned expressions and questions in familiar contexts for community use.

Community and Career English as a Second Language Certificate of Competency (Noncredit)

A noncredit Certificate of Competency providing instruction in English language skills for personal and vocational use to non-native speakers of English at the intermediate level. This sequence of courses is designed for students who want focused practice on listening, speaking, reading and writing beyond survival skills or common topics. Students who complete these courses will develop practical English skills for both personal and workplace settings with a focus on educational and career goals. Workplace readiness through developing computer competency is also emphasized.

Program Requirements

Certificate of Competency (Noncredit)

Program Requirements	134-204 Hours
ESL210 - Intermediate English as a Second Language (ESL) - Low	0-70 Hours
AND	
ESL211 - Intermediate English as a Second Language (ESL) - High	70 Hours
AND	
ESL215 - Intermediate Career and Education Vocabulary for ESL Students	32 Hours
AND	
ESL217 - Intermediate Computer Vocabulary for ESL Students	32 Hours

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate competency in applying commonly used words, phrases, simple learned expressions and questions in professional contexts for career use.

High School Equivalency Preparation Certificate of Competency (Noncredit)

A noncredit Certificate of Competency for students who want to build skills in the core academic subjects to prepare for a high school equivalency test. This sequence of two courses will provide students with a review of the content at the elementary and secondary level. Content is individualized and based on need.

Program Requirements

Certificate of Competency (Noncredit)

Program Requirements	75-165 Hours
EDUC210 - Adult Basic Education	0-90 Hours
AND	
EDUC225 - High School Equivalency/GED Preparation	75 Hours

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- Identify and apply concepts learned in the core subjects at the secondary level to prepare students for the high school equivalency test.

Successful Veterans in College Certificate of Competency (Noncredit)

A noncredit Certificate of Competency preparing veterans to successfully transition to college life. This sequence of courses enables students to honor their life experiences and convert their military training into lifelong success skills. It will give students the opportunity to explore possible careers based on personal, military and vocational skills, discover veteran-specific support services available on and off campus, and

develop necessary skills to nurture personal and professional development. This certificate provides an entry point for veterans to begin their education and increase their employment options.

Program Requirements

Certificate of Competency (Noncredit)

Program Requirements	72 Hours
GUID275 - Boots to Books	36 Hours
AND	
GUID276 - Roadmap to Resiliency	36 Hours

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate strategies to allow students to pursue and persist in academic pathways from the military to a new career.

Workplace Readiness Certificate of Completion (Noncredit)

A noncredit Certificate of Completion preparing students with essential work readiness skills in order to enter the workforce. This certificate is the first in a series of three certificates providing workforce training. Students will develop skills in core areas including mathematical reasoning, workplace communication, and basic computer Completion. Students will explore career pathways and develop a plan to meet education and career goals. Upon completion, students will earn a certificate that shows that they have the essential skills required for success in the 21st century workplace.

Program Requirements

Certificate of Completion (Noncredit)

Program Requirements	84 Hours
WORK201 - Work Readiness for the 21st Century	60 Hours
AND	
GUID213 - Explore Your Career Options	24 Hours

Recommended Course Sequence

For information about the program length and suggested sequence of courses for this certificate, please see an Academic Advisor.

Program Learning Outcomes

- Demonstrate work readiness skills to gain employment in a selected career.

Workforce & Community Education

The Workforce and Community Education program provides a wide range of educational opportunities throughout Humboldt and Del Norte Counties. Classes, programs, training, and workshops are offered as short-term workforce training and/or lifelong learning opportunities. These fee-based not-for-credit classes are designed to develop professional skills, enhance career opportunities, enrich personal knowledge, as well as promote cultural and academic growth. Most classes can be offered at a CR location, a community location, or a business site.

Customized Training

To remain competitive in today's marketplace, businesses must rely on the continued optimal performance of their most important asset, their employees. College of the Redwoods responds to this immediate need by providing a full range of customized training services that increase the employees' knowledge and skill base. These results translate to a high return on investment in the form of higher employee productivity, time savings, and better quality products. Classes include Microsoft Office trainings in Word, Excel, PowerPoint, Outlook, and Publisher. In addition, we offer , management and conflict resolution skills, customer service, and more. Let us know your needs and we will create the perfect training to suit your business.

Professional Development

Professional Development educational opportunities range from job-related workshops and seminars to full-semester courses. Typical not-for-credit courses include Computer Software Training, Management Skills, Conflict Resolution, Customer Service, and Spanish for the Workplace.

Workforce Training

Workforce Training focuses on increasing the employment related skills of the region's workforce by providing appropriate practical training to present and future employees. These trainings support businesses to grow and compete by providing quality, timely, and relevant training to their employees and job seekers. These classes include customized training arranged with an individual employer or skill building classes that will lead to a job such as Medical Assisting, Truck Driving, Office Specialist, Community and Social Services, Bookkeeping, Auto Body Collision Repair and computer classes. Classes range from several hours to semester long trainings that meet the needs of the community. College of the Redwoods is especially interested in meeting the needs of all businesses, small and large.

CAL FIRE Trainings

College of the Redwoods offers two types of CAL FIRE trainings: Incident Safety Awareness for Hired Vendors and Wildland Fire School. The Incident Safety Awareness class is for Bulldozer operators, water tenders, crew bus drivers, vehicle drivers and mechanics who have a CalFire/USFS agreement or contract requiring annual safety training to be eligible for contracts for the entire upcoming fire season. These classes are offered from early March to early April throughout Humboldt County. The Wildland Fire School is offered at the Del Norte campus during Spring Break. The class includes the following certificates: L180 - Human Factors in the Wildland Fire Service; S190- Introduction to Wild Fire Behavior; S130 - Firefighter Training; and all training needed for applying to the federal government as a firefighter. Additional homework assignments will include IS-700 (Introduction to National Incident Management System) and ICS-100 (Introduction to Incident Command System). Students 15 years old and older are encouraged to attend with a signed Activity Waiver Form by a parent or guardian.

Truck Driving

This program provides training and a background for most truck driving jobs. It involves 45 hours of lecture and 45 hours of driving and 45 hours of observation time. Topics include gauges and instruments, safety, shift patterns for various transmissions, brake systems and adjustment. Students also receive "S" CAM Brake Certification. Through a partnership with a local log truck company, students will have the option to participate in a 10 – 14 hour observation day in a log truck. Upon successful completion of the course, students receive a certificate and will be accompanied to the DMV for their CDL Class A License driven test in our 2018 Peterbilt Truck.

Real Estate

Training approved to meet the requirements to sit for the California Real Estate License examination. Classes are offered through either a distance learning program, which is completed at home with no classroom attendance, or through in-person classes. Additional workshops are also available. *(Department of Real Estate ID#S0086)*

Health Care

Certain not-for-credit health care classes are available, such as Phlebotomy, Pharmacy Technician, Certified Medical Assistant, Medical Coding and Billing, Injections, Venipuncture and IV Therapy for medical assistants, CNA's, and LVN's under the supervision of a Physician. EMT refresher courses and CPR trainings are also offered.

Personal Enrichment

Class offerings may include subjects such as art, computers, consumer issues, self-improvement, home and garden, health and wellness, and conversational languages. Personal Enrichment classes may be offered during the day, evening, and/or weekend.

Registration

Registration is available by phone, mail, fax, or in person. Visit our website for more information about registration: www.redwoods.edu/communityed/Register-for-Classes or call our office at 707-476-4500.

Visit www.redwoods.edu/communityed for the current class schedule.

Courses

Addiction Studies [ADCT]

ADCT10: Introduction to Addiction Studies

3.0 Units / LEC

Examination of use, abuse and addiction with alcohol and other psychoactive drugs. Includes drug classifications, mental and physical effects and effects on community and society. Course will include physiology, pharmacology, treatment, prevention and enforcement.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Identify drug classifications, stages of use and effects of drugs on the individual and society.

Articulate the principles of prevention, treatment, 12-Step programs, enforcement and harm reduction in addressing substance use and abuse

Analyze historical themes of drug use and synthesize that information with current scientific knowledge to address individual and societal problems of substance abuse.

ADCT11: Pharmacology and Physiology of Addiction

3.0 Units / LEC

An overview of the pharmacological and physiological actions and effects of alcohol and other drugs on the various systems of the body. Course work examines how the body develops tolerance to drugs and how cycles of drug use and dependence develop. Also explored is the impact of drug use/abuse upon families and society.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in ADCT11

Co-requisite: A course that must be completely concurrently with ADCT11

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ADCT11, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Describe the structure and operation of the nervous system and other organs of the body and how psychoactive substances effect the operation of these systems.

Analyze the behavioral, psychological, physical health and social effects of psychoactive substances on the person using and their significant others.

Evaluate warning signs, symptoms, and the course of substance use disorders.

ADCT 12: Substance Abuse: Law, Prevention, Treatment & Ethics

3.0 Units / LEC

An examination of the historical and legal parameters that support a broad array of evidence-based substance abuse prevention and treatment programs, with an emphasis on the legal, cultural and ethical standards that guide multidisciplinary teams and cross-agency interactions

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in ADCT12

Co-requisite: A course that must be completely concurrently with ADCT12

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ADCT12, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Describe the cultural and historical contexts of addiction, including the relationships between economics, politics, substance abuse and treatment.

Analyze risk and resiliency factors that characterize individual and group patterns of substance abuse.

Identify and explain the continuum of care and resources available to clients and their families.

ADCT15: Introduction to Counseling Skills

3.0 Units / LEC-LAB

A presentation of the theoretical concepts of counseling for individuals, families, and groups. Processed role-play help student to develop effective core counseling skills. Personal values, ethical, legal, and crisis intervention issues are also addressed.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: ADCT10 - Introduction to Addiction Studies

AND

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in ADCT15

Co-requisite: A course that must be completely concurrently with ADCT15

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ADCT15, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Engage other students (clients) in developing basic life skills, establishing goals and encouraging beneficial actions in their achievement.

Individualize counseling strategies selected from appropriate models to facilitate client knowledge and attitudes to maintain treatment and prevent relapse.

Facilitate individual and group sessions utilizing concepts and techniques learned in class and lab sessions.

Adhere to established code of ethics to maintain professional standards and safeguard clients and classmates

ADCT 16: Addiction and the Family System

3.0 Units / LEC

An exploration of family and community systems and their relationship to individual development from childhood to adulthood, emphasizing intervention to interrupt addictive family patterns.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: ADCT10 - Introduction to Addiction Studies

AND

Advisory: ENGL150 - Precollegiate Reading and Writing

OR

Co-Requisite: ADCT10 - Introduction to Addiction Studies

AND

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in ADCT16

Co-requisite: A course that must be completely concurrently with ADCT16

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ADCT16, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Describe family engagement in treatment using appropriate models of diagnosis and intervention.

Assess and integrate strategies and behaviors to sustain healthy relationships.

Differentiate crisis situations from ingrained patterns.

ADCT 17: Field Placement Seminar II

2.0 Units / LEC

A seminar focused on discussing the students' experiences in their supervised occupational work experience in ADCT 42. This course provides advanced ADCT certificate candidates the opportunity to analyze and integrate their practical work experiences in ADCT 42 through study, dialogue, and technique demonstration. Note: This is a capstone course intended for students in their final semester of course work in addiction studies.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: ADCT15 - Introduction to Counseling Skills

AND

Prerequisite: ADCT38 - Field Placement Seminar I

AND

Advisory: ENGL150 - Precollegiate Reading and Writing

AND

Advisory: SOC34 - Introduction to Social Work

AND

Prerequisite: SOC42 - Supervised Occupational Work Experience I

AND

Co-Requisite: ADCT42 - Supervised Occupational Work Experience II
Definitions:
Prerequisite: A course that must be completed before enrolling in ADCT17
Co-requisite: A course that must be completely concurrently with ADCT17
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ADCT17, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Participate in class discussions about students' field work experience
Compare and contrast agency mission, policies and procedures.
Identify their individualized interests and desires for employment after graduation.

ADCT18: Co-Occurring Disorders: Addictions and Mental Health

3.0 Units / LEC
An examination of the special issues involved in the etiology, treatment and prevention of all types of substance use disorders and process addictions among people with co-occurring disorders, with special concerns unique to that population.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ADCT10 - Introduction to Addiction Studies
OR
Co-Requisite: ADCT10 - Introduction to Addiction Studies
Definitions:
Prerequisite: A course that must be completed before enrolling in ADCT18
Co-requisite: A course that must be completely concurrently with ADCT18
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ADCT18, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Describe the different mental health diagnoses and analyze the interaction between various disorders and substance use.
2. Describe and analyze effective trauma informed co-occurring treatment approaches.
3. Identify co-occurring disorders and develop and synthesize appropriate treatment plans incorporating the identified addiction.

ADCT19: Addictions and Diverse Populations

3.0 Units / LEC
An examination of the special issues involved in the etiology, treatment and prevention of all types of substance use disorders and process addictions among specific populations of high-risk groups, with special concerns or problems unique to that population.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ADCT10 - Introduction to Addiction Studies
OR
Co-Requisite: ADCT10 - Introduction to Addiction Studies
Definitions:
Prerequisite: A course that must be completed before enrolling in ADCT19
Co-requisite: A course that must be completely concurrently with ADCT19
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ADCT19, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Describe the differences among special populations and analyze the physiological, social, economic and psychological characteristics of these groups that may impact appropriate treatment approaches.
2. Describe and analyze effective culturally-informed treatment programs.
3. Compare and analyze the effectiveness of the various models of outreach and prevention as they relate to the various special populations.

ADCT38: Field Placement Seminar I

2.0 Units / LEC
A focused exploration of case studies utilizing social work theory, emphasizing the development of social work skills, the principles of agency organization, and the nature of community social needs and problems.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL1A - College Composition
AND
Prerequisite: SOC34 - Introduction to Social Work
AND
Co-Requisite: SOC42 - Supervised Occupational Work Experience I
OR
Advisory: ENGL1A - College Composition
AND
Co-Requisite: SOC34 - Introduction to Social Work
AND
Co-Requisite: SOC42 - Supervised Occupational Work Experience I
Definitions:
Prerequisite: A course that must be completed before enrolling in ADCT38
Co-requisite: A course that must be completely concurrently with ADCT38
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ADCT38, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Compare and contrast the structure, function and population served of several social service agencies
Identify and describe the "professional role" of the social worker within various social work fields of practice.
Interpret and analyze case studies by applying Social Work Theory.

ADCT42: Supervised Occupational Work Experience II

2.5 Units
Individualized supervised work experience in an approved addictions treatment services agency. Work experience will provide advanced ADCT candidates with the opportunity to apply previous ADCT learning to practical work experience through dialogue, as well as skill and technique demonstrations. Note: This is a capstone course intended for students in their final semester of course work in addiction studies. Field trips are required and the college does not provide transportation. The student, with assistance from the instructor, is responsible for locating and arranging for the contracts with the agency to complete the 135 hours.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ADCT15 - Introduction to Counseling Skills
AND
Co-Requisite: ADCT17 - Field Placement Seminar II
AND
Prerequisite: ADCT38 - Field Placement Seminar I
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
AND
Advisory: SOC34 - Introduction to Social Work
Definitions:
Prerequisite: A course that must be completed before enrolling in ADCT42
Co-requisite: A course that must be completely concurrently with ADCT42
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ADCT42, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Perform comprehensive client intake.
Plan and prioritize treatment in collaboration with supervisor, client and significant others to formulate mutually agreed upon measureable goals and objectives.
Implement treatment plans while respecting confidentiality and following administrative procedures.
Document client and family contacts, progress, change and relapse prevention.

ADCT210: Understanding Drug/ Alcohol Abuse and Treatments

0.0 Units
A course designed to create an understanding of drug and alcohol abuse from a sociological and physiological perspective. Students will learn about various aspects of recovery and the recovery process. Topics will include: treatments, detox processes, support groups, and post-recovery issues.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Identify the recovery road maps and various treatment options to clean and sober living.
Explain the detoxification process and how to utilize treatment and support groups.
Identify community resources for recovery and how to incorporate them into a sober lifestyle

Administration of

Justice [AJ]

AJ1: Introduction to Administration of Justice

3.0 Units / LEC

An introductory course about the criminal justice system. Topics include the operation of the criminal justice system, the roles of criminal justice agents in the system and their relationship with the general public; concepts of crime causation, punishment and rehabilitation; ethics; and education for workers in the criminal justice system.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in AJ1

Co-requisite: A course that must be completely concurrently with AJ1

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AJ1, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Explain what the three components of the adult criminal justice and juvenile justice systems are, how the two systems differ from each other, their roles in society, and how they work in practice.

Using statistics and crime victimization studies, explain several major theories of crime causation which deal with both adults and juveniles.

Analyze major issues confronting the criminal justice system; e.g., claims of excessive use of force against criminal suspects, prison overcrowding, racial profiling by police, the overall effectiveness of the criminal justice system.

AJ3: Introduction to Corrections

3.0 Units / LEC

An introductory course of the field of corrections. Topics include: historical development; current concepts and practices; explanations of criminal behavior; functions and objectives of the criminal justice system concerned with institutional, probation, and parole processes as they modify the offender's behavior; survey of professional career opportunities in public and private agencies.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in AJ3

Co-requisite: A course that must be completely concurrently with AJ3

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AJ3, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Chart the history of the changing philosophies (i.e. rehabilitation v. punishment) which govern the operation of American correctional systems.

Analyze the major contemporary issues facing corrections.

Explain how the various sociological theories of institutionalization affect the operation of modern penal systems.

Identify the legal, political, and social constraints affecting the operation of the corrections component of the criminal justice system.

Apply the various criminal case sentencing models to case scenarios.

AJ4: Criminal Law

4.0 Units / LEC

An overview of the development of the criminal law. Topics include: historical development, philosophy of law and constitutional provisions; definitions, classifications of crimes and legal defenses and their applications to the system of administration of justice; legal research, review of case law methodology and concepts of law as a social force.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in AJ4

Co-requisite: A course that must be completely concurrently with AJ4

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AJ4, unless they already have the knowledge and skills covered.

Student Learning Outcomes

List the elements of each crime and defenses studied under the English Common Law and modern state or federal law and compare the differences between the Common Law and modern state or federal law.

Research and explain case law decisions which analyze selected criminal statutes, which include defenses to such crimes.

Apply selected criminal laws to written word-picture scenarios and other hypothetical situations, and determine whether or not crimes have been committed and whether any defenses to those crimes exist

Apply past or current social, historical and political trends to a given set of behaviors (active or passive) to determine why such behavior has been determined to be criminal or not.

AJ6: Criminal Evidence

4.0 Units / LEC

A course designed to provide students a working knowledge of evidence and case law relating to the admission of evidence in legal proceedings. Topics include the following: Origin, development, philosophy, and constitutional basis of evidence; constitutional, statutory, and procedural considerations which affect the admissibility of evidence; kinds and degrees of evidence; and case studies viewed from the conceptual level.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: AJ4 - Criminal Law

AND

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in AJ6

Co-requisite: A course that must be completely concurrently with AJ6

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AJ6, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Classify a given piece of evidence, e.g. direct, circumstantial, real, demonstrative, hearsay, etc.

Analyze court decisions to extract the legal rules contained therein concerning the general admissibility of evidence, and more specifically evidence subject to the rules of discovery and the exclusionary rule.

Analyze a word-picture scenario and apply the rules of evidence and court decisions to determine whether the evidence in question would be admissible in court.

AJ7: Current Issues in Criminal Justice

3.0 Units / LEC

A study of current issues facing the criminal justice system. Such issues include police use of force, unlawful discrimination, capital punishment, mandatory sentencing laws, militarization of policing, crime prevention strategies, and juvenile delinquency and gang crime.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: AJ1 - Introduction to Administration of Justice

AND

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in AJ7

Co-requisite: A course that must be completely concurrently with AJ7

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AJ7, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Articulate a number of emerging issues (including crime-fighting strategies) facing the criminal justice system today.

Identify the diverse cultural, racial, and ethnic populations of the United States and recognize their perceptions as to the fairness of the criminal justice system.

Articulate the arguments as to the effectiveness of various crime-fighting strategies adopted by the criminal justice system.

Identify the limitations society imposes upon how the criminal justice system operates as to issues covered in this course.

AJ8: Criminal Investigation

3.0 Units / LEC

A survey of the basic principles of criminal investigations. Topics include the fundamentals of investigation; techniques of crime scene searches; the collection and preservation of physical evidence; sources of information, interview and interrogation; and follow-up investigations.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in AJ8

Co-requisite: A course that must be completely concurrently with AJ8

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AJ8, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Describe the basic steps in conducting a criminal investigation, including managing a crime scene

Evaluate the legal aspects of witness and suspect interviews, identifications, searches and seizures, evidence preservation, and other investigatory tools.

Formulate the basic steps in preparing for an interview or an interrogation in conducting a criminal investigation.

Analyze the role of various expert witnesses that can assist in a criminal investigation.

AJ10: Juvenile Justice

3.0 Units / LEC

A survey of the history and operation of the juvenile justice system and its component parts. Among the topics to be studied are the classes of juvenile offenders and victims, diversion programs, theories of juvenile behavior; the juvenile justice process, and a comparison of the adult and juvenile justice systems.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in AJ10

Co-requisite: A course that must be completely concurrently with AJ10

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AJ10, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Chart the procedures in the juvenile justice system from the point of police contact through the court and correctional systems.

Describe various psychological, social and familial forces that contribute to delinquent and pre-delinquent behavior.

Analyze case scenarios and determine the most appropriate disposition of the case, whether diversion, incarceration, mental health treatment, formal delinquency, status offence, dependency proceedings, or a combination of these or other options.

Compare the various diversion programs and related alternatives to the formal system that are operated by justice system agencies and community organizations.

Analyze the differences in the legal rights of juveniles and adults in the criminal justice system.

AJ81: Basic Law Enforcement Academy Module III

8.0 Units / LEC-LAB

Entry level training in law enforcement. This course is designed to meet the state mandated POST training requirements for the Basic Peace Officer Level III modular training course. Students completing this course will have met all the training requirements for Reserve Officer Level III, or the first of three classes required for full-time Peace Officer. The course also satisfies the arrest and firearms training requirement specified in Penal Code Section 832. The overall course is highly structured and paramilitary in nature. Note: Before enrolling, students must pass: 1. The POST pre-entry English skills assessment exam with a score of T-42 or above. (May be waived if hired by California law enforcement agency prior to Academy). 2. A medical exam by a licensed physician or similar medical professional. 3. A criminal history records check (fingerprinting) pursuant to the California Penal Code. This must be completed and the results obtained before the first day of class. 4. A DMV printout of the student's driving record. 5. A basic physical fitness test by running 1.5 miles in under 17 minutes, completing 25 situps in one minute or less and 20 pushups (straight leg) in one minute or less.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in AJ81

Co-requisite: A course that must be completely concurrently with AJ81

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AJ81, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Demonstrate proper arrest and control techniques.

Analyze crime scenarios and apply applicable law to determine if a violation of law has occurred, especially in Laws of Arrest, Search and Seizure and Use of Force

Demonstrate a minimum level of proficiency of handgun usage.

Demonstrate proficiency in basic First Aid and CPR.

AJ82: Basic Law Enforcement Academy Module II

8.5 Units / LEC-LAB

Level II Reserve Officer Training. This course is designed to meet the state mandated POST training requirements for the Basic Peace Officer Module II modular training course. Students completing this course will have met all the training requirements for Reserve Officer Level II, or the second of three classes required for full-time Peace Officer. The overall environment is highly structured and paramilitary in nature. Note: Before enrolling, students must pass: 1. The POST pre-entry English skills assessment exam with a score of T-42 or above. (May be waived if hired by California law enforcement agency prior to Academy). 2. A medical exam by a licensed physician or similar medical professional. 3. A criminal history records check (fingerprinting) pursuant to the California Penal Code. This must be completed and the results obtained before the first day of class. 4. A DMV printout of the student's driving record. 5. A basic physical fitness test by running 1.5 miles in under 17 minutes, completing 25 situps in one minute or less and 20 pushups (straight leg) in one minute or less.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: AJ81 - Basic Law Enforcement Academy Module III

AND

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in AJ82

Co-requisite: A course that must be completely concurrently with AJ82

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AJ82, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Demonstrate proper arrest and control techniques.

Analyze crime scenarios and apply applicable law to determine if a violation of law has occurred.

Demonstrate understanding of current court decisions and how they affect law enforcement procedures (e.g., Miranda Rights).

Demonstrate a minimum level of proficiency of handgun usage in both night and day conditions.

AJ83: Basic Law Enforcement Academy Module I

16.0 Units / LEC-LAB

Final of three parts leading to completion of the POST Basic Law Enforcement Academy. Students completing this module may be appointed as either full-time peace officers or Level I reserve officers. The overall course is highly structured and paramilitary in nature. Note: Before enrolling, students must pass: 1. The POST pre-entry English skills assessment exam with a score of T-42 or above. (May be waived if hired by California law enforcement agency prior to Academy). 2. A medical exam by a licensed physician or similar medical professional. 3. A criminal history records check (fingerprinting) pursuant to the California Penal Code. This must be completed and the results obtained before the first day of class. 4. A DMV printout of the student's driving record. 5. A basic physical fitness test by running 1.5 miles in under 17 minutes, completing 25 situps in one minute or less and 20 pushups (straight leg) in one minute or less.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: AJ82 - Basic Law Enforcement Academy Module II

Definitions:

Prerequisite: A course that must be completed before enrolling in AJ83
Co-requisite: A course that must be completely concurrently with AJ83
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AJ83, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Analyze case scenarios, collected evidence, and basic law enforcement simulations and apply available investigative techniques in order to determine appropriate response.
2. Demonstrate adequate physical fitness and motor skills necessary to pursue a career in law enforcement.
3. Compose incident reports and memoranda in concise and clear English.

AJ100: Mandated Training

0.5 Units
A POST-approved perishable skills course for active full-time peace officers or active reserve peace officers who are currently employed by a law enforcement agency. This course covers tactical firearms, driver training/awareness, arrest and control, as well as various short courses mandated by the legislature. Peace officers are required to have this training every two years. This course meets the POST Continuing Professional Training (CPT) requirements. Note: Course is repeatable per Title 5 §55040(b)(8)
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Prerequisite: AJ83 - Basic Law Enforcement Academy Module I
Definitions:
Prerequisite: A course that must be completed before enrolling in AJ100
Co-requisite: A course that must be completely concurrently with AJ100
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AJ100, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate a minimum standard of tactical handgun proficiency with every technique, exercise, or course-of-fire used in instruction.
Demonstrate a minimum standard of arrest and control skills with every technique and exercise used in instruction.
Demonstrate a minimum standard of Driver Training/Awareness psychomotor skills with every technique and exercise used in instruction.
Demonstrate knowledge of the definitions of racial profiling and racial diversity and how these issues affect the community.

AJ101: Active Shooter Response

0.5 Units / LEC
Response to active shooter situations. This course is designed to train multi-discipline first responders on current response methods by studying previous situations, learning how those were handled, and applying the lessons learned to staged events.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Demonstrate ability to work in a small team setting searching a building for an active shooter.
Demonstrate actions to take when confronted with an active shooter while dealing with victims and the public.

AJ103: Radar Operator

1.0 Units / LEC
Operation of the police radar. Students will identify the purpose of radar within law enforcement, as related to its history, application, laws, and principles of speed enforcement. Additionally, students will develop the skills, knowledge and abilities necessary to conduct visual estimations of vehicle speed accurately, and assemble, test, and operate a radar unit in support of visual speed estimations. Course complies with all content requirements per California Vehicle Code Section 40802.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Identify the purpose of radar within law enforcement.
Demonstrate ability to conduct visual estimations of vehicle speed accurately.
Operates police radar properly including pre-use inspection.

AJ105: Probation Firearms

2.0 Units / LEC-LAB
An intermediate-level course designed for probation officers who are going to be armed with a handgun in the performance of their job. The course covers use of force; working in a coordinated team with law enforcement; concealment, cover and shooting positions; night shooting; role of the back-up officer; shotgun and rifle familiarization and a review of policies. Note: Must be employed as a probation officer whose job will involve carrying a firearm.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Prerequisite: AJ190F - PC 832 Firearms
Definitions:
Prerequisite: A course that must be completed before enrolling in AJ105
Co-requisite: A course that must be completely concurrently with AJ105
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AJ105, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply case law, department policy, and state/federal law properly to use of force situations. (Lecture)
Demonstrate the basics of combat handgun shooting, including proper grip, stance, sight alignment, and trigger control. (Lab)
Demonstrate a minimum level of proficiency with the duty weapon in both day and nighttime shooting situations. (Lab)

AJ106: Field Training Officer Update

1.0 Units / LEC-LAB
A course which satisfies California POST mandates for the tri-annual re-certification of Field Training Officers. Topics include Legal Issues, Contemporary Learning, Teaching Skills, Leadership, Ethics and Professionalism, Remediation Testing/Scenarios, Trainee Termination, Evaluation Documentation, and Report Writing.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Identify the effect(s) of identified ethical issues on the FTO/Trainee relationship.
Contrast the difference between training and evaluation, and recognize how both compliment each other in a successful field training program.
Comprehend current trends in personal and agency civil liability.

AJ107: Basic Traffic Collision Investigation

2.0 Units / LEC
A P.O.S.T. certified course designed to provide the student with skills and knowledge to properly investigate and document traffic collisions. The course completes peace officer requirements to write traffic collision-related notices of violations based on reasonable cause per California Vehicle Code Section 40600.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Demonstrate concepts of collision scene measurement and diagramming.
Demonstrate ability to interview and take appropriate notes to record drivers/witnesses statements.
Prepare a traffic collision scene investigation report following approved guidelines.

AJ108: Field Training Officer

2.0 Units / LEC
A course which satisfies California POST and legislative mandates for the training of Field Training Officers. Topics include Legal Issues, Contemporary Learning, Teaching Skills, Leadership, Ethics and Professionalism, Remediation Testing/Scenarios, Trainee Termination, Evaluation Documentation, and Report Writing.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Identify the effect(s) of identified ethical issues on the FTO/Trainee relationship.
Contrast the difference between training and evaluation, and recognize how both compliment each other in a successful field training program.
Comprehend current trends in personal and agency civil liability.
Summarize various forms of harassment and discrimination in the workplace.

AJ170: Public Safety Dispatcher Basic Course

5.5 Units / LEC-LAB
A training course certified by the California Commission on Peace Officers Standards and Training (POST) designed to meet the statutory basic training requirements for employment as a dispatcher for a public safety (law enforcement) agency.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Demonstrate an understanding of acceptable telecommunications (computer and telephone)

procedures involved in handling emergency and non-emergency calls.
Assess the emergency nature of calls and prioritize them using departmental policies and procedures.
Explain general community resources available to callers based on the nature of the call.

AJ190F: PC 832 Firearms

0.5 Units / LEC
A course which fulfills the minimum firearms requirement for the California Commission on Peace Officer Standards & Training (POST) PC 832. This is a standardized course and is certified by POST. Note: Under state law, students must pass a California Department of Justice fingerprint check before using a handgun or participating in the course.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Demonstrate the techniques associated with the safe handling of ammunition and firearms, whether loaded or not.
List the nomenclature of handguns.
Demonstrate a minimum level of proficiency of handgun usage.

AJ190S: PC 832 Arrest & Control

1.5 Units / LEC-LAB
A course which fulfills the minimum arrest and control training requirements of the California Commission on Peace Officer Standards & Training (POST) for PC 832. This standardized course is certified by POST. Note: By POST rules, a student may only miss 5% of the total hours to pass the course.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Describe and demonstrate the role and responsibilities of a peace officer in the State of California.
Describe the role of arrest in the criminal justice system.

Agriculture [AG]

AG3: Introduction to Animal Science (with Lab)

3.0 Units / LEC-LAB
A scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. Emphasis on the origin, characteristics, adaptations and contributions of livestock to the modern agriculture industry.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in AG3
Co-requisite: A course that must be completely concurrently with AG3
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG3, unless they already have the knowledge and skills covered.
Student Learning Outcomes
(Lecture) Discuss economic and ethical implications of modern technologies such as cloning and genetic modification in farm animal management.
(Lecture) Explain the effect of animal agriculture practices on local and global human food supply.
(Lab) Use appropriate procedures, tools and equipment in basic care, breeding, slaughter, processing and marketing.
(Lab) Identify farm animal types and breeds and outline standard husbandry practices for each.

AG5: Introduction to Animal Science

3.0 Units / LEC
A scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. Emphasis on the origin, characteristics, adaptations and contributions of livestock to the modern agriculture industry.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in AG5
Co-requisite: A course that must be completely concurrently with AG5
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG5, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify and discuss current issues affecting animal agriculture.
Analyze genetic change through artificial/natural selection.
Explain basic strategies for disease control, prevention and management.

AG7: Livestock Feeding and Nutrition

3.0 Units / LEC-LAB
The science of animal nutrition; the fundamentals of digestion and absorption in both ruminants and non-ruminants are discussed. The nutritive value of feedstuffs as they relate to the formulation of livestock rations will be emphasized. Laboratory required.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in AG7
Co-requisite: A course that must be completely concurrently with AG7
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG7, unless they already have the knowledge and skills covered.
Student Learning Outcomes
(LEC) Identify the role of livestock feeding and its part in human nutrition
(LEC) Identify various primary and by-product feeds, forms and processing techniques.
(LAB) Apply changing nutritional requirements based upon animal physiological development.
(LAB) Formulate livestock rations with economic feasibility.

AG15: Landscape Maintenance

3.0 Units / LEC-LAB
A course studying the function and aesthetic value of public and private landscapes by applying appropriate maintenance techniques. Topics include planting, pruning, watering, soil fertility, pest management, weed control, and landscape maintenance business practices.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in AG15
Co-requisite: A course that must be completely concurrently with AG15
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG15, unless they already have the knowledge and skills covered.
Student Learning Outcomes
(LEC) Identify, maintain, and describe the use of various hand tools.
(LEC) Describe basic pruning systems applied to shade trees, shrubs, vines, perennials, roses and fruit trees.
(LEC) Identify common landscape weeds and recommend control measures.
(LAB) Demonstrate pruning techniques on a variety of landscape plants.
(LAB) Identify the parts of an irrigation system and make basic repairs and adjustments.

AG17: Introduction to Soil Science

3.0 Units / LEC-LAB
The study of soil physical, chemical and biological properties. Soil classification, derivation, use, function and management including erosion, moisture retention, structure, cultivation, organic matter and microbiology. Laboratory topics include soil type, classification, soil reaction, soil fertility and physical properties of soil. Laboratory required.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed

before enrolling in AG17
Co-requisite: A course that must be completely concurrently with AG17
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG17, unless they already have the knowledge and skills covered.
Student Learning Outcomes
(LEC) Evaluate parent rocks and other soil forming processes influences on local and global soils.
(LEC) Discuss and understand the importance of essential plant nutrients.
(LAB) Demonstrate and determine soil physical properties.
(LAB) Analyze a soil's water holding capacity, water available to the plant, properties and movement of water in soil.

AG21: Plant Propagation/ Production

3.0 Units / LEC-LAB
Plant propagation and production practices with emphasis on nursery operations including sexual and asexual reproduction, planting, transplanting, fertilizing, plant pest and disease control; structures and site layout; preparation and use of propagating and planting mediums; use and maintenance of common tools and equipment; regulations pertaining to plant production. Laboratory required.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Describe the principles of plant reproduction, sexual and asexual. (Lec)
Identify, select, use, and maintain common propagation parent stock, nursery tools and equipment. (Lec/Lab)
Demonstrate the ability to grow plants from propagation to salable size. (Lab)
Exhibit the personal skills (attitude, work habits, etc.) for successful employment in the wholesale nursery business. (Lab)

AG22: Sustainable Vegetable Production

3.0 Units / LEC-LAB
A course which studies sustainable vegetable production, and which also covers the botany, cultural production, harvesting, processing, growth characteristics, fertility, pests, and marketing of the major warm season and cool season vegetable crops grown in California, especially those of local importance. The commercial scale of vegetable production and sustainable practices are emphasized. Laboratory required.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Explain the differences between cool and warm season vegetables. (LEC)
Detail the production of specific vegetable crops. (LEC)
Describe the proper techniques of seeding, transplanting, and cultivation of vegetables. (LAB)
Identify the edible parts of various vegetable crops at different growth stages. (LAB)

AG23: Introduction to Plant Science

3.0 Units / LEC-LAB
Introduction to plant science including structure, growth processes, propagation, physiology, growth media, biological competitors, and post-harvest factors of food, fiber, and ornamental plants. Laboratory required.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL-150 -
Definitions:
Prerequisite: A course that must be completed before enrolling in AG23
Co-requisite: A course that must be completely concurrently with AG23
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG23, unless they already have the knowledge and skills covered.
Student Learning Outcomes
(Lecture) Describe sexual and asexual reproduction in higher plants.
(Lecture) Explain photosynthesis, respiration and translocation in higher plants.
(Laboratory) Analyze the structural components of higher plants.
(Laboratory) Explain the standard plant propagation methods.

AG25: Landscape Construction and Installation

3.0 Units / LEC-LAB
A course which studies the fundamentals of landscape construction, which includes soil preparation, paving and construction materials, hand and power tool use, turf and plant installation, plan reading, estimating, and bid preparation. This course also covers local codes, state requirements, and new technologies.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in AG25
Co-requisite: A course that must be completely concurrently with AG25
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG25, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify landscape professions and summarize licensing requirements. (LEC)
List the steps of water feature installation. (LEC)
Select appropriate tools to construct masonry and concrete projects. (LAB)
Demonstrate proper shrub and tree planting methods, including staking systems. (LAB)

AG27: Nursery Practices

3.0 Units / LEC-LAB
A course of study of the production and cultural care of commercial container grown and field grown nursery operations. Among the topics covered are: crop scheduling, growing media, watering, fertilization, lighting, pests, temperature control, post harvest handling, marketing and sales.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in AG27
Co-requisite: A course that must be completely concurrently with AG27
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG27, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Compare and contrast old and new nursery industry practices to assess changes and advances. (LEC)
Identify basic marketing strategies used in the nursery industry. (LEC)
Apply proper cultural practices and grow nursery crops. Practices include: planting and potting up, scheduling crops, soil mixes and pasteurization, fertilizing and calculations , pest control, pinching, pruning, shaping and watering. (LAB)

AG30: Introduction to Agriculture Business

3.0 Units / LEC
Provides a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; management principles encountered in the day to day operation of an agricultural enterprise as they relate to the decision making process.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL-102 -
OR
Advisory: ENGL-150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in AG30
Co-requisite: A course that must be completely concurrently with AG30
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG30, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Explain how economic principles relate to commodity marketing subsectors in agriculture
Analyze and describe agricultural business organi-

zational structures including; sole proprietorships, partnerships, corporations, franchises, and cooperatives.
Identify the role of the agricultural manager.

AG32: Agriculture Economics

3.0 Units / LEC
The place of agriculture and farming in the economic system; basic economic concepts, and problems of agriculture; pricing and marketing problems, factors of production; and state and federal farm programs affecting the farmer's economic position.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
AND
Advisory: MATH380 - Elementary Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in AG32
Co-requisite: A course that must be completely concurrently with AG32
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG32, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Compare and contrast the role of agriculture in the economic structure of the state, country and world.
Analyze different economic systems.
Define the laws of supply and demand.

AG33: Agriculture, Environment and Society

3.0 Units / LEC
A course covering the sociology of agriculture presented through an examination of relationships between societies and their environments, economics, and agriculture. Emphasis will be on the analysis of agriculture's use of technology and the corresponding impact on the environment, economy and society.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: AG-63 -
AND
Advisory: ENGL-102 -
AND
Advisory: ENGL-150 -
AND
Advisory: MATH-380 -
Definitions:
Prerequisite: A course that must be completed before enrolling in AG33
Co-requisite: A course that must be completely concurrently with AG33
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG33, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Assess the significance of biotechnology in providing a full or partial solution in addressing food supply and environmental challenges, and appraise the risks in utilizing biotechnology for these purposes.
Analyze and identify the global impacts of agriculture industrialization, corporatization and globalization of food production.
Analyze current socio-political and ethical issues in agriculture.

AG42: Agriculture Work Experience

1.0 - 3.0 Units
A course designed to assist students in planning and accomplishing meaningful learning objectives relevant to work experience in the field of agriculture. To participate in this course the student's job must be related to their career goals or college course work. Variable 1 to 3 units based upon 60-225 total work lab hours per semester. Note: During fall and spring, students must be enrolled in at least 7 units (including CWE) to enroll in CWE. If enrolling in the summer, student must have been enrolled in at least 12 units (including CWE) in the previous spring semester. Students must take primary responsibility in finding a work experience opportunity and are strongly advised to find such an opportunity before enrolling in the class. Some employers or programs may require fingerprinting, drug testing, and/or background checks. Students should be advised that a maxmum of 9 units can be applied toward a degree. Students may enroll a total of 3 times (repeatable twice). Variable 1 to 3 units, based on 60-225 work lab hours per semester.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Successfully complete objectives that are site specific and related to career goals or degree/certificate requirements.
Demonstrate job retention skills identified as critical by an employer or supervisor.

AG43: Introduction to Agriculture

2.0 Units / LEC
An introductory course in agriculture career opportunities and job requirements in agriculture business, animal science, and plant science. Students will learn how to prepare documents necessary for employment and get hands on experience in specific careers.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Analyze the various sectors in agriculture and the education and experience required for specific careers within them.
Identify local, state, and national employment opportunities within each agricultural sector.
Describe the basic attributes needed to be a successful employee.

AG44A: Agriculture Leadership I

1.0 Units
A course designed to develop introductory-level leadership skills."Hands-on" techniques will be used to facilitate problem solving, cooperative work ethics, developing initiative, managing and organizing information, flexible thinking and effective questioning. Participants will gain practical experience in conducting group business.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Participate in group activities, utilizing a consensus process and cooperation.
Identify roles within a group as they pertain to coordination planning of an activity.
Use parliamentary procedure according to Robert's Rules of Order.

AG44B: Agriculture Leadership II

1.0 Units
A course designed to develop advanced-level leadership skills."Hands-on" techniques will be used to facilitate problem solving, cooperative work ethics, developing initiative, managing and organizing information, flexible thinking and effective questioning. Participants will gain practical experience in conducting group business.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: AG44A - Agriculture Leadership I
Definitions:
Prerequisite: A course that must be completed before enrolling in AG44B
Co-requisite: A course that must be completely concurrently with AG44B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG44B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Initiate and organize group activities, utilizing a consensus process and cooperation.
Take on advanced leadership roles within a group as they pertain to coordination and planning of an activity or event.
Prepare a follow-up report on an activity including financial evaluations.

AG44C: Agriculture Leadership III

1.0 Units
A course designed to develop advanced-level leadership skills. "Hands-on" techniques will be used to facilitate problem solving, cooperative work ethics, developing initiative, managing and organizing information and participating in business meetings. Participants will gain practical experience in organizing and conducting group activities.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: AG44B - Agriculture Leadership II
Definitions:
Prerequisite: A course that must be completed before enrolling in AG44C
Co-requisite: A course that must be completely concurrently with AG44C
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG44C, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Organize group activities, utilizing a consensus process.
Take on advanced leadership roles within a group as they pertain to coordination, planning and execution of an activity or event.
Evaluate an activity including financial evaluations.

AG44D: Agriculture Leadership IV

1.0 Units

A course designed to polish advanced-level leadership skills. "Hands-on" techniques will be used to facilitate problem solving, cooperative work ethics, developing initiative, managing and organizing information and participating in business meetings. Participants will gain practical experience in organizing, conducting and evaluating group activities.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: AG44C - Agriculture Leadership III

Definitions:

Prerequisite: A course that must be completed before enrolling in AG44D

Co-requisite: A course that must be completely concurrently with AG44D

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG44D, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Organize group activities, utilizing a consensus process.

Take on advanced leadership roles within a group.

Mentor first-year agriculture students.

Serve as an active member of the Agriculture Ambassadors office team.

AG51: Tractor Operation

3.0 Units / LEC-LAB

This course involves design principles, selection, maintenance, adjustment, and safe operation of wheel and track type tractors used in agriculture and in the construction industry. Laboratory required.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in AG51

Co-requisite: A course that must be completely concurrently with AG51

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG51, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Operate wheel and track type tractors safely and properly.

Troubleshoot a piece of equipment by using logical deduction.

Perform operator level maintenance and adjustment of tractor systems.

AG60: Organic Certification

1.0 Units / LEC

A course studying the origins, application, regulation and technology of organic crop and livestock production. Theoretical and practical issues surrounding organic production from a cross-disciplinary perspective. Topics include the history of the organic movement, current regulation and certification, and field management practices and technologies.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Discuss historical milestones in the development of organic agriculture.

Define organic agriculture and related terms.

Distinguish between organic registration and organic certification.

AG63: Introduction to Organic/ Sustainable Agriculture

3.0 Units / LEC

An introduction to the history, definitions, concepts, principles and practices of sustainable agriculture systems with an emphasis on organic techniques. Topics include crop nutrition, cultivar selection, integrated pest management, marketing, organic certification, soil management, sustainable livestock production, as well as common problems faced by producers.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in AG63

Co-requisite: A course that must be completely concurrently with AG63

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG63, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Identify sustainable/organic agricultural production practices for a farm

Discuss the three "E's" of sustainable agriculture and the importance of each.

Analyze a variety of technologies to gain information about the organic/sustainable agriculture industry and apply these technologies to analyze specific situations.

AG64F: Introduction to Organic/ Sustainable Agriculture Lab

1.0 Units

A course studying the practice of growing fruits, vegetables, and livestock in the field for the fall season. Techniques of organic and sustainable agriculture will be emphasized.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: AG63 - Introduction to Organic/Sustainable Agriculture

Definitions:

Prerequisite: A course that must be completed before enrolling in AG64F

Co-requisite: A course that must be completely concurrently with AG64F

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG64F, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Distinguish between weed seedlings and vegetable seedlings.

Properly restrain livestock for annual health and management practices

Evaluate harvested produce for quality standards and grade appropriately.

AG64S: Introduction to Organic/ Sustainable Agriculture Lab

1.0 Units

A course studying the practice of growing fruits, vegetables, and livestock in the field for the Spring season. Techniques of organic and sustainable agriculture will be emphasized.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: AG63 - Introduction to Organic/Sustainable Agriculture

Definitions:

Prerequisite: A course that must be completed before enrolling in AG64S

Co-requisite: A course that must be completely concurrently with AG64S

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG64S, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Distinguish between weed seedlings and vegetable seedlings.

Properly restrain livestock for annual health and management practices.

Create a compost pile with the proper carbon-nitrogen ratio, moisture and oxygen levels

AG64X: Introduction to Organic/ Sustainable Agriculture Lab (Summer)

1.0 Units

A course studying the practice of growing fruits and vegetables, and raising livestock in the field for the summer season. Techniques of organic and sustainable agriculture will be emphasized.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: AG63 - Introduction to Organic/Sustainable Agriculture

Definitions:

Prerequisite: A course that must be completed before enrolling in AG64X

Co-requisite: A course that must be completely concurrently with AG64X

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AG64X, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Distinguish between weed seedlings and vegetable

seedlings.
Analyze plant parts for signs of nutritional deficiency and pest predation.
Create a compost pile with the proper carbon- nitrogen ratio, moisture and oxygen levels.
Properly restrain livestock for annual health and management practices.

Anthropology [ANTH]

ANTH1: Introduction to Biological Anthropology

3.0 Units / LEC
This course introduces the concepts, methods of inquiry, and scientific explanations for biological evolution and their application to the human species. Issues and topics will include, but are not limited to, genetics, evolutionary theory, human variation and biocultural adaptations, comparative primate anatomy and behavior, and the fossil evidence for human evolution. The scientific method serves as foundation of the course. Students may also enroll the optional lab component, ANTH 1B.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ANTH1
Co-requisite: A course that must be completely concurrently with ANTH1
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ANTH1, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe evolutionary theory and how it applies to past and present hominins.
Identify the biological and cultural factors responsible for past and present hominin variation.
Describe the difference between the scientific process and non-scientific claims.
Demonstrate an understanding of the classification, morphology and behavior of living primates and past hominins.

ANTH1H: Introduction to Biological Anthropology - Honors

3.0 Units / LEC
This course introduces the concepts, methods of inquiry, and scientific explanations for biological evolution and their application to the human species. Issues and topics will include, but are not limited to, genetics, evolutionary theory, human variation and biocultural adaptations, comparative primate anatomy and behavior, and the fossil evidence for human evolution. The scientific method serves as foundation of the course. Students may also enroll the optional lab component, ANTH 1B. Note: Honors students will be expected to write longer versions of any assigned papers or projects, focusing to a greater degree on controversies within the subject of anthropology. They will be expected to consider the issues and problems raised in these assignments in more detail than non-Honors students and to conduct more in-depth research using library and online resources, including professional publications.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ANTH1H
Co-requisite: A course that must be completely concurrently with ANTH1H
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ANTH1H, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe evolutionary theory and how it applies to past and present hominins.
Identify the biological and cultural factors responsible for past and present hominin variation.
Describe the difference between the scientific process and non-scientific claims.
Demonstrate an understanding of the classification, morphology and behavior of living primates and past hominins.

ANTH1B: Introduction to Biological Anthropology Lab

1.0 Units
This laboratory course is offered as a supplement to Introduction to Biological Anthropology either taken concurrently or in a subsequent term. Laboratory exercises are designed to introduce students to the scientific method and explore genetics, human variation, human and non-human primate anatomy and behavior, the primate/hominin fossil record and other resources to investigate processes that affect human evolution. Note: Students enrolled in ANTH 1 are not required to take ANTH 1B. However, any student seeking the AA degree in Anthropology or seeking to transfer for a BA in Anthropology should take this lab course. ANTH 1B may only be taken by students who have successfully completed ANTH 1 or students currently enrolled in ANTH 1.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Co-Requisite: ANTH1 - Introduction to Biological Anthropology
OR
Co-Requisite: ANTH1H - Introduction to Biological Anthropology - Honors
Definitions:
Prerequisite: A course that must be completed before enrolling in ANTH1B
Co-requisite: A course that must be completely concurrently with ANTH1B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ANTH1B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify anatomical and behavioral features of non-human primates, early hominins, and anatomically modern humans.
Apply the scientific method.
Describe and demonstrate how human traits are inherited.
Describe the biological and behavioral adaptations of the genus Homo.

ANTH2: Introduction to Archaeology

3.0 Units / LEC-LAB
This course is an introduction to the study of concepts, theories, data and models of anthropological archaeology that contribute to our knowledge of the human past. The course includes a discussion of the nature of scientific inquiry; the history and interdisciplinary nature of archaeological research; dating techniques; methods of survey, excavation, analysis, and interpretation; cultural resource management; professional ethics; and selected cultural sequences. This course includes a lab component.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Analyze primary and secondary sources in order to extract information relevant to an issue of concern in archaeology.
Apply anthropological concepts to real-world situations and problems by processing factual information using scientific methods and anthropological concepts.
Logically address and interpret the scientific principles that define the issues of archaeology.

ANTH3: Introduction to Cultural Anthropology

3.0 Units / LEC
This course explores how anthropologists study and compare human culture. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Define and apply major concepts in cultural anthropology.
2. Analyze and defend viewpoints on controversial anthropological concepts, including how these concepts might apply to real-world situations.

ANTH3H: Honors Introduction to Cultural Anthropology

3.0 Units / LEC

This Honors course explores how anthropologists study and compare human culture. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe. Note: Honors students will be expected to write longer versions of any assigned papers or projects, focusing to a greater degree on controversies within the subject of anthropology. They will be expected to consider the issues and problems raised in these assignments in more detail than non-Honors students and to conduct more in-depth research using library and online resources, including professional publications.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in ANTH3H

Co-requisite: A course that must be completely concurrently with ANTH3H

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ANTH3H, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.
Define major concepts in cultural anthropology.
Analyze and defend viewpoints on controversial anthropological concepts, including how these concepts might apply to real-world situations.

ANTH4: Introduction to Folklore

3.0 Units / LEC

A course in the collecting, presenting, and analyzing of oral, material, and written forms of folklore, such as urban legends, folk art, foodways, folk music, folkspeech, gestures, and superstitions. Emphasis will be on analysis of collections and the use of folklore as a tool for understanding a variety of cultures.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in ANTH4

Co-requisite: A course that must be completely concurrently with ANTH4

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ANTH4, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Analyze primary and secondary sources in order to extract information relevant to an issue of concern in anthropology.
Critically analyze issues within folklore and societal and individual interpretations of those issues using anthropological concepts.
Describe basic principles of folklore and how these principles are used to decipher how folklore is interpreted by anthropologists and others.

ANTH5: Great Archaeological Discoveries

3.0 Units / LEC

A survey of data from noted archaeological sites from around the world. Sites to be discussed in the course will include a variety of cultures from around the world, from the beginning of human prehistory through recent historical occupations. Additionally, the course will explore relationships between archaeologists, native peoples, the media, and the public.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in ANTH5

Co-requisite: A course that must be completely concurrently with ANTH5

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ANTH5, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Define major concepts in archaeology, including how the ethics of the profession have changed over time.
Analyze and defend viewpoints on controversial archaeological concepts using specific archaeological case studies, including how power and privilege have shaped presentations of archaeological data.
Discuss the importance of noted archaeologists from varied cultures, genders, races, and ethnicities to the discipline of anthropology.

ANTH5H: Great Archaeological Discoveries-Honors

3.0 Units / LEC

A survey of data from noted archaeological sites from around the world. Sites to be discussed in the course will include a variety of cultures from around the world, from the beginning of human prehistory through recent historical occupations. Additionally, the course will explore relationships between archaeologists, native peoples, the media, and the public. Note: Honors students will be expected to write longer versions of any assigned papers or projects, focusing to a greater degree on controversies within the subject of anthropology. They will be expected to consider the issues and problems raised in these assignments in more detail than non-Honors students and to conduct more in-depth research using library and online resources, including professional publications.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in ANTH5H

Co-requisite: A course that must be completely concurrently with ANTH5H

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ANTH5H, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Define major concepts in archaeology, including how the ethics of the profession have changed over time.
Analyze and defend viewpoints on controversial archaeological concepts using specific archaeological case studies, including how power and privilege have shaped presentations of archaeological data.
Discuss the importance of noted archaeologists from varied cultures, genders, races, and ethnicities to the discipline of anthropology.

ANTH6: Introduction to Forensic Anthropology

3.0 Units / LEC

An examination of the science of solving crimes with anthropological data from human skeletal remains. Basic human skeletal anatomy will be taught in order to set the stage for examining details of criminal investigations. Students will learn how to initially estimate the sex, age, stature, race and other individual characteristics based on skeletal analysis. This course will outline how forensic anthropologists help identify skeletal remains and cause of death based on skeletal features, trauma and disease, and genetics. This course will also explore the role of forensic anthropology in working with law enforcement agencies, human rights issues, as well as ethical considerations.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ANTH6
Co-requisite: A course that must be completely concurrently with ANTH6
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ANTH6, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Explain the relationship of forensic anthropology to social and biological sciences.
Identify primary skeletal markers used in the identification of age, sex, race and stature.
Analyze and interpret skeletal remains based upon anthropological concepts and data.
Synthesize examples of cultural and ethical applications in the field of forensic anthropology.

ANTH40: Independent Study in Anthropology

0.5 - 2.0 Units
Individual research and special projects in Anthropology. Specific projects will be determined upon consultation with instructor. Note: Students taking an independent study course must have an approved contract on file.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL1A - College Composition
Definitions:
Prerequisite: A course that must be completed before enrolling in ANTH40
Co-requisite: A course that must be completely concurrently with ANTH40
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ANTH40, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze primary and secondary sources in order to extract information relevant to an issue of concern in anthropology.
Apply anthropological concepts to situations and problems by processing factual information using scientific methods and anthropological concepts.

Art [ART]

ART1A: Art History - Pre-History to Gothic

3.0 Units / LEC
A survey of Western visual art and architecture from Prehistory through the Middle Ages. Civilizations explored include the Prehistoric era, Mesopotamian, Egyptian, Aegean, Greek through Hellenistic, Etruscan and Roman, Early Jewish and Christian, Islamic, Byzantine, Medieval, Romanesque, and Gothic.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL1A - College Composition
Definitions:
Prerequisite: A course that must be completed before enrolling in ART1A
Co-requisite: A course that must be completely concurrently with ART1A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART1A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify, examine, and assess representative works of art and architecture from prehistory through the medieval period employing appropriate art historical terminology.
Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the medieval period.

ART1B: Art History: Renaissance to Contemporary

3.0 Units / LEC
A survey of the history of Western art from the Early Renaissance through Postmodernism. Methods of analysis include an in-depth examination of the political, religious, philosophical, economic, and cultural contexts that influenced the development of visual styles in each historical period. Emphasis is placed on the understanding of formal, material, and symbolic qualities of artwork, the role of the artist, and on developing a wide range of visual, verbal, and written lexicons.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL1A - College Composition
Definitions:
Prerequisite: A course that must be completed before enrolling in ART1B
Co-requisite: A course that must be completely concurrently with ART1B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART1B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify a broad range of processes and materials used to create works of art from the Renaissance through the postmodern period.
Analyze visual or formal structure in works of two-dimensional and three-dimensional art and architecture.
Identify subject matter and iconography in both western and non-western works of art from the Renaissance through the postmodern period.
Analyze, discuss and differentiate works of art within their proper cultural context.

ART2: Introduction to Art

3.0 Units / LEC-LAB
An introductory survey course for non-majors designed to provide students with studio and lecture experience in the visual arts. Course covers drawing, painting, ceramics, printmaking, and sculpture and explores Western, non-Western, traditional and contemporary ways of art appreciation and production.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Critique visual characteristics of artwork in oral and written formats.
Demonstrate familiarity with the main elements of art and principles of design.
Demonstrate basic proficiency with a broad range of two-dimensional and three-dimensional processes such as drawing, painting, printmaking, ceramics and sculpture.
Identify, analyze, and discuss the function of art and the role of the artist in diverse cultures and contexts.

ART3A: Introduction to Sculpture

3.0 Units / LEC-LAB
A course that introduces the student to basic skills in mixed-media sculpture. The course supports traditional and nontraditional materials and their espressive possibilities. Note: This course may require field trips for which students will arrange their own transportation.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ART11 - Three-Dimensional Design
Definitions:
Prerequisite: A course that must be completed before enrolling in ART3A
Co-requisite: A course that must be completely concurrently with ART3A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART3A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Create three dimensional forms using various sculptural materials and techniques such as wire, plaster, clay, wood, metal, and found objects.
Analyze the concepts of line, composition, shape, value, space, color, and texture for representational and nonrepresentational sculpture.
Demonstrate the ability to apply historical, contemporary, and cultural information from research to art critiques, discussions and classroom projects.
Provide thoughtful critique to peer artwork utilizing professional terminology and methodology.

ART3L: Sculpture Lab

1.0 Units
A course designed to provide individualized instruction within the classroom context of ART 3A. Students will be encouraged to pursue independent directions in sculpture. Note: Student cannot enroll in the concurrently offered section of ART-3A.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ART3A - Introduction to Sculpture
Definitions:
Prerequisite: A course that must be completed before enrolling in ART3L
Co-requisite: A course that must be completely

concurrently with ART3L
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART3L, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Create a series of sculptural objects that explore techniques, themes and content directed by the student.
2. Evaluate and critically assess class projects using relevant terminology in oral or written formats.

ART4: Art Appreciation

3.0 Units / LEC
An introduction to history and practice of visual arts and architecture across time and diverse cultures. The course emphasizes theoretical approaches to examining artwork and the usage of art terminology. Methodologies include formal, material, symbolic, post-colonial, gender, and institutional critiques to provide students with multiple ways to respond to art and to develop a wide range of visual, verbal, and written lexicons.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ART4
Co-requisite: A course that must be completely concurrently with ART4
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART4, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Evaluate and critique works of art and architecture based on formal elements and principles of design and employing appropriate art historical terminology.
Analyze, evaluate, and distinguish materials and techniques used for creating art and architecture.
Apply different methods of art historical analysis, including formal, feminist and iconographic.
Identify, analyze, and discuss the functions of art and architecture and the roles of artists in diverse cultures.

ART6: Survey of Modern Art - 19th Century to Contemporary

3.0 Units / LEC
A survey of Western art and architecture from the 19th Century. This course examines artistic styles from Neo-Classicism and Romanticism to the 20th century Avant-Garde movements, through Postmodernism, Globalization, and until the present-day.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL1A - College Composition
Definitions:
Prerequisite: A course that must be completed before enrolling in ART6
Co-requisite: A course that must be completely concurrently with ART6
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART6, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify, both orally and in writing, formal and iconographic characteristics of distinct artistic movements from the 19th to the 21st Centuries
Identify, both orally and in writing, the role of particular artworks, artists, viewers and patrons within their respective cultures and historical periods.
Critically assess, orally and in writing, the aesthetic merit and cultural significance of particular artworks within their respective cultural and historical periods
Critically examine artworks using formal, metaphorical, institutional, and historical analyses, as well as place artwork in the context of individual artists' biographies.

ART10: Color and Design

3.0 Units / LEC-LAB
n introduction to the elements and principles upon which two-dimensional art forms are structured. Concepts covered include line, shape, value, composition, space, texture, and color theory. Media used include drawing, painting, and collage. Note: Field trips may be required. Students must provide their own transportation.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Draw, paint, and collage proficiently using a wide range of two-dimensional art media and techniques, including graphite, ink, acrylic paint, and collage.
Create artworks that successfully demonstrate the expressive and experimental characteristics of line, shape, composition (including balance, unity, variety, focal point, and visual movement), as well as texture, value, color theory (including complementa
Create artworks that successfully evaluate and respond to historical, contemporary, multicultural, and interdisciplinary materials, concepts, and approaches in two-dimensional art forms.
Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART11: Three-Dimensional Design

3.0 Units / LEC-LAB
A course that lays the foundation for all 3-D art forms. Using basic materials such as wire, foam core, wood, found objects, and clay, students will be introduced to the elements and principles of 3-D design and construction.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Utilize appropriate construction methods and apply these to a variety of problems associated with various sculptural materials and processes.
Create 3-D art forms and explain, in written or oral formats, how these art forms incorporate/reflect the elements and principles of visual art.
Demonstrate technical skill competency using various sculptural materials, techniques, and technologies.
Create sculptures that successfully evaluate and respond to historical, contemporary, and multicultural materials, concepts, and approaches.

ART15: Sustainable Interior Design

3.0 Units / LEC-LAB
This hands-on course introduces principles of environmentally responsible design for interior environments. Perfect for beginner homesteaders and construction professionals alike, it covers innovative materials and techniques for sustainable living, from conceptualization to production and installation.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Conceptualize and execute interior space for a 'green' residential dwelling.
Demonstrate and apply interior design "green" technology concepts.
Apply materials using traditional and new methodologies.

ART17: Basic Drawing

3.0 Units / LEC-LAB
A beginning level course that introduces students to a variety of concepts for visual literacy and visual expression in drawing: including line, composition, value, color, space, and perspective. Media used includes graphite, charcoal, ink, pastel, and collage.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Draw proficiently using a wide range of technical materials and techniques, including graphite, charcoal, ink, pastel, and collage.
Create drawings that successfully demonstrate the expressive and experimental characteristics of line, composition, value, texture, and spatial illusion, including linear and atmospheric perspective.
Create drawings that successfully evaluate and respond to historical, contemporary, multicultural, and interdisciplinary materials, concepts, and approaches in drawing.
Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART18: Intermediate Drawing

3.0 Units / LEC-LAB
An intermediate level course that expands upon skills learned in basic drawing and other introductory art courses. Specialized drawing techniques in dry and wet media will be introduced as well as contemporary, experimental, and conceptual approaches and issues. Note: Field trips may be required. Students must provide own transportation.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ART17 - Basic Drawing
Definitions:
Prerequisite: A course that must be completed before enrolling in ART18
Co-requisite: A course that must be completely

concurrently with ART18
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART18, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate fluency in a variety of media, including graphite pencil, charcoal, pen and ink, pastel, and collage.
Reflect on what makes a drawing visually successful using comprehensive art vocabulary.
Discuss the context of artwork in terms of Western and non-Western history and traditions.
Visually communicate concepts and ideas using representational and non-representational drawing techniques.

ART19: Figure Drawing

3.0 Units / LEC-LAB
An introduction to the fundamentals for drawing the living human form. Concepts explored include gesture, contour, proportion, foreshortening, portraiture, and anatomy. Students will also explore the expressive characteristics and narrative possibilities of figure drawing in both traditional and contemporary contexts. Note: Nude and clothed models are used in this course.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ART17 - Basic Drawing
Definitions:
Prerequisite: A course that must be completed before enrolling in ART19
Co-requisite: A course that must be completely concurrently with ART19
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART19, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Draw proficiently using a wide range of drawing materials and techniques, including graphite, charcoal, ink, paint, pastel, and collage.
Create drawings that successfully demonstrate the expressive and experimental characteristics of line, value, composition, gesture, contour, proportion, foreshortening, contrapposto, and anatomy.
Create drawings that successfully evaluate and respond to historical, contemporary, multicultural, and interdisciplinary materials, concepts, and approaches in figure drawing.
Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART22: Techniques in Watercolor

3.0 Units / LEC-LAB
A course that introduces the fundamental skills for painting with transparent and opaque watercolor, including color and value mixing, compositional development, and application methods. This course presents both traditional and contemporary techniques and approaches.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ART10 - Color and Design
OR
Advisory: ART17 - Basic Drawing
Definitions:
Prerequisite: A course that must be completed before enrolling in ART22
Co-requisite: A course that must be completely concurrently with ART22
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART22, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate proficiency with a wide range of watercolor materials and techniques, including mixing, blending, glazing, washes, appropriate use of tools and effects, paper and other substrate choices, and basic color theory.
Create watercolor paintings that successfully demonstrate expressive and experimental qualities of line, value, composition, space, color, and glazing.
Successfully create works that respond to historical, contemporary, and multicultural concepts, as well as traditional and experimental approaches to watercolor painting.
Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART23: Painting

3.0 Units / LEC-LAB
A course that introduces the fundamentals for oil and acrylic painting, including value, color, composition, space, impasto, and glazing techniques. This course presents both traditional and contemporary techniques and approaches. Note: Field trips may be required. The college does not provide transportation.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ART10 - Color and Design
OR
Advisory: ART17 - Basic Drawing
Definitions:
Prerequisite: A course that must be completed before enrolling in ART23
Co-requisite: A course that must be completely concurrently with ART23
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART23, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate proficiency with a wide range of materials and techniques, including mixing, blending, proper use of tools and mediums, proper substrate preparation, color mixing, and basic color theory.
Create paintings that successfully demonstrate the expressive and experimental characteristics of line, value, composition, space, impasto, glazing, and the spatial, emotive, and symbolic properties of color.
Create paintings that successfully evaluate and respond to historical, contemporary, multicultural, and interdisciplinary materials, concepts, and approaches in painting.
Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART31A: Introduction to Ceramics (Hand-building)

3.0 Units / LEC-LAB
An introductory course designed to expose students to the fundamental construction methods and processes of working with clay. In addition, this course is designed to introduce students to ceramic vocabulary as well as glazing and firing techniques. Note: Field trips may be required, students must provide their own transportation.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ART11 - Three-Dimensional Design
Definitions:
Prerequisite: A course that must be completed before enrolling in ART31A
Co-requisite: A course that must be completely concurrently with ART31A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART31A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Create functional and non-functional ceramic forms with a variety of basic construction methods including slabs, coils, pinching, extruding, and dowel cylinder.
Use effectively a variety of glazing and firing techniques such as high-fire, low-fire, and raku.
Depict an inclusive understanding of the ceramics process with written statements, critiques and discussion.
Analyze and apply historical, contemporary,and cultural information from research to art critiques, discussions and classroom projects.

ART31B: Introduction to Ceramics (Wheel Throwing)

3.0 Units / LEC-LAB
An introductory course in ceramics using the potter's wheel to explore both functional and non-functional forms. This course will also provide instruction in basic glaze chemistry and kiln firing procedures. Note: Field trips may be required. Students are required to provide their own transportation.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ART11 - Three-Dimensional Design
Definitions:
Prerequisite: A course that must be completed before enrolling in ART31B
Co-requisite: A course that must be completely concurrently with ART31B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART31B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Throw proficiently using the potter's wheel to produce functional and non-functional forms such as the cylinder, open form, closed form, plate, and

composite form.
Analyze and apply historical, contemporary, and cultural information from research to art critiques, discussions, and classroom projects.
Interpret and modify glaze calculations; utilize glaze effectively in a variety of studio settings.

ART35: Digital Photography

3.0 Units / LEC-LAB
An introduction to digital photography. Concepts explored include tools, materials, and processes, the elements of design, and historical and contemporary trends. Note: Field Trips may be required. Transportation is not provided.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Produce photographs that skillfully utilize photographic tools, materials, and processes, including camera controls, resolution, color management, digital image editing and processing, output, and presentation.
2. Apply the elements of aesthetic design in photographs, including line, value, composition, and spatial illusion.
3. Create photographs that successfully evaluate and respond to historical, contemporary, multicultural, and interdisciplinary materials, concepts, and approaches in photography.
4. Evaluate and critically assess class projects and artworks presented in lectures and critiques using relevant terminology in oral or written formats.

ART40: Independent Study in Art

0.5 - 2.0 Units
Individual research and special projects in Art. Specific projects will be determined upon consultation with instructor. Note: Students taking an independent study course must have an approved contract on file.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Perform specialized tasks and demonstrate skills acquired as a result of individualized work.

ART41: Introduction to Digital Art

3.0 Units / LEC-LAB
Introduction to fundamental concepts, practices, and theories of digital art production. Topics include integration of color, design, emerging, and time-based media with contemporary digital tools.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Apply the elements and principles of design in finished digital images and time-based works.
Produce digital images and time-based work through various digital media input and output methods using vector, raster, and non-linear editing software.

ART42: Beginning Graphic Design

3.0 Units / LEC-LAB
An introduction to the principles, tools, and methodologies of graphic design. Students are introduced to industrystandard software including Adobe Illustrator, InDesign, and Photoshop to execute a series of fine and applied art projects.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Draw proficiently with the pen tool in Illustrator, use layers effectively to stack objects
Depict a variety of shapes, including stroked, filled, gradient based, and masked imagery.
Use the concepts of line, composition, value, space, perspective, color, texture, and other skills to create welldesigned compositions in Illustrator or InDesign for products, magazine covers, articles, illustrations and fine art.
Build a portfolio of work to present in a professional manner for both critiques and grading.

ART50L: Studio Art Lab

1.0 Units
This is a media inclusive studio art lab. This course provides time and space for students to conceive of and execute an independent art project and/or make progress on studio art assignments with the guidance of an art faculty.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ART2 - Introduction to Art
OR
Advisory: ART3A - Introduction to Sculpture
OR
Advisory: ART10 - Color and Design
OR
Advisory: ART11 - Three-Dimensional Design
OR
Advisory: ART15 - Sustainable Interior Design
OR
Advisory: ART17 - Basic Drawing
OR
Advisory: ART19 - Figure Drawing
OR
Advisory: ART23 - Painting
OR
Advisory: ART31A - Introduction to Ceramics (Hand-building)
OR
Advisory: ART31B - Introduction to Ceramics (Wheel Throwing)
OR
Advisory: ART60 - Jewelry
Definitions:
Prerequisite: A course that must be completed before enrolling in ART50L
Co-requisite: A course that must be completely concurrently with ART50L
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART50L, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Create a series of artworks that explore techniques, themes and content directed by the student.
2. Evaluate and critically assess class projects using relevant terminology in oral or written formats.

ART54: Drawing Lab

1.0 Units
A course designed to provide individualized instruction within the classroom context of Art 17. Students will be encouraged to pursue independent directions in drawing. Note: Students cannot enroll in the concurrently offered section of Art 17.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ART17 - Basic Drawing
Definitions:
Prerequisite: A course that must be completed before enrolling in ART54
Co-requisite: A course that must be completely concurrently with ART54
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART54, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Create a suite of intermediate-level drawings that follow consistent, independently-devised themes and content.
Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART56: Figure Drawing Lab

1.0 Units
A course designed to provide individualized instruction within the classroom context of ART 19. Students will be encouraged to pursue independent directions in figure drawing. Note: Student cannot enroll in the concurrently offered section of ART 19. Nude models are used in this course.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Advisory: ART19 - Figure Drawing
Definitions:
Prerequisite: A course that must be completed before enrolling in ART56
Co-requisite: A course that must be completely concurrently with ART56
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART56, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Create a suite of intermediate-level figure drawings that follow consistent, independently-devised themes and content.
Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART57: Painting Lab

1.0 Units
A course designed to provide individualized instruction within the classroom context of ART 22 or ART 23. Students will be encouraged to pursue independent directions in painting. Note: Student cannot enroll in the concurrently offered section of ART 22 or ART 23.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Advisory: ART22 - Techniques in Watercolor
OR
Advisory: ART23 - Painting

Definitions:
Prerequisite: A course that must be completed before enrolling in ART57
Co-requisite: A course that must be completely concurrently with ART57
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART57, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Create a suite of intermediate-level paintings that follow consistent, independently-devised themes and content.
Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART60: Jewelry

3.0 Units / LEC-LAB
An introduction to basic jewelry fabrication techniques with non-ferrous metalsmithing, including sawing, riveting, soldering, and stone setting. Concepts explored include historical and contemporary jewelry making practices within a global cultural perspective. Note: Field trips may be required. Students must provide own transportation.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ART10 - Color and Design
OR
Advisory: ART11 - Three-Dimensional Design
Definitions:
Prerequisite: A course that must be completed before enrolling in ART60
Co-requisite: A course that must be completely concurrently with ART60
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART60, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Manipulate and join metal components using a variety of techniques, including cutting, piercing, soldering, annealing, drilling, forming, casting, riveting, and stone setting.
2. Create jewelry that successfully demonstrates the expressive and experimental characteristics of line, composition, color, value, pattern, and texture.
3. Create jewelry that successfully evaluates and responds to historical, contemporary, multicultural, and interdisciplinary materials, concepts, and approaches in jewelry making.
4. Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART60L: Jewelry Lab

1.0 Units
A course designed to provide individualized instruction within the classroom context of Art 60. Students will be encouraged to pursue independent directions in jewelry and metalsmithing. Processes students further explore include casting and forming techniques for non-ferrous metals.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ART60 - Jewelry
Definitions:
Prerequisite: A course that must be completed before enrolling in ART60L
Co-requisite: A course that must be completely concurrently with ART60L
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART60L, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Develop a personal jewelry/metals work style using independently devised framework for construction and manipulation of media. (This framework may be constructed on technical, aesthetic, cultural or personal themes/content).
Create a suite of jewelry/metal projects that follow consistent, independently devised themes and content.

ART77: Professional Practices and Entrepreneurship in the Visual Arts

3.0 Units / LEC-LAB
An exploration of current strategies used by artists to market and sell their work. The course includes portfolio/product development, resume and art statement preparation, website development, social media use, field trips, and visiting lectures from various professional artists. Note: This course is medium-inclusive, and welcomes all artists, crafters, and makers with sufficient proficiency in their medium to produce objects independently. Students need basic computer skills learned in CIS-100 or equivalent experience to complete projects in this course.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in ART77
Co-requisite: A course that must be completely concurrently with ART77
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ART77, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Demonstrate an inclusive understanding of the ever-changing sales and marketing models in the visual arts.
2. Write clear and concise documents as part of an artist submission.
3. Create and document a body of work/line of products or schematics for a creative business using current photo editing software.

ART99A: Museums and Galleries of California

0.5 - 3.0 Units / LEC
A course designed to introduce students to themes and issues in contemporary art through lectures, discussions, and field trips to museums and galleries. Note: Field trips are required. Students must provide their own transportation and lodging.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Identify, analyze, and discuss the functions of art and the roles of artists in contemporary and multicultural contexts using oral or written formats.
Identify and describe the formal elements of art and principles of design, including line, shape, value, composition, and space using oral or written formats.
Demonstrate familiarity with varied strategies for exhibition design in museums and galleries using oral, written, or hands-on laboratory formats.
Identify and describe the varied roles and functions of museums and galleries in our culture using oral or written formats.

ART261: Introduction to Basic Weaving and Textile Processes

0.0 Units
A noncredit course offering training in textile weaving. Students will learn how to set up, operate, or tend machines that knit, loop, weave, or draw in textiles. Students will be introduced to a variety of textile processes such as weaving on portable, table and/or frame looms, card weaving and Inkle or bend weaving, and felt making. Other topics may include an introduction to basket weaving, material selection, design and form, color and dyeing of fiber, yarns, pattern drafting, tools, collection and use of materials, philosophy, and tradition.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Describe various textile creations and constructions.
Demonstrate ability to design and apply processes to create textile objects, samples and projects

Astronomy [ASTRO]

ASTRO10: Introduction to Astronomy

3.0 Units / LEC
An overview of historical approaches to understanding the science of astronomy and our place in the universe. Students will explore light and its role in the transmission of information, telescopes, the formation of the solar system, the planets and moons and their potential for life, the sun, the evolutionary life cycle and death of stars, black holes, and the formation of the universe.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ASTRO10
Co-requisite: A course that must be completely concurrently with ASTRO10
Advisory on Recommended Preparation: A

course that is recommended (not required) for students to complete before enrolling in ASTRO10, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate how the scientific method is used to understand natural phenomena.
Define and identify the different types of electro-magnetic radiation.
Analyze the evolution of the solar system and the development of the Earth's atmosphere and landforms.
Define the nuclear processes that take place in the sun and relate those to the birth, evolution, and eventual death of the range of stars present in the cosmos.

ASTRO11: The Solar System and Space Exploration

3.0 Units / LEC
An examination of the geologic processes that have shaped the planets and moons of our solar system. This class will specifically look at the formation of the solar system, the history of space exploration, missions to the moon and Mars, and the search for life.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ASTRO11
Co-requisite: A course that must be completely concurrently with ASTRO11
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ASTRO11, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Critically analyze data, specifically astronomical images.
Analyze imagery in the context of evolutionary history, age, abilty to support life for a particular set of astronomical objects.
Recognize a wide variety of planetary geologic constructs and astronomical objects.
Analyze how the scientific method is used to understand natural phenomena.

ASTRO30: Teaching Science With Science Fiction

2.0 Units / LEC
A class examining and exploring science through science fiction films. Students will critically examine science fiction movies, distinguishing fact from fiction. Students will also explore the curious phenomenon of how science fiction can become science fact. The class will also examine the underlying science themes and their application to a range of social, cultural, and economic issues.(e.g. Will we ever mine asteroids?, Should we colonize Mars if it is a one-way trip?)
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ASTRO30
Co-requisite: A course that must be completely concurrently with ASTRO30
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ASTRO30, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify fundamental scientific concepts.
Distinguish between science fiction and science fact.
Evaluate the accuracy of the portrayal of science and scientists in fictional texts, movies, or games.

ASTRO99: Science Mysteries: Are UFOs Real?

1.0 Units / LEC
The search for life outside of our solar system is a constant theme of study in Astronomy. If we are not alone, then it stands to reason that some lifeforms may have developed intelligence and interstellar transport. Have we been visited? What UFO stories are the most compelling and deserved of serious scientific inquiry? Critical thinking and the scientific method will be applied to this question.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ASTRO99
Co-requisite: A course that must be completely concurrently with ASTRO99
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ASTRO99, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate how the scientific method is used to understand and analyze natural and artificial phenomena.

Automotive Technology [AT]

AT10: Introduction to Automotive Technology

4.0 Units / LEC-LAB
This career and technical education (CE) class develops skills needed for entry level employment in the automotive field. A variety of instructional methods are used, including hands on projects, group activities, assignments, lecture, and discussion that integrate both academic and CE standards.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Research and perform routine maintenance on a modern vehicle.
2. Exhibit proficiency with precise measurement instruments.
3. Perform routine inspections and repairs on a modern vehicle.

AT12: Automotive Braking Systems

4.0 Units / LEC-LAB
A course covering theory and principles of modern braking systems. Hydraulic principles, coefficients of friction, and thermodynamics will be discussed. Diagnosis, repair, overhaul, and adjustment procedures of drum, disc/drum, and fourwheel disc systems will be emphasized. Anti-lock Braking Systems (ABS) diagnostics, servicing, and repair procedures will also be covered. The course will cover common domestic, import, and light truck vehicles only. The course is designed in conjunction with National Automotive Technicians Education Foundation (NATEF) standards and subsequently will prepare the student for the ASE Brakes Certification Examination.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Perform general brake systems diagnosis.
Diagnose and repair hydraulic systems.
Diagnose and repair disc/drum brakes.

AT14: Manual Drivetrain and Axle

4.0 Units / LEC-LAB
A course covering theory and principles of manual drivetrains and axles, clutches, driveshafts, half shafts, variable and constant velocity joints, differentials, rear wheel drive axle assemblies, all wheel drives, and four wheel drives. Gear types, ratios, compound ratios, and current noise, vibration, and harshness diagnostic routines will be discussed. Diagnosis, repair, overhaul, and adjustment procedures for common domestic, import, and light truck drivetrain components will be emphasized. The course is designed in conjunction with National Automotive Technicians Education Foundation (NATEF), standards and subsequently will prepare the student for the ASE Manual Drivetrain and Axle Certification Examination.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Perform general drivetrain diagnosis.
Diagnose and repair clutches.
Diagnose and repair transmissions and transaxles.

AT16: Automotive Electrical Systems

4.0 Units / LEC-LAB
A course covering theory and principles of automotive electrical systems. The course includes basic electrical theory, Ohm's Law, Kirchoff's Law, circuit types, electrical symbols and schematics, automotive batteries, charging systems, voltage regulation, starting systems, lighting systems, and various accessories. The laboratory portion of the

course will place emphasis on diagnosis and testing techniques required to effectively determine the necessary action in an electrical system failure. The use of schematics, technical specifications, voltmeters, ohmmeters, ammeters, and other specialized testers will be required. The course is designed in conjunction with National Automotive Technician Education Foundation (NATEF) standards and subsequently will in part prepare the student for the ASE Electrical/Electronic Certification Examination.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MATH120 - Intermediate Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in AT16
Co-requisite: A course that must be completely concurrently with AT16
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AT16, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Diagnose general electrical system problems.
Diagnosis and service of battery and charging systems.
Diagnose and repair starting system.

AT18: Automotive Engine Repair

4.0 Units / LEC-LAB
A course covering four stroke cycle theory, engine torque, horsepower, materials, and manufacturing processes as they relate to internal combustion powerplants used in production automobiles and light trucks. The theory, principles, and diagnosis of cooling systems, lubrication systems, and common engine mechanical failures will be emphasized. The laboratory portion of the course will focus on comprehensive engine testing, in-vehicle engine servicing, engine disassembly, precision measuring, and inspection of internal engine components. The course is designed in conjunction with National Automotive Technicians Education Foundation (NATEF) standards and subsequently will prepare the student for the ASE Engine Repair Certification Examination.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Diagnose and repair cylinder head and valve train.
Diagnose and repair engine block assembly.
Diagnose and repair lubrication and cooling systems.

AT20: Automotive Suspension and Steering Systems

4.0 Units / LEC-LAB
A course covering the theories and principles related to automotive steering and suspension systems. Topics will include tire and wheel balancing, alignment angles, steering system geometry and supplemental restraint systems (SRS). The laboratory portion of the course will include diagnosis, adjustment, repair, and replacement techniques for automotive and light truck suspension and steering components. Automotive alignment measuring and adjusting procedures will be emphasized. The course is designed in conjunction with National Automotive Technicians Education Foundation (NATEF) standards and subsequently will prepare the student for the ASE Suspension & Steering Certification Examination.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Diagnose general suspension and steering systems.
Diagnose and repair wheel alignment problems.
Diagnose and repair wheel and tire problems.

AT22: Automotive Electronics

4.0 Units / LEC-LAB
A course covering the principles of semiconductor theory, transistors, diodes, capacitance, inductance, inductive reactance, the motor principle, integrated circuits, and digital logic circuits. The course will place emphasis on the theory, diagnosis, and repair of modern automotive computer systems. Topics will include control modules, bus interface and related components or circuits. The laboratory portion of the course will require extensive use of electronic test equipment, circuit analysis, and diagnostic procedures common to modern automotive accessories and equipment. The course is designed in conjunction with National Automotive Technicians Education Foundation (NATEF) standards and subsequently will in part prepare the student for the ASE Electrical/Electronic Certification Examination.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: AT16 - Automotive Electrical Systems
Definitions:
Prerequisite: A course that must be completed before enrolling in AT22
Co-requisite: A course that must be completely concurrently with AT22
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AT22, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Diagnose and service body control systems.
Diagnose and repair gauges, warning devices, and driver information systems.
Diagnose and repair chassis control systems.

AT24: Engine Performance

4.0 Units / LEC-LAB
A course covering theory and principles of engine performance related topics. Topics will include the internal combustion process, compression ratios, combustion efficiency, volumetric efficiency, airflow requirements, air-fuel ratios, fuel delivery systems, manifolding, electronic ignition systems, oscilloscope waveform interpretation, ignition timing and advance strategies. The laboratory portion of the course will focus on diagnosis and repair of the following engine performance related problems; mechanical problems, computerized engine control systems, ignition systems, fuel delivery systems, and emission systems. The course is designed in conjunction with National Automotive Technicians Education Foundation (NATEF) standards and subsequently will in part prepare the student for the ASE Engine Performance Certification Examination.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Perform general engine diagnosis.
Diagnose and repair computerized engine controls.
Diagnose and repair emission control systems.

AT26: Automotive Air Conditioning and Heating

4.0 Units / LEC-LAB
A course covering theory and operation of automotive air conditioning and refrigeration systems. Topics will include the refrigeration cycle, evacuation principles, humidity, heat quantity, heat intensity, latent heat, heat transfer, automotive refrigerants, temperature pressure relationship, greenhouse gases, and proper handling and storage of refrigerants. The laboratory portion of the course will focus on the diagnosis and repair of heating and cooling systems, use of refrigerant recycling-reclaiming equipment, use of evacuation equipment, retrofitting, and environmentally sound refrigeration handling techniques. The course is designed in conjunction with National Automotive Technicians Education Foundation (NATEF) standards and subsequently will prepare the student for the ASE Air Conditioning and Heating Certification Examination.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: AT16 - Automotive Electrical Systems
Definitions:
Prerequisite: A course that must be completed before enrolling in AT26
Co-requisite: A course that must be completely concurrently with AT26
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AT26, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Diagnose and repair A/C refrigeration system.
Diagnose and repair heating, ventilation, and engine cooling systems.
Demonstrate proper refrigerant recovery, recycling, and handling techniques.

AT28: Advanced Engine Performance

4.0 Units / LEC-LAB
A course covering advanced theory and principles of engine performance related topics. Topics will include fuel injection systems, electronic ignition, coil over plug (COP) systems, evaporative emission systems, exhaust gas recirculation, catalytic converters, computer controlled emission systems including OBD II compliant and CAN/BUS systems. The laboratory portion of the course will focus on diagnosis and repair of common driveability related problems. Five gas analysis, scantools, digital storage oscilloscopes (DSOs) graphing multimeters (GMM), and common electronic test equipment will be used extensively in the course. The course is designed in conjunction with National Automotive Technicians Education Foundation (NATEF) standards and subsequently will partially prepare the student for the ASE Engine Performance Certification Examination.
Transferable: Transferable to CSU only

Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: AT24 - Engine Performance
Definitions:
Prerequisite: A course that must be completed before enrolling in AT28
Co-requisite: A course that must be completely concurrently with AT28
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in AT28, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Retrieve and analyze data with a scantool.
Diagnose and repair computerized engine control systems.
Perform digital storage oscilloscope (DSO) waveform analysis.

AT30: Automatic Transmission - Transaxle

4.0 Units / LEC-LAB
A course covering theory and principles related to both hydraulic and electronically actuated automatic transmissions/transaxles. Topics will include positive and variable displacement pumps, torque converters, torque converter clutches, hydraulic valves, electronic shift solenoids, governors, and common compound planetary gear arrangements. The laboratory portion of the course will focus on diagnostic and overhaul procedures, in-vehicle testing, and bench testing of various components. The course is designed in conjunction with National Automotive Technicians Education Foundation (NATEF) standards and subsequently will prepare the student for the ASE Automatic Transmission Certification Examination.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Perform maintainence and adjustments on transmissions and transaxles.
Diagnose and repair in-vehicle transmission and transaxle problems.
Diagnose and repair off-vehicle transmission and transaxle problems.

Biology [BIOL]

BIOL1: General Biology

4.0 Units / LEC-LAB
An introductory course in life science dealing with basic biological concepts including molecular and cell biology, metabolism, heredity, evolution, ecology, natural history, and biodiversity. Note: This course is designed for non-science majors and some nursing/health occupation students. The course is not intended for life science and related majors.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in BIOL1
Co-requisite: A course that must be completely concurrently with BIOL1
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BIOL1, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply the process of science to critically evaluate observable phenomenon.
Describe attributes of life and explain how cells fulfill these characteristics.
Relate the mechanisms of evolutionary change to the production of biological diversity.

BIOL2: Microbiology

4.0 Units / LEC-LAB
A study of microorganisms including anatomy, physiology, genetics, and ecological importance. Emphasis will be on the role of microorganisms in disease and the mechanisms of microbe/host interactions. Laboratory work emphasizes the importance of aseptic techniques, methods of microbial control, and procedures for isolating, culturing microbes, and identifying microorganisms.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: BIOL1 - General Biology
AND
Co-Requisite: CHEM1A - General Chemistry
OR
Prerequisite: BIOL1 - General Biology
AND
Co-Requisite: CHEM2 - Introduction to Chemistry
OR
Prerequisite: BIOL3 - Fundamental Cell Biology
AND
Co-Requisite: CHEM1A - General Chemistry
OR
Prerequisite: BIOL3 - Fundamental Cell Biology
AND
Co-Requisite: CHEM2 - Introduction to Chemistry
Definitions:
Prerequisite: A course that must be completed before enrolling in BIOL2
Co-requisite: A course that must be completely concurrently with BIOL2
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BIOL2, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe the anatomy, physiology and biochemistry of microorganisms and the consequential effects of various environmental factors upon them.
Know the causative organism of the more common human diseases and the physiological effect of the drugs most commonly used in the fight against these diseases.
Describe the principles and applications of genetic engineering and the role that microorganisms are playing in this process.

BIOL3: Fundamental Cell Biology

4.0 Units / LEC-LAB
A course intended for biology majors covering principles and applications of prokaryotic and eukaryotic cell structure and function, biological molecules, homeostasis, cell reproduction and its controls, classical and molecular genetics, cell metabolism, and cellular communication.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Enrollment Limitation:
Students must have a placement level at transfer-level mathematics, or have completed MATH-120.
Prerequisites, Co-requisites & Advisories:
Prerequisite: CHEM1A - General Chemistry
AND
Advisory: ENGL1A - Analytical Reading and Writing
OR
Prerequisite: CHEM2 - Introduction to Chemistry
AND
Advisory: ENGL1A - Analytical Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in BIOL3
Co-requisite: A course that must be completely concurrently with BIOL3
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BIOL3, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify and describe biological molecules and cell structures and explain their functions.
Compare and contrast cellular processes and interactions between prokaryotes and eukaryotes (including metabolism, reproduction, communication, and genetics).
Explain how DNA replicates and transmits genetic information within organisms.
Apply the processes of scientific inquiry and experimental design to the study of biological concepts.

BIOL4: General Zoology

4.0 Units / LEC-LAB
A course intended for majors, covering the comparative structure, function and evolution of animal phyla and nonphotosynthetic, single-celled, eukaryotic taxa. Topics include phylogeny, development, morphology, physiology, and behavior, as well as principles of evolution, mechanisms of evolutionary change, and speciation.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MATH120 - Intermediate Algebra
AND
Prerequisite: ENGL150 - Precollegiate Reading and Writing
AND
Advisory: CHEM100 - Preparation for General Chemistry
Definitions:
Prerequisite: A course that must be completed before enrolling in BIOL4
Co-requisite: A course that must be completely concurrently with BIOL4
Advisory on Recommended Preparation: A

course that is recommended (not required) for students to complete before enrolling in BIOL4, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Explain the essential elements of animal life, major hypotheses for animal evolutionary history, and mechanisms for the diversification of animal life.
Compare and contrast the development, life cycles, anatomical and physiological characteristics of major taxa of animals as well as selected non-photosynthetic unicellular eukaryotes.
Evaluate the ecological relationships of animals to each other and their environments.
Describe, identify key characteristics, and classify representative specimens to Phylum, or when appropriate, lower taxonomic levels.
Apply the processes of scientific inquiry, phylogenetic analysis, and experimental design to the diversity of animals.

BIOL5: General Botany with Lab

4.0 Units / LEC-LAB
A comparative study of plant, fungal, and algal structure and function, with additional studies of developmental biology, phylogeny/systematics, plant ecology, and conservation biology. NOTE: This course is intended for biology majors.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: BIOL3 - Fundamental Cell Biology
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
AND
Advisory: CHEM100 - Preparation for General Chemistry
AND
Prerequisite: MATH380 - Elementary Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in BIOL5
Co-requisite: A course that must be completely concurrently with BIOL5
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BIOL5, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Recognize structural characteristics of plant, fungal, and algal groups, and use these characteristics to define their phylogenetic relationships.
Correlate plant form with function at cellular and whole organism levels.
Describe specific examples of how plants, fungi and algae interact at the population, community and ecosystem levels, and how the flow of energy and matter maintain ecosystem function.
Use the scientific method as inquiry-based laboratory tools to critically evaluate and explain observable phenomena.

BIOL6: Human Anatomy

4.0 Units / LEC-LAB
An introductory course on human anatomy that includes the study of the gross and microscopic structure of all organ systems of the human body with emphasis on the relationship between structure and function. Laboratory work includes microscopy, dissection, and the study of human cadavers.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: BIOL1 - General Biology
AND
Prerequisite: ENGL150 - Precollegiate Reading and Writing
OR
Co-Requisite: BIOL1 - General Biology
AND
Prerequisite: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in BIOL6
Co-requisite: A course that must be completely concurrently with BIOL6
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BIOL6, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe key structural features of different human cell and major tissue types.
Identify and describe the anatomy of the systems of the human body.
Relate structure and function at the cellular through system levels of organization of human body systems.
Describe structural or anatomical changes that occur in disease, injury or aging of the human body systems.

BIOL7: Human Physiology

4.0 Units / LEC-LAB
An organ system approach to the study of human physiology. Special emphasis is given to molecular and cellular mechanisms responsible for homeostasis. Labs include experiments on human subjects as well as computerized simulations of complex physiological processes. Note: This course is required for application to the CR nursing program.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: BIOL1 - General Biology
AND
Prerequisite: BIOL6 - Human Anatomy
AND
Prerequisite: CHEM1A - General Chemistry
AND
Prerequisite: ENGL150 - Precollegiate Reading and Writing
OR
Prerequisite: BIOL1 - General Biology
AND
Prerequisite: BIOL6 - Human Anatomy
AND
Prerequisite: CHEM2 - Introduction to Chemistry
AND
Prerequisite: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in BIOL7
Co-requisite: A course that must be completely concurrently with BIOL7
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BIOL7, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Illustrate how the integration and regulation of organ systems affects the maintenance of homeostasis in the human body.
Relate the key functions of major organ systems with the cellular and molecular mechanisms that enable these functions.
Analyze examples of disease processes and relate them to aberrations of normal physiological function.
Utilize the process of science to design and carry out physiological experiments, analyze resulting data, and relate results to physiological principles.

BIOL7S: Writing Support for Human Physiology

0.5 Units
An optional writing support course for students currently enrolled in Biology 7 that provides students with additional writing support for assignments in their Biology 7 course.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Co-Requisite: BIOL7 - Human Physiology
Definitions:
Prerequisite: A course that must be completed before enrolling in BIOL7S
Co-requisite: A course that must be completely concurrently with BIOL7S
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BIOL7S, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Demonstrate the skills and habits that lead to successful research, reading, and writing in the sciences.
2. Exhibit the capacity to work constructively with others in a reading- and writing-based learning community.

BIOL8: Human Biology

4.0 Units / LEC-LAB
A survey of human biology focusing on concepts in cell biology, genetics, anatomy, physiology, disease, and evolution as they relate to the human body. Students apply and evaluate these concepts in laboratory activities that include microscopy, experimentation, and dissection. Note: This course satisfies life science general education requirements at CR and CSU. Students who have completed BIOL-1 should NOT take this course, unless they are planning on entering the LVN program. This course is required in the first semester of the LVN program. If you have completed BIOL-1, BIOL-6 and BIOL-7, please speak with a counselor or advisor before enrolling in this class.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ENGL102 - Developing Reading and Writing
OR
Prerequisite: ENGL150 - Precollegiate Reading and

Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in BIOL8
Co-requisite: A course that must be completely concurrently with BIOL8
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BIOL8, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Use the scientific method to design experiments that include data collection and analysis.
Describe the structural, metabolic and reproductive characteristics of diverse cell types related to human health, and explain how changes in cell function can be correlated with disease.
Relate the structure and function of human organ systems to the maintenance of bodily homeostasis.
Describe specific examples of the genetic basis of human anatomy, physiology, behavior and disease, and explain how genetic variation impacts human evolution.
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BIOL9: Plants and People

3.0 Units / LEC-LAB
A survey of plants as a resource for food, fiber, medicine, recreation, and environmental enhancement. Emphasis is on how our relationship to plants has changed throughout history and how the growth and development of plants affect their utility. Laboratory topics include an overview of plant biology as well as identification and uses of economically important plants on a local and global scale. Note: Field trips may be a component of this course. If field trips are scheduled, students must provide their own transportation.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
(LAB) 1. Identify basic plant anatomy and connect anatomical features to plant life history traits.
(LEC) 2. Use examples to explain how major changes in human-plant interactions, such as domestication, influenced large scale changes in human civilizations.
(LEC) 3. Describe modern and traditional uses of plants and fungi, including trade, exploration, clothing, paper, food, recreation, medicine, and environmental enhancement.

BIOL15: Marine Biology

4.0 Units / LEC-LAB
An introduction to ocean habitats and marine life. Topics covered include physical properties that define marine habitats, the diversity and ecology marine organisms, and marine resource use and conservation. Labs and field trips focus on local habitats and the identification of local species. Note: This course includes required field trips to local marine habitats. The College does not provide transportation.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in BIOL15
Co-requisite: A course that must be completely concurrently with BIOL15
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BIOL15, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Recognize major marine habitats and analyze the physical, oceanographic and ecological characteristics that define them.
Describe the defining cellular characteristics and life history patterns of prokaryotic and eukaryotic organisms commonly encountered in marine habitats
Hypothesize ecological and evolutionary mechanisms that are responsible for specific examples of marine organism adaptation.
Identify marine organisms to major taxon on sight, and be able to utilize resources such as dichotomous keys and field guides to identify organisms more specifically.
Keep an organized field/ lab notebook that includes meaningful and accurate notes and data.

BIOL18: Natural History of North Coast Mammals

3.0 Units / LEC-LAB
An introduction to the natural history of North Coast mammals. Topics include taxonomy and evolution, habitat ecology, behavior, and field identification. Note: Field trips are required. The College does not provide transportation.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in BIOL18
Co-requisite: A course that must be completely concurrently with BIOL18
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BIOL18, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Recognize and name common species of North Coast mammals (LAB-SPECIFIC OUTCOME).
Design a mammalian species survey methodology for a particular site (LAB-SPECIFIC OUTCOME).
Describe the natural history of particular species of North Coast mammals, and explain the unique ecological role of each.
Explain how particular species impact human well-being, and conversely, how human activities impact the status of particular species.

BIOL20: Natural History of California

4.0 Units / LEC-LAB
An introduction to the biotic communities of California and the identification, ecology and life history of the organisms living there. Coverage includes organismal structure and function, principles of ecology and evolution, techniques for studying organisms in the wild, and methods of recording field data. Students who are successful in this course are eligible for University of California California Naturalist certification. NOTE: Field trips are required; the College does not provide transportation. UC and CSU transferability requires a letter grade.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Describe the defining cellular characteristics and life history patterns of prokaryotic and eukaryotic organisms commonly encountered in the field. (LEC)
Hypothesize ecological and evolutionary mechanisms that are responsible for specific examples of organismal adaptation and lineage diversification. (LEC)
Recognize the major biotic communities of California, and analyze the biotic and abiotic factors responsible for the unique characteristics of each. (LAB)
Name and classify plants, animals, fungi and macroalgae on sight and/or by using appropriate and available resources. (LAB)
Maintain an organized field/ lab notebook that includes meaningful and accurate notes and data. (LAB)

BIOL21: Mushrooms of the North Coast

3.0 Units / LEC-LAB
The study of the identification and ecology of fungi. Emphasis placed on understanding ecological roles, keying species to genus and on field identification of the more common edible and toxic species of the North Coast. Note: Field trips are required and transportation is not provided.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: BIOL1 - General Biology
Definitions:
Prerequisite: A course that must be completed before enrolling in BIOL21
Co-requisite: A course that must be completely concurrently with BIOL21
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BIOL21, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify common species of mushrooms on sight and use a dichotomous key to identify rare or unknown species.
Analyze the different ecological roles of fungi and fungus-like organisms in various habitats and environments.
Construct a phylogeny for major taxonomic groups in Kingdom Fungi and other fungus-like organisms using morphological features, life history traits, and/or genetic sequences.

BIOL27: Biology of Marine Mammals

3.0 Units / LEC

An introduction to the biology of marine mammals emphasizing anatomy, physiology, behavior, population ecology, evolution, and conservation.

Transferable: Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in BIOL27

Co-requisite: A course that must be completely concurrently with BIOL27

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BIOL27, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Produce specific examples of how evolutionary history is reflected in marine mammal biology, and be able to cite specific evidence for the evolution of marine mammals from terrestrial ancestors.

Describe defining anatomical, physiological, and behavioral characteristics of particular species, and how these affect interactions with conspecifics, other species, and the environment.

Apply knowledge of marine mammal biology in a discussion of global conservation concerns, strategies, and practices.

Identify common species on sight, and be able to use field guides and taxonomic keys to identify unknown species.

BIOL40: Independent Study - Cadaver Prosection

1.0 Units

An advanced course for outstanding anatomy students wishing to prepare demonstration dissections of human cadavers. Students work closely with faculty to learn dissection technique, prepare demonstration dissections, present their work to current anatomy students, and write a research paper on an anatomical subject.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Demonstrate skilled dissection technique.

Explain, in detail, the structure and function of a particular body region.

Communicate orally and in writing about anatomy, to both peers and to instructors.

BIOL41: Independent Study - Natural History Museum Curation

1.0 Units

An advanced project-based course for biology students wishing to learn skills associated with natural history museum specimen curation. Students work with faculty to define a project that may include specimen preparation, maintenance and repair, database design and data entry, and/or creation of public displays and interpretive materials. Students must have some background in zoology or botany, and consent of the supervising instructor.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Demonstrate a particular skill associated with museum curation.

Explain, orally and in writing, project goals, procedures, and results.

BIOL42: Peer Tutoring in Life Sciences - Anatomy

1.0 Units

An advanced course for biology students wishing to combine review of human anatomy with an opportunity to tutor peers in a classroom setting. Students receive training in effective communication and appropriate behavior in the classroom, work side-by-side with instructors in the classroom, and hold periodic study/ review sessions with their peers. Students learn by teaching, deepening and clarifying their understandng of the subject matter beyond what they were able to achieve the first time through the course. Prior enrollment in the course to be tutored is required

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Listen to peer questions, and respond with targeted, lucid, and accurate answers.

Demonstrate, orally and in writing, improved comprehension of the basic concepts of the subject matter.

Set appropriate boundaries, maintain confidentiality, and behave professionally in an instructional role.

BIOL43: Peer Tutoring in Life Sciences - Zoology

1.0 Units

An advanced course for biology students wishing to combine review of general zoology with an opportunity to tutor peers in a classroom setting. Students receive training in effective communication and appropriate behavior in the classroom, work side-by-side with instructors in the classroom, and hold periodic study/ review sessions with their peers. Students learn by teaching, deepening and clarifying their understandng of the subject matter beyond what they were able to achieve the first time through the course. Prior enrollment in the course to be tutored is required.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Listen to peer questions, and respond with targeted, lucid, and accurate answers

Demonstrate, orally and in writing, improved comprehension of the basic concepts of the subject matter.

Set appropriate boundaries, maintain confidentiality, and behave professionally in an instructional role.

BIOL44: Peer Tutoring in Life Sciences - Botany

1.0 Units

An advanced course for biology students wishing to combine review of general botany with an opportunity to tutor peers in a classroom setting. Students receive training in effective communication and appropriate behavior in the classroom, work side-by-side with instructors in the classroom, and hold periodic study/ review sessions with their peers. Students learn by teaching, deepening and clarifying their understandng of the subject matter beyond what they were able to achieve the first time through the course. Prior enrollment in the course to be tutored is required.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Listen to peer questions, and respond with targeted, lucid, and accurate answers.

Demonstrate, orally and in writing, improved comprehension of the basic concepts of the subject matter.

Set appropriate boundaries, maintain confidentiality, and behave professionally in an instructional role.

BIOL45: Peer Tutoring in Life Sciences - Physiology

1.0 Units

An advanced course for biology students wishing to combine review of human physiology with an opportunity to tutor peers in a classroom setting. Students receive training in effective communication and appropriate behavior in the classroom, work side-by-side with instructors in the classroom, and hold periodic study/ review sessions with their peers. Students learn by teaching, deepening and clarifying their understandng of the subject matter beyond what they were able to achieve the first time through the course. Prior enrollment in the course to be tutored is required.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Listen to peer questions, and respond with targeted, lucid, and accurate answers.

Demonstrate, orally and in writing, improved comprehension of the basic concepts of the subject matter.

Set appropriate boundaries, maintain confidentiality, and behave professionally in an instructional role.

Business Technology [BT]

BT16: Word Processing I

4.0 Units / LEC-LAB

An introduction to word processing with hands-on experience, including character, paragraph, and page formatting; creating, editing, saving, and printing letters, memos, and other short documents with an introduction to proofing using spelling, grammar, and style features.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS100 - Basic Computer Skills
AND
Advisory: BT111 - Keyboarding I
OR
Advisory: CIS100 - Basic Computer Skills
AND
Advisory: BT112 - Keyboarding Skill Development
Definitions:
Prerequisite: A course that must be completed before enrolling in BT16
Co-requisite: A course that must be completely concurrently with BT16
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BT16, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Prepare, edit, and print documents using word processing software, including sending documents electronically.
Produce business documents such as memos, letters, and multi-page reports using acceptable standard formats.
Analyze business and personal formatting tasks and determine which word processing features to use to complete those tasks efficiently and effectively.

BT17: Word Processing II

4.0 Units / LEC-LAB
An intermediate to advanced Word processing course with hands-on experience creating business documents, including tables, forms, brochures, and newsletters and utilizing Word features such as newspaper columns, styles, themes, cover pages, headers and footers, pagination, templates, merges, and macros.
Transferable: Transferable to CSU only
Grading Options:

- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: BT16 - Word Processing I
Definitions:
Prerequisite: A course that must be completed before enrolling in BT17
Co-requisite: A course that must be completely concurrently with BT17
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BT17, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Use intermediate to advanced Word features and templates to prepare professional-quality memos, letters, brochures, and other documents.
Prepare and proof multi-page documents that include cover pages, pagination, tables of contents, indexes, headers and footers, and footnotes and endnotes.
Analyze professional and academic formatting tasks and determine which word processing features to use to complete those tasks efficiently and effectively.

BT50: Introduction to Database Management Systems

4.0 Units / LEC-LAB
A course that provides the students with an introduction to the core concepts in data and information management. It is centered around the core skills of identifying organizational information requirements, modeling them using conceptual data modeling techniques, converting the conceptual data models into relational data models and verifying its structural characteristics with normalization techniques, and implementing and utilizing a relational database using an industrial-strength database management system. The course will also include coverage of basic database administration tasks and key concepts of data quality and data security. In addition to developing database applications, the course helps the students understand how large-scale packaged systems are highly dependent on the use of Database Management Systems (DBMSs). Building on the transactional database understanding, the course provides an introduction to data and information management technologies that provide decision support capabilities under the broad business intelligence umbrella.
Transferable: Transferable to CSU only
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS1 - Computer Information Systems
Definitions:
Prerequisite: A course that must be completed before enrolling in BT50
Co-requisite: A course that must be completely concurrently with BT50
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BT50, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate understanding of the role of databases and database management systems in managing information.
Design, create, manage and maintain a relational database with an end user interface for a relational database.
Describe key principles of data security and identify security risks.

BT51: Spreadsheet Applications

4.0 Units / LEC-LAB
An intermediate to advanced level course to develop and refine students' understanding of electronic spreadsheet concepts, applications, and integration with other applications (word processing and database). Students will use hardware, software, and documentation to complete lab exercises and projects.
Transferable: Transferable to CSU only
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS1 - Computer Information Systems
Definitions:
Prerequisite: A course that must be completed before enrolling in BT51
Co-requisite: A course that must be completely concurrently with BT51
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BT51, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Create electronic spreadsheets using intermediate to advanced features and functions.
Create, edit, and manage multi-sheet worksheet workbooks.
Maximize readability, navigation, documentation, and automation in multi-sheet workbooks.

BT53A: Beginning Technical and Professional Office Procedure

3.0 Units / LEC-LAB
An introductory course in entry-level office tasks including mail receipting, data entry, filing, supplies inventorying, meeting document preparation, telephone and calendaring procedures. Emphasis will be set on application of learned technical skills, setting priorities, and practicing time management.
Transferable: Transferable to CSU only
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: BT16 - Word Processing I
AND
Advisory: BT111 - Keyboarding I
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in BT53A
Co-requisite: A course that must be completely concurrently with BT53A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BT53A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate knowledge of customer service skills and characteristics of effective communications (written and verbal).
Analyze, create, and implement strategies for general office tasks such as techniques for receiving, disseminating, storing and prioritizing information in a meaningful, effective manner.
Integrate computer application skills from previous courses to complete a variety of office tasks.

BT53B: Advanced Technical and Professional Office Procedures

3.0 Units / LEC-LAB
A course in advanced preparation for the administrative professional occupation, including budget preparation, proprietary information systems, strategic planning, development of meeting documents, and the importance of workplace ethics and effective communication in diverse environments. Students deal with concepts relevant to resolving issues in business, emphasizing the use of reasoning and analytical skills, team concepts, ethics, diversity, and their application to business decisions.
Transferable: Transferable to CSU only
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: BT-111 -
AND
Advisory: BT-16 -
AND
Advisory: BT-51 -

AND
Advisory: BT-53A -
AND
Advisory: BUS-52 -
Definitions:
Prerequisite: A course that must be completed before enrolling in BT53B
Co-requisite: A course that must be completely concurrently with BT53B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BT53B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply team-building and problem-solving skills while working as a team member to complete a project such as a strategic plan or production plan for an office.
Apply advanced techniques using spreadsheet applications to develop office budgets.
Demonstrate a knowledge of organizational structures and shared governance models and the development of meeting documents.
Demonstrate a general understanding of risk management.

BT111: Keyboarding I

3.0 Units / LEC-LAB
A beginning course in keyboarding using the touch method. Emphasis on acquiring basic keyboarding skills and on producing documents (reports, letters, tables, etc.) using word processing software as preparation for learning office production skills.
Transferable: Not transferable
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Keyboard alphabetic and punctuation keys by touch using correct keyboarding technique.
Keyboard with accuracy using correct keyboarding technique.
Create properly formatted business documents using correct keyboarding technique.

BT112: Keyboarding Skill Development

1.0 Units
A course designed to help students improve their keyboarding skills as well as develop 10-key keypad speed and accuracy. Specific drills will be taught to correct individual keyboarding deficiencies. Students at any level will be able to continue their development of keyboard control through repetitive typing of specific drills designed to improve both speed and accuracy.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Advisory: BT-111 -
Definitions:
Prerequisite: A course that must be completed before enrolling in BT112
Co-requisite: A course that must be completely concurrently with BT112
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BT112, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Use correct technique while keyboarding the alphabetic and numeric keys by touch.
Improve keyboarding speed and accuracy.
Use the 10-key pad by touch with accuracy.

Business [BUS]

BUS1A: Financial Accounting

4.0 Units / LEC-LAB
A study of accounting as an information system, examining why it is important and how it is used by investors, creditors, and others to make decisions. The course covers the accounting information system, including recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the financial statements, and statement analysis. This course include issues relating to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls, and ethics.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS1 - Computer Information Systems
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
AND
Prerequisite: MATH380 - Elementary Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in BUS1A
Co-requisite: A course that must be completely concurrently with BUS1A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BUS1A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Explain the nature of current assets and related issues, including the measurement and reporting of cash and cash equivalents, receivables and bad debts, inventory and cost of goods sold as well as the valuation and reporting of current liabilities, estim
Identify and illustrate issues relating to long-term asset acquisition, use, cost allocation, and disposal.
Distinguish between capital and revenue expenditures.
Identify and illustrate issues relating to long-term financing through debt and equity decisions, including issuance, valuation, and retirement of debt (using time value of money techniques), issuance and repurchase of capital stocks, and dividends.
Explain the importance of operating, investing and financing activities reported in the Statement of Cash Flows.

BUS1B: Managerial Accounting

4.0 Units / LEC-LAB
A study of how managers use accounting information in decision-making, planning, directing operations and controlling. This course focuses on cost terms and concepts, cost behavior, cost structure and cost-volume-profit analysis. The course includes issues relating to cost systems, cost control, profit planning, and performance analysis in manufacturing and service environments.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: BUS1A - Financial Accounting
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in BUS1B
Co-requisite: A course that must be completely concurrently with BUS1B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BUS1B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Explain and apply managerial accounting concepts to assist business decision-making using spreadsheets.
Explain and apply standard cost accounting methods to calculate costs and income statements.
Explain and apply standard methods of cost-benefit analysis, including time value of money using spreadsheets.
Identify ethical issues that arise in managerial accounting and apply strategies for addressing them.

BUS4: Advanced Computerized Bookkeeping

3.0 Units / LEC-LAB
A study of advanced bookkeeping procedures utilizing common accounting software. The student will learn to analyze and post complex business transactions in order to create financial and tax reports and manage payroll for small businesses.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: BUS1A - Financial Accounting
AND
Advisory: CIS1 - Computer Information Systems
OR
Prerequisite: BUS1A - Financial Accounting
AND
Advisory: BT51 - Spreadsheet Applications
OR
Prerequisite: BUS180 - Introduction to Bookkeeping
AND
Advisory: CIS1 - Computer Information Systems
OR
Prerequisite: BUS180 - Introduction to Bookkeeping
AND
Advisory: BT51 - Spreadsheet Applications
Definitions:
Prerequisite: A course that must be completed before enrolling in BUS4
Co-requisite: A course that must be completely concurrently with BUS4
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BUS4, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate the competencies of an independent bookkeeper.

Electronically record and analyze typical business transactions.
Manage and conduct intermediate-level analyses of the electronic payroll and financial records of a business on a cash or accrual basis.

BUS10: Introduction to Business

3.0 Units / LEC
An introduction to the trends and opportunities in today's dynamic global business environment surveying economics, global business, social responsibility, ownership forms, entrepreneurship, management organization, marketing, accounting and financial management.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in BUS10
Co-requisite: A course that must be completely concurrently with BUS10
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BUS10, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze situations and apply business terms and concepts to make business decisions.
Communicate effectively as writers, listeners, and speakers in social and business settings.

BUS18: Business Law

3.0 Units / LEC
Fundamental legal principles pertaining to business transactions. This course is an introduction to the legal process in a business setting. Topics include sources of law and ethics, contracts, torts, agency, criminal law, business organizations, and judicial and administrative processes.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in BUS18
Co-requisite: A course that must be completely concurrently with BUS18
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BUS18, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Explain legal concepts relevant to business.
Use reference sources to gather information on legal concepts relevant to business.
Apply legal concepts to analyze factual business scenarios.

BUS34: Introduction to Personal Finance

3.0 Units / LEC
An introduction to the basics of personal financial literacy in diverse cultural settings. Topics will include managing income, expenses, credit and insurance. In the area of investments, topics will include financial markets and assets, basic asset valuation and retirement planning.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS1 - Computer Information Systems
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
AND
Advisory: MATH120 - Intermediate Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in BUS34
Co-requisite: A course that must be completely concurrently with BUS34
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BUS34, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze personal and household decision-making in diverse cultural settings using both financial and behavioraleconomic concepts and models.
Prepare a personal financial plan.

BUS35: Strategic Marketing

4.0 Units / LEC
An overview of how to utilize marketing and social media to grow a business and build lasting relationships with your customers. The student will learn contemporary strategies on digital, social and traditional techniques for building brands, promoting products, and communicating the value that your business offers. The course will explore consumer behavior, product strategy, distribution strategy, financial modeling and research of markets, industries, and competition. As an added bonus, students will also explore building a personal brand and ways that digital and social realms can be utilized to build professional networks and advance career opportunities.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: BUS10 - Introduction to Business
Definitions:
Prerequisite: A course that must be completed before enrolling in BUS35
Co-requisite: A course that must be completely concurrently with BUS35
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BUS35, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze situations and apply marketing terms and concepts to make business decisions.
Write a comprehensive marketing plan.

BUS40: Independent Study

1.0 - 3.0 Units
Independent research and special projects in Business. Specific projects to be determined in consultation with instructor. Note: All independent study projects must be approved by instructor and an approved independent study contract must be on file before the independent study section is created.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Perform specialized tasks and demonstrate skills as a result of individualized work.

BUS42: Cooperative Work Experience Education

0.0 Units
A course designed to assist students in planning and accomplishing meaningful learning objectives relevent to Business occupations, certificates, or degrees at their places of for-profit, nonprofit, or governmental employment or training. To participate in this program students' jobs must be related to their career goals or college course work. Variable 0.5 to 8.0 units based upon 37.5-600 total work "lab" hours per semester, repeatable 2 times. Note: During fall and spring, students must be enrolled in at least 7 units (including CWE) to enroll in CWE. If enrolling in the summer, student must have been enrolled in at least 12 units (including CWE) in the previous spring semester. Students must take primary responsibility in finding a work experience opportunity and are strongly advised to find such an opportunity before enrolling in the class. Some employers or programs may require fingerprinting, drug testing, and/or background checks. Students should be advised that a maxmum of 9 units can be applied toward a degree.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Find, secure, and maintain a work experience learning opportunity.
Explain or apply at least three business processes, concepts, or skills they have learned from their work experience that are relevant to the student's occupational or educational goals.

BUS52: Business Communications

3.0 Units / LEC
A course in written and oral communications for the business environment. Students analyze various business situations, producing reasoned and appropriate written or oral responses. Written communication focus on approach and composition of effective business letters, memorandums, e-mail messages and short reports. Oral communications include small group participation and oral powerpoint presentations.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ENGL150 - Precollegiate Reading and Writing
AND
Advisory: CIS100 - Basic Computer Skills
OR

Prerequisite: ENGL102 - Developing Reading and Writing
AND
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in BUS52
Co-requisite: A course that must be completely concurrently with BUS52
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BUS52, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply communication terms and concepts to analyze, plan and deliver effective written or oral messages in any business or social setting.
Apply effective business presentation skills and guidelines (both content and speaking style).
Formulate an effective job search strategy (interview skills, effective resume writing, composing application letters).

BUS68: Managing People and Projects

3.0 Units / LEC
An overview of how to effectively work on teams, manage people, and successfully plan and execute projects in a business setting. The student will learn fundamental management skills related to team motivation, communication, persuasion, creativity, and managing change. In addition, the student will apply project management techniques and industry-standard software to in-class management projects. Students will also develop self-awareness strategies that will help them be a more effective member of a team, organization, and society.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: BUS10 - Introduction to Business
AND
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in BUS68
Co-requisite: A course that must be completely concurrently with BUS68
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BUS68, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Analyze situations that commonly arise in the business environment and apply management terms and concepts to make business decisions.
2. Manage a team project from initiation to completion through a real-world project exercise.

BUS69: Starting and Growing a Business

4.0 Units / LEC-LAB
An overview of the strategic business plan development process, including analysis of the marketing, operations, management, technology and finance functions of a new business venture. The student will learn the strategic business planning process by creating a professional business plan supported by robust financial projections. Emphasis will be placed on the development of a profitable, differentiated and sustainable business model.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: BUS10 - Introduction to Business
Definitions:
Prerequisite: A course that must be completed before enrolling in BUS69
Co-requisite: A course that must be completely concurrently with BUS69
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BUS69, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Create a comprehensive business plan through the business modeling process.

BUS180: Introduction to Bookkeeping

3.0 Units / LEC-LAB
A course introducing the concepts of bookkeeping. The correct posting of business transactions and the creation of financial reports and payroll for small businesses will be emphasized.
Transferable: Not transferable
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MATH102 - Pathway to Statistics
OR
Advisory: MATH194 - Intermediate Algebra for Business Fields
Definitions:
Prerequisite: A course that must be completed before enrolling in BUS180
Co-requisite: A course that must be completely concurrently with BUS180
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in BUS180, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate the competencies of a payroll clerk or supervised bookkeeper.
Accurate record transactions in the financial records of a business.
Manage and conduct basic analyses of the payroll and financial records of a business on a cash or accrual basis.

BUS280: Income Tax Preparation

0.0 Units
An entry-level course in preparing basic Federal and State income tax returns.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Categorize the basic income types and identify appropriate taxability.
Complete required Federal and California state income tax returns.

Chemistry [CHEM]

CHEM1A: General Chemistry

5.0 Units / LEC-LAB
The first semester of a one-year course in the principles of chemistry for students in science, engineering, medical and related professions. Atomic structure, chemical bonding, stoichiometry, the periodic table, enthalpy, solutions, and carbon chemistry will be studied. Includes a coordinated laboratory experience focused on the study of physical and chemical properties.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Enrollment Limitation:
Appropriate STEM Math placement, or Intermediate Algebra (high school or college) One year of high school Chemistry with a grade of C or better can substitute for CHEM-100.
Prerequisites, Co-requisites & Advisories:
Prerequisite: CHEM100 - Preparation for General Chemistry
Definitions:
Prerequisite: A course that must be completed before enrolling in CHEM1A
Co-requisite: A course that must be completely concurrently with CHEM1A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CHEM1A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Solve problems using the principles of chemistry.
2. Use the lab equipment correctly to get satisfactory results for the experiments performed.

CHEM1B: General Chemistry

5.0 Units / LEC-LAB
The second semester of a one-year course in chemistry intended for majors in the natural sciences (chemistry, biochemistry, biology, physics, pre-medicine), mathematics, and engineering. Covers topics such as intermolecular forces, physical states, solutions, kinetics, nuclear chemistry, equilibrium, acids and bases, thermodynamics, electrochemistry, coordination chemistry, and descriptive chemistry of the elements.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CHEM1A - General Chemistry
Definitions:
Prerequisite: A course that must be completed before enrolling in CHEM1B
Co-requisite: A course that must be completely concurrently with CHEM1B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CHEM1B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Solve problems using the principles of chemistry.
2. Use the lab equipment correctly to get satisfactory results for the experiments performed.

CHEM2: Introduction to Chemistry

5.0 Units / LEC-LAB

An introduction to basic chemical principles. Serves as a beginning course for allied science students including nursing, and as general education. Students learn to classify matter and to describe physical and chemical phenomena such as atomic structure, compounds, energy, solutions, acids and bases, nuclear chemistry, and organic chemistry, both qualitatively and quantitatively, at an introductory level. Includes a coordinated lab experience. Note: Safety protection for eyes and scientific calculator required.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Enrollment Limitation:
Appropriate STEM Math placement, or Elementary Algebra (high school or college)
Student Learning Outcomes
1. Analyze the fundamental features of chemistry including measurement, mathematical conversion of measured physical properties such as mass, volume, density, pressure, temperature, solutions, concentrations and dilutions.
2. Demonstrate knowledge of the qualitative features of chemistry including physical and chemical properties, naming and writing chemical formulas of compounds and evaluating chemical reactions.
3. Differentiate typical acid and base formulas and compare/contrast the behavior associated with acids and bases.
4. Analyze chemical reactions to quantitatively determine theoretical yield.

CHEM3: Introduction to Organic and Biochemistry

4.0 Units / LEC-LAB
This course is a survey of organic and biochemistry for nursing majors and other allied health fields. Topics include general organic chemistry and biological chemistry as they apply to living systems. The laboratory component will support the course topics, including qualitative and quantitative experiments, and analysis of data. Note: Safety protection for eyes and scientific calculator required.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CHEM2 - Introduction to Chemistry
Definitions:
Prerequisite: A course that must be completed before enrolling in CHEM3
Co-requisite: A course that must be completely concurrently with CHEM3
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CHEM3, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Draw and name structures containing common mono-functional organic molecules and differentiate functional groups when they appear in an organic structure, relating the physical and chemical properties of compounds containing these groups with the structure of each functional classification. (LEC/LAB)
2. Distinguish roles of four major classes of bio-molecules in living cells. (LEC/LAB)
3. Compare and contrast the processes of DNA replication and transcription, RNA translation, and common types of mutations. (LEC/LAB)
4. Demonstrate knowledge of major biochemical components in metabolism. (LEC/LAB)

CHEM8: Brief Organic Chemistry

5.0 Units / LEC-LAB
A survey of important classes of organic compounds with emphasis on materials of interest to students of the biological sciences, pre-professional programs and related areas. The laboratory work introduces the fundamental techniques using both macro and micro scale equipment for the purification, synthesis and identification of organic compounds, while illustrating the basic chemistry of the functional groups. Note: Safety protection for eyes and scientific calculator required.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CHEM1A - General Chemistry
Definitions:
Prerequisite: A course that must be completed before enrolling in CHEM8
Co-requisite: A course that must be completely concurrently with CHEM8
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CHEM8, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate lab safety.
Identify functional groups in organic molecules.
Distinguish between properties of functional groups in organic molecules, including the important classes of bioorganic monomers and polymers.
Take a mechanistic view of chemical reactions.
Perform basic synthetic organic chemistry techniques to synthesize, isolate and purify a compound.

CHEM10: Chemistry and Society

3.0 Units / LEC
An introductory course in basic concepts of chemistry that requires analyses of the socio-cultural contexts within which chemistry plays a central role. The course is designed to provide a general educational exposure to the physical sciences, specifically chemistry, and is not recommended for science majors.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
AND
Prerequisite: MATH380 - Elementary Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in CHEM10
Co-requisite: A course that must be completely concurrently with CHEM10
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CHEM10, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply scientific reasoning in contexts involving chemistry and society.
Use chemical theories, principles, and models, in conjunction with the scientific method, to analyze socio-cultural phenomena involving chemistry and society.
Critique the benefits and limitations of applying the scientific method to problems in the analysis of socio-cultural phenomena involving chemistry.
Explore independently contemporary topics in which chemistry has a significant role.

CHEM100: Preparation for General Chemistry

4.0 Units / LEC
A brief introduction to the principles of chemistry and the application of mathematics to chemistry. Chem 100 is intended to prepare students for General Chemistry (CHEM 1A) who did not take high school chemistry or whose prior chemistry is outdated. Note: Scientific calculator is required.
Transferable: Not transferable
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
1. Apply the problem solving method of dimensional analysis to unit conversions, traditional proportion problems, % problems and in the development of derived units.
2. Apply chemical principles to quantitatively evaluating chemical reactions
3. Apply chemical principles to qualitatively evaluate chemical reactions.

Cinema [CINE]

CINE1: Cinema History - Origins Through the Coming of Sound

3.0 Units / LEC
An introduction to the study of film history from cinema's origins in the 1890s through the widespread transition to sound-on-film technology. Students will consider the historical, production, distribution, exhibition, cultural, and aesthetic contexts of varying cinematic movements from several different parts of the western world. The bulk of this course centers on silent cinema, with attention paid at the end of the course to the development of sound.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in CINE1
Co-requisite: A course that must be completely concurrently with CINE1
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CINE1, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify and analyze subtle and complex meanings of a film's (or films') stylistic elements and place

those in its (their) historical, cultural, political, industrial, authorial, and/or national context(s) where appropriate.

CINE2: Cinema History - Coming of Sound to the Present

3.0 Units / LEC

An introduction to the study of film history from just after the coming of sound to the present. Students will be required to consider the historical, production, distribution, exhibition, cultural, and aesthetic contexts of varying cinematic movements from the United States and Western Europe.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in CINE2

Co-requisite: A course that must be completely concurrently with CINE2

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CINE2, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Identify and analyze subtle and complex meanings of a film's (or films') stylistic elements and place those in its (their) historical, cultural, political, industrial, authorial, and/or national context(s) where appropriate.

CINE3: Cinemas of Latin America, Asia, and Africa

3.0 Units / LEC

A survey course of film history outside of the western world, specifically, the films of Asia, the Middle East, Africa, South America, Mexico and Cuba. We will examine the historical, social, political and film industry environments in which each film was created, and we will identify recurring themes, motifs, techniques, and aesthetic choices that contribute to a regional or national style.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in CINE3

Co-requisite: A course that must be completely concurrently with CINE3

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CINE3, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Identify and analyze subtle and complex meanings of a film's (or films') stylistic elements and its (their) historical, cultural, political, industrial, and national context(s).

Apply film theories and arguments in the field to analyze non-verbal communication in visual imagery.

Read and decode cinematic language to extract meaning by identifying artistic and authorial choices that went into a film's construction.

Communication Studies [COMM]

COMM1: Public Speaking

3.0 Units / LEC

An introduction to the fundamental theories and techniques of public speaking stressing audience analysis, logical organization, and support of ideas. Students will analyze and research issues and will construct and deliver informative and persuasive speeches on topics of current concern.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in COMM1

Co-requisite: A course that must be completely concurrently with COMM1

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in COMM1, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Based upon accepted theoretical models of human communication, analyze the communication situation, audience, occasion, and subject matter in order to construct and deliver effective speeches, using classical and contemporary rhetorical techniques to info

Exercise ethical considerations in the development, support, and presentation of ideas to diverse audiences.

Critically analyze informative and persuasive communication including classroom speeches, their own presentations, and additional messages to which students are regularly exposed.

Conduct relevant research, analyzing and evaluating electronic and print sources and other research materials for authority, credibility, relevance, and bias to credibly support speeches.

COMM1H: Public Speaking - Honors

3.0 Units / LEC

An introduction to the fundamental theories and techniques of public speaking stressing audience analysis, logical organization, and support of ideas. Students will analyze and research issues and will construct and deliver informative and persuasive speeches on topics of current concern. Honors work challenges students to be more analytical and creative through expanded assignments such as more in-depth engagement with, and application of, techniques of argumentation and persuasion.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in COMM1H

Co-requisite: A course that must be completely concurrently with COMM1H

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in COMM1H, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Based upon accepted theoretical models of human communication, analyze the communication situation, audience, occasion, and subject matter in order to construct and deliver effective speeches, using classical and contemporary rhetorical techniques to info

Exercise ethical considerations in the development, support, and presentation of ideas to diverse audiences.

Critically analyze informative and persuasive communication including classroom speeches, their own presentations, and additional messages to which students are regularly exposed.

Conduct relevant research, analyzing and evaluating electronic and print sources and other research materials for authority, credibility, relevance, and bias to credibly support speeches.

COMM2: Introduction to Communication

3.0 Units / LEC

An introduction to the discipline of Communication Studies including history, theories, methods, and specializations of human communication as an academic field of study.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in COMM2

Co-requisite: A course that must be completely concurrently with COMM2

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in COMM2, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Identify the basic concepts of the field of communication.

Explain the contextual, cultural, and social foundations of human communication.

Summarize the history, theories,and specializations in Communication Studies.

Describe how knowledge is generated in the Communication discipline.

Compare the basic research methods for the evaluation of human communication phenomena.

COMM3: Oral Interpretation of Literature

3.0 Units / LEC

Introduction to performance studies through the oral interpretation of literature, including Western and Non-Western forms; examination and application of theoretical issues and historical developments to current performance trends in solo, duo, and interpreters' theater; focus on audience analysis, selection, and thematic analysis of literature, discussion, and application of vocal and physiological delivery techniques, program performance, and post-performance evaluation.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in COMM3
Co-requisite: A course that must be completely concurrently with COMM3
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in COMM3, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Distinguish among the various forms of literature.
Analyze literature for the purpose of interpretation.
Edit literature for live performance using techniques that focus on unity of time, place, action, mood, and character.
Perform a variety of verbal and nonverbal skills to effectively bring literature to life and heighten the performer's message.

COMM5: Introduction to Mass Communication

3.0 Units / LEC
Survey of mass communication and the interrelationships of media with society including history, structure, and trends in a digital age. Discussion of theories and effects, economics, technology, law and ethics, global media, media literacy, and social issues, including gender and cultural diversity.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in COMM5
Co-requisite: A course that must be completely concurrently with COMM5
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in COMM5, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply major mass communication theories to current media issues.
Analyze individual, social, and cultural impacts of mass communication.
Evaluate coverage and objectivity of various media news sources.

COMM6: Small Group Communication

3.0 Units / LEC
Principles of communication in a variety of group contexts. Theory, application, and evaluation of group communication processes, including problem solving, conflict management, decision making, and leadership.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in COMM6
Co-requisite: A course that must be completely concurrently with COMM6
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in COMM6, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply appropriate processes for structured and creative problem solving in a small group context.
Identify communication skills that increase the effectiveness of small groups, in both the task and social dimensions.
Demonstrate the ability to effectively organize, prepare for, and adaptively deliver persuasive presentations within small group settings.

COMM7: Interpersonal Communication

3.0 Units / LEC
An introductory survey communication course designed to increase interpersonal awareness and effectiveness in person-to-person communication settings. Students will read, discuss, and apply concepts and principles while developing skills dealing with the verbal and nonverbal transactions that occur in relationships.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in COMM7
Co-requisite: A course that must be completely concurrently with COMM7
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in COMM7, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify ethical, competent, and incompetent verbal and nonverbal communication behaviors.
Explain the relationship between self-concept and communication.
Analyze how communication affects relational dynamics.
Describe the role of perceptual frameworks in interpersonal communication.

COMM8: Intercultural Communication

3.0 Units / LEC
Introduction to intercultural communication in domestic and/or global contexts. Influence of cultures, languages, and social patterns on the interaction of members within a group and with members of different ethnic and cultural groups. Appreciation and comparison of communication of diverse groups within the larger context of American culture.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in COMM8
Co-requisite: A course that must be completely concurrently with COMM8
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in COMM8, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Compare and contrast similarities and differences in the communication strategies of cultures, co-cultures and ethnic groups in various contexts.
Explain how cultural dynamics (perceptions, core values, and world views) influence verbal and nonverbal communication.
Recognize effective intercultural competencies and common barriers to competence, such as stereotyping, prejudice, and ethnocentrism.

Computer Electronics Technology [CET]

CET10: Survey of Electronics

3.0 Units / LEC
An introductory course in electricity and electronics. Students will learn basic components of physics, chemistry, and mathematical analysis, as needed. Topics include methods for generating and storing electricity, design and selection of energy efficient devices, and the impact of electricity and electronics on society and the environment.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MATH120 - Intermediate Algebra
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in CET10
Co-requisite: A course that must be completely concurrently with CET10
Advisory on Recommended Preparation: A course that is recommended (not required) for

students to complete before enrolling in CET10, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe the operation of electrical and electronic devices, circuits, and systems.
Analyze circuits and compute electrical and electronic variables.
Explain the influence of electricity and electronics on world history and cultures.

CET10L: Survey of Electronics - Lab

1.0 Units
An introductory laboratory course covering electrical and electronic devices, circuits, systems, and test equipment. Instruments used in the study of basic electronics are discussed, demonstrated, and used. Emphasis is placed on safety, interpretation of schematic diagrams, and familiarization with electronic components. Note: Laboratory only. Students must also be enrolled in CET 10.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Co-Requisite: CET10 - Survey of Electronics
AND
Advisory: MATH120 - Intermediate Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in CET10L
Co-requisite: A course that must be completely concurrently with CET10L
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CET10L, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Interpret electrical and electronic circuit diagrams.
Design, build, and test electrical and electronic circuits.

CET40: Independent Study in Computer and Electronics Technology

0.5 - 2.0 Units
Individual research and special projects in Computer Electronics Technology. Specific projects will be determined upon consultation with instructor. Note: Students taking an independent study course must have an approved contract on file.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Perform specialized tasks and demonstrate skills acquired as a result of individualized work.
Computer Information Systems [CIS]

CIS1: Computer Information Systems

4.0 Units / LEC-LAB
An intermediate-level course focusing on the principles and applications of computers, including their role in business and society, the fundamentals of information systems, database management systems, networking, ecommerce, ethics and security, and computer systems hardware and software components.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS-100 -
AND
Advisory: ENGL-150 -
AND
Advisory: MATH-376 -
Definitions:
Prerequisite: A course that must be completed before enrolling in CIS1
Co-requisite: A course that must be completely concurrently with CIS1
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CIS1, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Solve common business problems using appropriate information technology applications and systems.
Demonstrate an understanding of information systems used in business.
Evaluate the implications of technology on society.

CIS12: Programming Fundamentals

4.0 Units / LEC-LAB
An introduction to the fundamental concepts and models of application development including the basic concepts of program design, data structures, programming, problem solving, programming logic, and fundamental design techniques for event-driven programs. Hands-on experience with a modern application programming language and development platform.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS-1 -
AND
Advisory: MATH-380 -
Definitions:
Prerequisite: A course that must be completed before enrolling in CIS12
Co-requisite: A course that must be completely concurrently with CIS12
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CIS12, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Design object-oriented computer programs using a variety of techniques and tools.
Create programs using basic logic and data structures.
Test applications with sample data.

CIS18: Object Oriented Programming - Java

4.0 Units / LEC-LAB
An intermediate-level course in object-oriented programming (OOP). Students will use object-oriented and event-driven concepts to design, implement, and test programs written using the Java programming language. The course includes concepts common to all programming languages and those specific to event-driven languages.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS12 - Programming Fundamentals
Definitions:
Prerequisite: A course that must be completed before enrolling in CIS18
Co-requisite: A course that must be completely concurrently with CIS18
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CIS18, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Design, implement, test, and debug a program that uses each of the following fundamental programming constructs: basic computation, simple I/O, standard conditional and iterative structures, and the definition of functions.
Identify and describe the properties of a variable such as its associated address, value, scope, persistence, and size.
Defend the importance of types and type-checking in providing abstraction and safety.

CIS30: CCNA: Computer Network Fundamentals

4.0 Units / LEC-LAB
A study of the architecture, functions, components, and models of computer networks in a hands-on lab setting. The principles and structure of IP (Internet Protocol) addressing and the fundamentals of Ethernet, media, and operations are introduced to provide a foundation for further study of computer networks and to prepare students for Cisco certification.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS1 - Computer Information Systems
AND
Advisory: CIS98 - PC Computer Repair and Maintenance
Definitions:
Prerequisite: A course that must be completed before enrolling in CIS30
Co-requisite: A course that must be completely concurrently with CIS30
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CIS30, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks.
2. Build a simple Ethernet network using routers and switches.
3. Use common network utilities to verify small network operations and analyze data traffic.

CIS31: Systems and Network Administration

4.0 Units / LEC-LAB
An applied introductory course on the installation, maintenance, troubleshooting and support of server hardware and software technologies. Students will become familiar with environmental issues; understand and comply with disaster recovery and security procedures; become familiar with industry

terminology and concepts; understand server roles and interaction within the overall computing environment.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS1 - Computer Information Systems
Definitions:
Prerequisite: A course that must be completed before enrolling in CIS31
Co-requisite: A course that must be completely concurrently with CIS31
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CIS31, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Configure a server operating system.
Manage users and security groups on a server.
Troubleshoot a server.

CIS33: CCNA: Scaling and Connecting Networks

4.0 Units / LEC-LAB
A study of the wide area network technologies and network services, and the architecture, components, and operations of routers and switches in a complex network. This is the second in a two-course series that prepares students for certification as a Cisco Certified Network Associate (CCNA)
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CIS30 - CCNA: Computer Network Fundamentals
Definitions:
Prerequisite: A course that must be completed before enrolling in CIS33
Co-requisite: A course that must be completely concurrently with CIS33
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CIS33, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Configure routers and switches for advanced functionality.
2. Resolve common issues with data link protocols.
3. Implement DHCP, DNS, IPSec and virtual private network (VPN) operations in a complex network.

CIS35: Introduction to Information Systems Security

4.0 Units / LEC-LAB
An introduction to the fundamental principles and topics of Information Technology Security and Risk Management at the organizational level. It addresses hardware, software, processes, communications, applications, and policies and procedures with respect to organizational Cybersecurity and Risk Management. This course prepares students for the CompTIA Security+ certification exam.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS30 - CCNA: Computer Network Fundamentals
AND
Advisory: CIS31 - Systems and Network Administration
Definitions:
Prerequisite: A course that must be completed before enrolling in CIS35
Co-requisite: A course that must be completely concurrently with CIS35
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CIS35, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Examine attacks launched against networks and computer systems.
Apply defense mechanisms.
Analyze risk mitigation strategies.

CIS37: Principles of Ethical Hacking

4.0 Units / LEC-LAB
This course introduces the student to the various methodologies for attacking a network. Students will be introduced to the concepts, principles, and techniques, supplemented by hands-on exercises, for attacking and disabling a network within the context of properly securing a network. The course will emphasize network attack methodologies with the emphasis on student use of network attack techniques and tools and appropriate defenses and countermeasures. Students will experience a hands-on practical approach to penetration testing measures and ethical hacking.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS35 - Introduction to Information Systems Security
Definitions:
Prerequisite: A course that must be completed before enrolling in CIS37
Co-requisite: A course that must be completely concurrently with CIS37
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CIS37, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe the tools and methods a "hacker" uses to break into a computer or network.
Protect a computer and a LAN against a variety of different types of security attacks using a number of hands-on techniques.

CIS42: Cooperative Education Work Experience in Computer Information Systems

0.5 - 8.0 Units
A course designed to assist students in accomplishing learning objectives directly related to their Computer Information System career goals or college course work in a supervised work environment that extends classroom-based occupational learning to an on-the-job learning situation. To participate in this course, the student's placement and course objectives must be related to their career goals or college course work. Note: During fall and spring, students must be enrolled in at least 7 units (including CWE) to enroll in CWE. If enrolling in the summer, student must have been enrolled in at least 12 units (including CWE) in the previous spring semester. Students must take primary responsibility in finding a work experience opportunity and are strongly advised to find such an opportunity before enrolling in the class. Some employers or programs may require fingerprinting, drug testing, and/or background checks. Students should be advised that a maxmum of 9 units can be applied toward a degree. Students may enroll a total of 3 times (repeatable twice). Variable 0.5 to 8.0 units, based on 37.5-600 work lab hours per semester.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Successfully complete objectives that are site specific and related to career goals or degree / certificate requirements.
Demonstrate job retention skills identified as critical to the employer or supervisor.

CIS98: PC Computer Repair and Maintenance

4.0 Units / LEC-LAB
A practical study of the repair and maintenance of PCs at the component level as well as concepts such as security, networking and the responsibilities of an ICT professional. This course prepares students for CompTIA's A+ certification exam.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS1 - Computer Information Systems
Definitions:
Prerequisite: A course that must be completed before enrolling in CIS98
Co-requisite: A course that must be completely concurrently with CIS98
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CIS98, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Disassemble and reassemble a PC.
Install an operating system on a PC.
Properly and safely diagnose, resolve and document common hardware and software issues.

CIS100: Basic Computer Skills

3.0 Units / LEC-LAB
An introduction to basic college-level computing skills including file and folder management, local- and cloud-based apps, and online learning in a lecture/lab setting. Topics include basic hardware operations (keyboarding, mouse, monitor, printer, disk storage), graphical user interface (GUI) operating systems, electronic file management, the Internet, email, word processing, spreadsheets, and electronic presentations with emphasis on e-Learning and learning management systems. Students who successfully complete the course will be well-prepared for taking online courses.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Apply knowledge of computer hardware and soft-

ware to create and manage files and folders.
Compose and edit documents using basic functions and features of modern office suite software.
Demonstrate basic competency with online learning management systems and the Internet.
Demonstrate basic competency with touch-typing.

CIS210: Beginning Computer Skills

0.0 Units
A course designed to assist students and strengthen student computer skills needed in the 21st Century workplace. This lab will provide individualized instruction in a self-paced environment. Coursework specific to a student's area of study will be evaluated.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Operate basic computer components.
Effectively use word processing, spreadsheet or other software at a basic level.

Construction Technology [CT]

CT15: Carpentry Techniques for Existing Buildings

0.5 - 2.0 Units
Hands-on carpentry techniques using existing buildings as a field school. A comprehensive study of repairing and rehabbing existing buildings. This course highlights sustainable building by teaching trade skills that will prepare the student for repair and remodel specialist jobs to reuse existing buildings. Note: Personal protective equipment, appropriate work clothing, and personal carpentry tools will be required of the student.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Devise and implement a prudent conservation plan based on existing conditions, repair needs, and common sense.
Perform safe work habits on a construction site using hand and power tools.
Select and use proper hand tools for various procedures of demolition and reconstruction on an existing building.
Compare reusing salvage materials and purchasing new materials as basic building conservation guidelines.

CT16: Architectural Millwork

3.0 Units / LEC-LAB
Practice of traditional woodworking skills and modern procedures required to produce new wood molding and/or replicate existing millwork. Students will learn the safe use of woodworking equipment, hand, and power tools used in a millshop. Note: Field trips will be a component of this course and the College does not provide transportation.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CT21B - Intermediate Wood Technology
OR
Prerequisite: CT57B - Cabinetmaking and Millwork II
Definitions:
Prerequisite: A course that must be completed before enrolling in CT16
Co-requisite: A course that must be completely concurrently with CT16
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT16, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply critical thinking skills to appropriately select materials, tools, and machinery to create wood molding shapes.
Produce specific architectural millwork components.
Practice appropriate woodshop safety for machinery setup, hand tools, and power tools.

CT21A: Survey of Wood Technology

3.0 Units / LEC-LAB
An introductory woodworking course with lectures and labs. Students will receive instruction in project planning, wood technology, wood finishing, woodworking related literature and the safe use and operation of hand and power woodworking tools. Project work includes assigned and free-choice projects. This course is required for all Construction Technology degrees and certificates at College of the Redwoods.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
1. Select and safely use appropriate hand and power tools to perform precise woodworking operations.
2. Construct a variety of woodworking joints, such as mortise and tenon, dado, miter, dowel, half-lap and rabbet.
3. Use time efficiently.
4. Research and present current topics in woodworking and present the findings.
5. Design, organize, construct and apply a protective finish to a free choice woodworking project.

CT21B: Intermediate Wood Technology

3.0 Units / LEC-LAB
An intermediate-level woodworking course. Project-based instruction includes the set-up and use of woodworking hand tools and machinery, furniture joinery, wood turning, veneering, surface preparation and wood finishing.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CT21A - Survey of Wood Technology
Definitions:
Prerequisite: A course that must be completed before enrolling in CT21B
Co-requisite: A course that must be completely concurrently with CT21B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT21B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Select and safely use appropriate hand and power tools to perform precise woodworking operations.
2. Construct a complex woodworking project that incorporates a variety of woodworking techniques.
3. Research and critically review current topics in woodworking and present the findings.
4. Adjust, manipulate, and safely operate specialized woodworking machinery.

CT25: OSHA Construction Safety

2.0 Units / LEC
A course in construction industry safety. Using specified OSHA 30-Hour training guidelines, students will receive instruction in construction safety and health principles aimed at preventing injury at the workplace. Special emphasis is placed on required OSHA topics that include but are not limited toL OSH Act, Safety Programs, Electrocution, Fall Protection, Personal Protective Equipment, Stairs, Scaffolds and Ladders, Excavations and Confined Space Entry. Special Note: Students that successfully complete this course receive the OSHA 30-Hour Construction Safety and Health card.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CT21A - Survey of Wood Technology
OR
Advisory: CT57A - Cabinetmaking and Millwork I
OR
Advisory: CT78A - Residential Wiring I
OR
Advisory: CT90 - Beginning Carpentry I
Definitions:
Prerequisite: A course that must be completed before enrolling in CT25
Co-requisite: A course that must be completely concurrently with CT25
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT25, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe the major requirements of OSHA construction industry standards.
Explain the role of the employer and the employee with regard to the OSHA standards.
Identify construction industry safety hazards.

CT29: Introduction to Solar Thermal Systems

3.0 Units / LEC
A course designed to provide students with essential information to work with solar thermal systems including system design and sizing residential projects, system components, estimating installation costs and return on investment, system maintenance and building codes.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Conduct a solar site analysis to determine if a site is appropriate for a solar thermal (hot water) system installation.
Properly size and calculate the cost of a solar thermal system with regards to hot water load, solar resource data and type of solar system.

Identify building codes specific to solar hot water systems.

CT30: Solar Thermal Design and Installation

0.5 Units / LEC-LAB
An introduction to the design and installation of solar hot water systems. Students in this course will become familiar with solar thermal equipment, terminology, installation and the integration of solar thermal components.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CT29 - Introduction to Solar Thermal Systems
Definitions:
Prerequisite: A course that must be completed before enrolling in CT30
Co-requisite: A course that must be completely concurrently with CT30
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT30, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify the components of a solar thermal system.
Design and construct a solar thermal system.
Evaluate a solar thermal system.

CT32: Photovoltaic Design and Installation

0.5 Units / LEC-LAB
A basic overview of the design and installation of an utility-intertie Photovoltaic system. Successful completion of this course will provide the student with the entry level skills of a Photovoltaic system installer. Note: Students in this course will need to provide sturdy footwear, a tool belt, and a small set of electricians' tools.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Identify the components of a solar Photovotaic (PV) system.
Design and construct a solar PV system.
Evaluate a solar PV system.

CT33: Introduction to Solar Photovoltaic Systems

3.0 Units / LEC
A course designed to provide students with essential information and training to work with residential solar photovoltaic systems including providing fundamentals of AC/DC, the National Electric Code, and principles of a residential solar photovoltaic systems. The course content is aligned with the North American Board for Certified Energy Practitioners (NABCEP) PV Entry Level Exam. Students will be given the opportunity to sit for the NABCEP exam at the conclusion of the course. Note: Field trips required. College does not supply transportation.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CT78A - Residential Wiring I
Definitions:
Prerequisite: A course that must be completed before enrolling in CT33
Co-requisite: A course that must be completely concurrently with CT33
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT33, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Conduct a solar site analysis to determine if a site is appropriate for a solar photovoltaic (PV) system installation.
Properly size and calculate the cost of a solar photovoltaic system with regards to electrical load, solar resource data and type of solar system.
Identify building codes specific to solar photovoltaic (PV) systems.

CT40: Independent Study in Construction Technology

0.5 - 3.0 Units
Individual research and special projects in the field of Construction Technology. Specific projects will be determined upon consultation with the instructor. Laboratory hours will be arranged. (Minimum 1.5 hours per week.) Variable lab .5 - 3.0 units. 1.5 - 9 hours per week.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Explain and analyze the individualized work performed in Construction Technology with the instructor.

CT42: Cooperative Education Work Experience in Construction Technology

0.5 - 8.0 Units
A course designed to assist students in accomplishing learning objectives directly related to their Construction Technology career goals or college course work in a supervised work environment that extends classroom-based occupational learning to an on-the-job learning situation. To participate in this course, the student's placement and course objectives must be related to their career goals or college course work. Note: During Fall and Spring, students must be enrolled in at least 7 units (including CWE) to enroll in CWE. If enrolling in the summer, students must have been enrolled in at least 12 units (including CWE) in the previous spring semester. Students must take primary responsibility in finding a work experience opportunity and are strongly advised to find such an opportunity before enrolling in the class. Some employers or programs may require fingerprinting, drug testing, and/or background checks. Variable 0.5 to 8.0 units, based on 37.5-600 work lab hours per semester.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass

Student Learning Outcomes
1. Successfully complete objectives that are site specific and related to career goals or degree / certificate requirements.
2. Demonstrate job retention skills identified as critical by an employer or supervisor.

CT50: Construction Estimating

4.0 Units / LEC
An introduction to the techniques and methods of residential construction estimating. This course includes a study of employer's cost of labor including payroll, taxes, insurance and overhead. Worker hours and material are computed for each component needed to complete the total building. Note: Recommended prep or building construction experience is needed to be successful.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CT80 - Carpentry Theory I
Definitions:
Prerequisite: A course that must be completed before enrolling in CT50
Co-requisite: A course that must be completely concurrently with CT50
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT50, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify the sequence of tasks to construct a residential building.
Analyze the labor and materials required to construct a building.
Identify building codes related to residential construction.

CT55: Advanced Wood Technology

2.0 Units
A woodworking lab providing students the opportunity to hone the skills and techniques acquired in CT 21A and CT 21B. Individual project work and instruction will be determined through consultation between student and instructor. Note: Student provides all materials for projects.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CT21B - Intermediate Wood Technology
Definitions:
Prerequisite: A course that must be completed before enrolling in CT55
Co-requisite: A course that must be completely concurrently with CT55
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT55, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate proper use and care for woodworking tools and machinery.
Design, with instructor consultation, and complete an advanced woodworking project.

CT56: Construction Layout

2.5 Units / LEC-LAB
An intermediate level course that teaches layout techniques for a residential construction project. This course will cover the use of leveling instruments and tools used in laying out buildings and establishing grade elevations. Students will also learn to lay out joists, walls, rafters, and basic stair units. Hands-on lab experience will strengthen lecture topics. The study of applied construction

math is a component of this course. Note: Due to the technical nature of this course the recommended prep or construction experience is needed to be successful.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CT80 - Carpentry Theory I
AND
Advisory: CT90 - Beginning Carpentry I
Definitions:
Prerequisite: A course that must be completed before enrolling in CT56
Co-requisite: A course that must be completely concurrently with CT56
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT56, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply construction mathematics to lay out a building, determine stair dimensions, and determine rafter lengths.
Interpret construction documents to lay out a building.

CT57A: Cabinetmaking and Millwork I

3.0 Units / LEC-LAB
A course in beginning cabinetmaking for residential applications. Topics include the safe use of power equipment and hand tools, cabinetmaking methods, cabinet layout, joinery, casework, woodworking industry standards, materials, and machinery specific to cabinet construction. Participants will have hands-on experience with a complete set of residential cabinets for the student-built house.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CT21A - Survey of Wood Technology
Definitions:
Prerequisite: A course that must be completed before enrolling in CT57A
Co-requisite: A course that must be completely concurrently with CT57A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT57A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Plan and construct industry standard cabinets by analyzing house plans and cabinet shop drawings.
Operate and use cabinetmaking tools and machinery.
Research and communicate information related to the construction of residential cabinets.

CT57B: Cabinetmaking and Millwork II

3.0 Units / LEC-LAB
A course in intermediate cabinetmaking for residential applications. Topics include: machinery and hand tool safety, European construction, drawer and door construction, shelves and cabinet interiors, counter tops, cabinet installation, wood finishing, and current topics in cabinetmaking. Students participate in the construction of a set of residential cabinets for the student-built house.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CT57A - Cabinetmaking and Millwork I
Definitions:
Prerequisite: A course that must be completed before enrolling in CT57B
Co-requisite: A course that must be completely concurrently with CT57B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT57B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Safely set-up and operate machines specific to countertop, door and drawer construction.
Construct and install cabinetry including doors, drawers, countertops, moulding, and trim to be plumb, level, and square.
Research and present current topics in cabinet making.

CT57C: Cabinetmaking and Millwork III

3.0 Units / LEC-LAB
A course in cabinetmaking, offering a hands-on opportunity for students interested in advanced techniques in cabinetmaking. Participants work on cabinets of their own design and choice. Topics include, cabinet history and design, job safety analysis, advanced machinery set-up and techniques, wood bending, wood turning, laminating, inlay, dying, coloring and finishing.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CT57B - Cabinetmaking and Millwork II
Definitions:
Prerequisite: A course that must be completed before enrolling in CT57C
Co-requisite: A course that must be completely concurrently with CT57C
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT57C, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify furniture and cabinet styles used throughout history.
Design and construct cabinets using hand and power tools.
Analyze job skills and related safe practices for the cabinetmaking industry.

CT57D: Cabinetmaking and Millwork IV

3.0 Units / LEC-LAB
A second semester course in advanced cabinetmaking. Participants work on cabinets of their own design and choice while expanding upon topics covered in Cabinetmaking III. Topics include, 20th and 21st century cabinet history and design, job safety analysis, advanced machinery set-up and techniques, wood turning, laminating, inlay, dyeing, coloring and finishing, laser engraving, cabinet installation and CNC wood router applications for the cabinetmaker.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CT57C - Cabinetmaking and Millwork III
Definitions:
Prerequisite: A course that must be completed before enrolling in CT57D
Co-requisite: A course that must be completely concurrently with CT57D
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT57D, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify furniture and cabinet styles from the 20th and 21st century.
Construct cabinets that are advanced in scope and complexity.
Research and present safety topics related to the secondary wood products industry.

CT70: Building Codes & Standards

2.0 Units / LEC
A course covering technical information and pertinent sections of the California Residential Code. (CRC) This course provides Code information necessary for building inspectors and students enrolled in Architecture and Construction Technology programs. Enrollment in Architecture or Construction Technology courses or construction trade experience is recommended. Computer access to the internet is recommended.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CT80 - Carpentry Theory I
Definitions:
Prerequisite: A course that must be completed before enrolling in CT70
Co-requisite: A course that must be completely concurrently with CT70
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT70, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate the ability to locate specific code sections within the California Residential Code.
Apply building codes and standards to specific examples.

CT72: Electrical Codes and Standards

2.0 Units / LEC
A course covering technical information and pertinent sections of the National Electrical Code. This course provides discussion and practice using the NEC by applying its provisions to technical examples and questions. Special emphasis will be placed upon examples related to residential requirements. Note: Concurrent enrollment in Architecture or Construction Technology courses, or current construction trade experience is recommended.

Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CT78A - Residential Wiring I
OR
Advisory: CT80 - Carpentry Theory I
OR
Advisory: DT73 - Architectural Drafting - Residential Design
Definitions:
Prerequisite: A course that must be completed before enrolling in CT72
Co-requisite: A course that must be completely concurrently with CT72
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT72, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply a working knowledge of the National Electrical Code.
Plan the installation requirements for various types of conduit, electrical panels, and motor controls.
List the electrical code requirements for various types of buildings.
Analyze examples of electrical installations to determine the specific NEC requirements.

CT78A: Residential Wiring I

2.0 Units / LEC-LAB
A study of the basic electrical wiring as it relates to residential construction. Topics include electrical theory, residential wiring circuits, blueprint reading, materials selection, installation methods, basic code requirements, and practice in wiring the student project house.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MATH380 - Elementary Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in CT78A
Co-requisite: A course that must be completely concurrently with CT78A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT78A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Interpret residential electrical plans in order to design an electrical wiring diagram for a single family residence.
Lay-out and rough-in general purpose lighting and receptacle circuits.

CT78B: Residential Wiring II

2.0 Units / LEC-LAB
A continuation of the electrical theory, principles and skills learned in CT 78A. Topics include service calculations, installation of residential wiring circuits and fixtures, use of conduit in wiring, remodel wiring, estimation and line drop calculations, and completion of the wiring of the student project house.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CT78A - Residential Wiring I
AND
Advisory: MATH380 - Elementary Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in CT78B
Co-requisite: A course that must be completely concurrently with CT78B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT78B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Calculate the size of a main service panel.
Install main service, electrical rough-in, and finish installations for a single family residence.

CT78C: Residential Wiring III

2.0 Units / LEC-LAB
A continuing study of the electrical theory, principles, and skills learned in CT-78B. Students will act as group leaders and be involved in problem solving. Specific instruction will be in relays, motors, 3-phase power, schematics, heating equipment, high efficacy lighting, and electronic controls required for the completion of the student project house.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CT78B - Residential Wiring II
AND
Advisory: MATH380 - Elementary Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in CT78C
Co-requisite: A course that must be completely concurrently with CT78C
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT78C, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Calculate the electrical requirements for a single family residence, including watt loss and voltage drop for 2-wire and 3-wire circuits, in order to install the major components of the typical residential electrical system.
Apply the NEC and California Electrical Code requirements for electrical service.

CT78D: Residential Wiring IV

2.0 Units / LEC-LAB
A continuation of the electrical theory, principles, and skills learned in CT 78C. Students will act as group leaders and be involved in problem solving. Specific instruction will be in electric service installation, alarms and security systems, over current protection, standby power, low voltage circuits, and electrical finish required for the completion of the wiring of the student project house.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CT78C - Residential Wiring III
AND
Advisory: MATH380 - Elementary Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in CT78D
Co-requisite: A course that must be completely concurrently with CT78D
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT78D, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply electrical safety requirements such as permanent grounding and bonding, smoke and CO alarms, over-current protection, and arc-fault interrupters.
Calculate the size of the service entrance and connect residence to an electric power system.

CT80: Carpentry Theory I

3.0 Units / LEC
A study of residential construction methods and materials. This class parallels progress on the student built project house. Topics will include: building layout, foundations, floor, wall and roof framing, wall and roof sheathing, windows and doors.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MATH380 - Elementary Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in CT80
Co-requisite: A course that must be completely concurrently with CT80
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT80, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Define terms used in residential construction.
Apply mathematical processes (measuring, computing, applying trigonometry) used in residential construction.
Interpret construction documents.

CT81: Carpentry Theory II

3.0 Units / LEC
A study of residential construction methods and materials. This class parallels progress on the student-built project house. Topics will include exterior trim and siding, thermal and sound insulation, drywall, interior doors and trim, stairs and ramps, flooring, and alternative construction techniques.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CT80 - Carpentry Theory I
Definitions:
Prerequisite: A course that must be completed before enrolling in CT81
Co-requisite: A course that must be completely concurrently with CT81
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT81, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze a construction-related topic and present

the findings.
Describe how different building materials and assemblies result in a residential structure.
Analyze construction-project requirements.

CT89: Tiny House Construction

3.0 Units / LEC-LAB
A course designed to introduce students to residential construction by constructing a tiny house. Students will perform all the tasks associated with a traditional structure, including floor, wall, and roof framing, and interior and exterior finishes. Special emphasis will be placed on the use of sustainable design and materials.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Lay out and frame floor, wall, and roof systems.
2. Apply exterior and interior finishes.
3. Understand the unique tiny house characteristics of tasks and sequences including carpentry, electrical, insulation, HVAC, and plumbing.

CT90: Beginning Carpentry I

3.0 Units
A practical lab where students physically build a house. Students will lay out the building, form and pour the foundation, frame the floor, walls, and roof, install roof and wall sheathing, install exterior trim and siding, install fascia, roofing, and windows.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Co-Requisite: CT80 - Carpentry Theory I
Definitions:
Prerequisite: A course that must be completed before enrolling in CT90
Co-requisite: A course that must be completely concurrently with CT90
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT90, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Locate a building on a site.
Construct a floor system.
Layout, frame, and sheath walls and roofs.

CT91: Beginning Carpentry II

3.0 Units
A practical lab where students physically build a house. Students will install windows, exterior trim, siding, interior trim, doors, misc. hardware, layout frame and finish decks, form and pour flatwork.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Co-Requisite: CT81 - Carpentry Theory II
AND
Prerequisite: CT90 - Beginning Carpentry I
Definitions:
Prerequisite: A course that must be completed before enrolling in CT91
Co-requisite: A course that must be completely concurrently with CT91
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT91, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Layout and install exterior trim and siding.
Install interior trim and doors.
Layout, form, and pour concrete flatwork.

CT94: Finish Carpentry

3.0 Units / LEC-LAB
A course designed to train students in various aspects of finish carpentry. Students will analyze the practical and aesthetic qualities of interior finish work; and install doors, casing, baseboard, and crown molding. In addition, students will explore appropriate uses of hand and power tools.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CT90 - Beginning Carpentry I
Definitions:
Prerequisite: A course that must be completed before enrolling in CT94
Co-requisite: A course that must be completely concurrently with CT94
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT94, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Install pre-hung doors and fit doors into an existing jamb.
2. Install jamb extensions, casing, baseboard, and crown molding.
3. Utilize hand and power tools to attain a quality fit and finish.

CT95: Intermediate Carpentry I

3.0 Units
A practical lab to strengthen and reinforce skills through hands-on experience. Students will lay out the building, form and pour the foundation, frame the floor, walls, and roof, install roof and wall sheathing, install exterior trim and siding, install fascia, roofing and windows.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CT91 - Beginning Carpentry II
Definitions:
Prerequisite: A course that must be completed before enrolling in CT95
Co-requisite: A course that must be completely concurrently with CT95
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT95, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Locate and lay out a house.
Install components that make up a residential building.
Report on the importance of personal and work site safety in the construction industry.

CT96: Intermediate Carpentry II

3.0 Units
A practical lab to strengthen and reinforce skills through hands-on experience. Students will install exterior trim and siding, doors and hardware, interior trim, miscellaneous finish products, build decks, and form and pour concrete flatwork.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: CT-95 -
Definitions:
Prerequisite: A course that must be completed before enrolling in CT96
Co-requisite: A course that must be completely concurrently with CT96
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT96, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Lay out and construct interior and exterior components of a residential building.
Analyze residential plans and building requirements with respect to local building codes.
Express to co-workers and the general public methods of code-compliant carpentry and quality workmanship.

CT98: Advanced Carpentry

3.0 Units
An advanced practical lab to strengthen and reinforce skills through hands-on experience. Students will perform various construction tasks that may include laying out the building, forming and pouring the foundation, framing the floor, walls, and roof, installing roof and wall sheathing, installing exterior trim and siding, installing fascia, roofing and windows.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Prerequisite: CT96 - Intermediate Carpentry II
Definitions:
Prerequisite: A course that must be completed before enrolling in CT98
Co-requisite: A course that must be completely concurrently with CT98
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT98, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Lay out and install interior and exterior components for a residential building.
Analyze and report on personal and work site safety requirements in the construction industry.
Interpret and apply applicable building codes through the demonstration of high quality, accurate carpentry and workmanship.

CT135: Woodworking Hand Tools and Technique

2.0 Units / LEC-LAB
A course in the use and techniques of woodworking hand tools and hand tool joinery. Students will receive instruction in the making, tuning, and proper use of wooden hand planes and lay-out tools. Traditional woodworking joinery techniques will be studied and performed at the bench including: edge joining, dowelling, hand-cut dovetails, and mortise and tenon joinery.

Transferable: Not transferable
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Analyze wood and materials for appropriateness to the task of tool and project construction.
Construct woodworking tools and projects.
Display and report on project intervals and completion.

CT152: Open Lab for Woodworking
1.0 Units
Special studies for students currently enrolled in woodworking courses. Special studies include but are not limited to improving hand tool skills, developing jigs and fixtures, hand cut joinery, wood turning, finishing techniques, and woodworking machinery set-up, operation, and maintenance.
Transferable: Not transferable
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Co-Requisite: CT16 - Architectural Millwork
OR
Co-Requisite: CT21A - Survey of Wood Technology
OR
Co-Requisite: CT21B - Intermediate Wood Technology
OR
Co-Requisite: CT55 - Advanced Wood Technology
OR
Co-Requisite: CT57A - Cabinetmaking and Millwork I
OR
Co-Requisite: CT57B - Cabinetmaking and Millwork II
OR
Co-Requisite: CT57C - Cabinetmaking and Millwork III
OR
Co-Requisite: CT57D - Cabinetmaking and Millwork IV
Definitions:
Prerequisite: A course that must be completed before enrolling in CT152
Co-requisite: A course that must be completely concurrently with CT152
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in CT152, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Research, design, and construct woodworking projects in collaboration with the instructor.
Demonstrate improvement of woodworking skills attained through repetition and innovation.

CT210: Construction Trades: Introduction to Carpentry
0.0 Units
A course introducing materials, tools, and safety practices used in the carpentry trade. Students will learn to identify the characteristics of wood and lumber, such as, composition, grades and uses of plywood and nonstructural panels. Students will also learn about fasteners used in the trade and will get hands-on practice with hand and power tools.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Describe general safety rules for a construction site and tools.
Identify tools commonly used by carpenters and demonstrate appropriate use of those tools.

Cooperative Work Experience Education [CE]

CE41: General Cooperative Education Work Experience
0.5 - 3.0 Units
A course designed to assist students in planning and accomplishing meaningful learning objectives at their place of for-profit, nonprofit, or governmental employment or training. The course will emphasize: application of desirable work habits, safety on the job, developing healthy work attitudes, and acquisition of transferable job skills. To participate in this program the student's job does NOT need to be related to educational/career goals or college course work. Work-study students are encouraged to participate. Variable 0.5 to 4.0 units based upon 30-300 total "work" lab hours per semester. Note: During fall and spring semesters, it is preferred that students be enrolled in at least 7 units (including CWEE) to participate in CWEE. Students should take primary responsibility in finding a work experience opportunity. Students must consult with the CWEE Coordinator before enrolling in the class. Students should be advised that a maximum of 9 units can be applied toward a degree and in all cases shall not exceed 16 units of total CWEE credit.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Find, secure, and maintain a work experience learning opportunity.
Explain or apply three processes, concepts, or skills they have learned from their work experience.

CE42: Occupational Cooperative Education Work Experience
0.5 - 8.0 Units
A course designed to assist students in planning and accomplishing meaningful learning objectives relevant to their particular occupation or major at their place of for-profit, nonprofit, or governmental employment or training. To participate in this program the student's job must be related to educational/career goals or college course work. Work-study students are encouraged to participate. Variable 0.5 to 8.0 units based upon 30-600 total work "lab" hours per semester. Note: During fall and spring semesters, it is preferred that students be enrolled in at least 7 units (including CWEE) to participate in CWEE. Students should take primary responsibility in finding a work experience opportunity. Students must consult with the CWEE Coordinator before enrolling in the class. Some employers or programs (ex: Administration of Justice, Early Childhood Education) may require fingerprinting and/or background checks. Students should be advised that a maximum of 9 units can be applied toward degree and in all cases shall not exceed 16 units of total CWEE credit.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Find, secure, and maintain a work experience learning opportunity.
Explain or apply three processes, concepts, or skills they have learned from their work experience that are relevant to the student's occupational or educational goals.

Dental Assisting [DA]

DA153: Dental Science
2.0 Units / LEC
A basic introduction to biomedical science as applicable to dental assisting. Identification of anatomical structures and recognition of functions are emphasized. Growth and development of oral tissues are examined. Customary terms and proper vocabulary are practiced in preparation for clinical competency in patient care. Note: Acceptance into the Program is required prior to enrollment. Applications are accepted February – August.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Co-Requisite: DA154 - Dental Materials and Procedures
AND
Co-Requisite: DA155 - Dental Radiography
AND
Co-Requisite: DA156 - Dental Assisting Fundamentals (Chairside)
AND
Prerequisite: ENGL150 - Precollegiate Reading and Writing
AND
Prerequisite: MATH372 - Arithmetic for College Preparation
Definitions:
Prerequisite: A course that must be completed before enrolling in DA153
Co-requisite: A course that must be completely concurrently with DA153
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DA153, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Communicate proper terminology when identifying dentitions, oral anatomy, and basic anatomical landmarks in patient care.

DA154: Dental Materials and Procedures
3.0 Units / LEC-LAB
A basic introduction to materials as applicable to dental assisting. Implementation of safety measures and technique development are emphasized in utilizing common products in clinical dentistry. Customary duties are practiced in preparation for clinical competency in patient care.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Co-Requisite: DA153 - Dental Science
AND
Co-Requisite: DA155 - Dental Radiography
AND
Co-Requisite: DA156 - Dental Assisting Fundamentals (Chairside)
AND
Advisory: MATH372 - Arithmetic for College

Preparation
Definitions:
Prerequisite: A course that must be completed before enrolling in DA154
Co-requisite: A course that must be completely concurrently with DA154
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DA154, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply occupational health and safety standards. Safely and correctly set-up, prepare, apply, and/or perform the permitted duties (as allowed by the California Dental Practice Act) common to clinical and laboratory duties associated with general dentistry to the preclinical competence level.

DA155: Dental Radiography

2.0 Units / LEC-LAB
A basic introduction to radiographic principles as applicable to dental assisting. Implementation of safety measures and skill development in intra-oral imaging are emphasized in exposing diagnostic quality radiographs. Customary duties are practiced in preparation for clinical competency in patient care. Note: Acceptance into the Program is required prior to enrollment. Applications are accepted February – August. Instructional supplies purchased in DA 156 will be used in this course.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Co-Requisite: DA153 - Dental Science
AND
Co-Requisite: DA154 - Dental Materials and Procedures
AND
Co-Requisite: DA156 - Dental Assisting Fundamentals (Chairside)
AND
Advisory: MATH372 - Arithmetic for College Preparation
Definitions:
Prerequisite: A course that must be completed before enrolling in DA155
Co-requisite: A course that must be completely concurrently with DA155
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DA155, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply occupational health and safety standards. Produce diagnostic quality intra-oral radiograph images in a safe and efficient manner placing in anatomic order for proper viewing and interpretation in patient care.

DA156: Dental Assisting Fundamentals (Chairside)

5.0 Units / LEC-LAB
A basic introduction to chairside dental assisting. Implementation of safety measures and proficiency development in performing fundamental functions of four-handed clinical dentistry are emphasized. Customary duties are practiced in preparation for clinical competency in comprehensive patient care. Patient care begins mid-semester on-campus in the Dental Health Center (90 Clinical Hours). Note: Acceptance into the Program is required prior to enrollment. Applications are accepted February – August. Supplies purchased will be used in DA 154, DA 155, DA 156, and throughout the spring semester.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Co-Requisite: DA153 - Dental Science
AND
Co-Requisite: DA154 - Dental Materials and Procedures
AND
Co-Requisite: DA155 - Dental Radiography
AND
Advisory: MATH272 - Arithmetic for College Preparation
Definitions:
Prerequisite: A course that must be completed before enrolling in DA156
Co-requisite: A course that must be completely concurrently with DA156
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DA156, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply occupational health and safety standards. Safely and correctly set-up, prepare, assist, apply and/or perform the permitted duties (as allowed by the California Dental Practice Act) common to general dentistry to the clinical competence level in the Dental Health Center.
Demonstrate anticipation, organization, communication, teamwork, and the ability to follow directions.

DA163: Dental Disease and Oral Health Issues

2.0 Units / LEC
A continuation of introductory biomedical science as applicable to dental assisting. Preventative patient education is emphasized. Patient assessment, pathology, and pharmocology are examined. Customary terms and proper vocabulary are practiced in preparation for clinical competency in patient care. Note: Acceptance into the Program is required prior to enrollment. Applications are accepted February – August.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: DA153 - Dental Science
AND
Prerequisite: DA154 - Dental Materials and Procedures
AND
Prerequisite: DA155 - Dental Radiography
AND
Prerequisite: DA156 - Dental Assisting Fundamentals (Chairside)
AND
Co-Requisite: DA164 - Dental Specialties and Expanded Duties
AND
Co-Requisite: DA165 - Advanced Dental Radiography
AND
Co-Requisite: DA166 - Dental Front Office Skills
AND
Co-Requisite: DA167 - Dental Clinical Experience
AND
Prerequisite: ENGL102 - Developing Reading and Writing
AND
Prerequisite: MATH272 - Arithmetic for College Preparation
Definitions:
Prerequisite: A course that must be completed before enrolling in DA163
Co-requisite: A course that must be completely concurrently with DA163
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DA163, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Communicate appropriate patient education and provide accurate oral health and risk assessments in both healthy and medically compromised individuals.

DA164: Dental Specialties and Expanded Duties

3.0 Units / LEC-LAB
A continuation of comprehensive dental care as applicable to dental assisting. Delivery of permitted duties in pedodontics, orthodontics, oral surgery, periodontics, prosthodontics, and endodontics are emphasized. Customary duties are practiced in preparation for clinical competency in patient care. Note: Acceptance into the Program is required prior to enrollment. Applications are accepted February – August. Supplies purchased in DA 156 (fall semester) will be used in DA 164.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: DA153 - Dental Science
AND
Prerequisite: DA154 - Dental Materials and Procedures
AND
Prerequisite: DA155 - Dental Radiography
AND
Prerequisite: DA156 - Dental Assisting Fundamentals (Chairside)
AND
Co-Requisite: DA163 - Dental Disease and Oral Health Issues
AND
Co-Requisite: DA165 - Advanced Dental Radiography
AND
Co-Requisite: DA166 - Dental Front Office Skills
AND
Co-Requisite: DA167 - Dental Clinical Experience
AND
Advisory: MATH372 - Arithmetic for College Preparation
Definitions:
Prerequisite: A course that must be completed before enrolling in DA164
Co-requisite: A course that must be completely concurrently with DA164
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DA164, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Safely and correctly set-up, prepare, apply and/or

perform the permitted duties (as allowed by the California Dental Practice Act) common to various specialties in dentistry to the preclinical competence level.

DA165: Advanced Dental Radiography

2.0 Units / LEC-LAB

A continuation of radiographic principles as applicable to dental assisting. Implementation of skill development and error analysis are emphasized in exposing both intra- and extra- oral diagnostic quality radiograph images. Clinical competency in patient care is required throughout the semester. Note: Acceptance into the Program is required prior to enrollment. Applications are accepted February – August. Supplies purchased in DA 156 (fall semester) will be used in DA 165.

Transferable: Not transferable

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: DA153 - Dental Science
AND
Prerequisite: DA154 - Dental Materials and Procedures
AND
Prerequisite: DA155 - Dental Radiography
AND
Prerequisite: DA156 - Dental Assisting Fundamentals (Chairside)
AND
Co-Requisite: DA163 - Dental Disease and Oral Health Issues
AND
Co-Requisite: DA164 - Dental Specialties and Expanded Duties
AND
Co-Requisite: DA166 - Dental Front Office Skills
AND
Co-Requisite: DA167 - Dental Clinical Experience
AND
Advisory: MATH372 - Arithmetic for College Preparation

Definitions:

Prerequisite: A course that must be completed before enrolling in DA165

Co-requisite: A course that must be completely concurrently with DA165

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DA165, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Produce diagnostic quality images in a safe and efficient manner demonstrating the ability to interpret, analyze errors, and problem solve to apply corrective measures during patient care.
Communicate in an appropriate and accurate manner when confronted with questions regarding radiation exposure and interpretation during patient care.

DA166: Dental Front Office Skills

1.0 Units / LEC

A basic introduction to business office procedures as applicable to dental assisting. Communications and practice management operations are emphasized. Customary terms and proper vocabulary are practiced in preparation for clinical competency in patient care. Note: Acceptance into the Program is required prior to enrollment. Applications are accepted February- August. Note: Acceptance into the Program is required prior to enrollment. Applications are accepted February- August.

Transferable: Not transferable

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: DA153 - Dental Science
AND
Prerequisite: DA154 - Dental Materials and Procedures
AND
Prerequisite: DA155 - Dental Radiography
AND
Prerequisite: DA156 - Dental Assisting Fundamentals (Chairside)
AND
Co-Requisite: DA163 - Dental Disease and Oral Health Issues
AND
Co-Requisite: DA164 - Dental Specialties and Expanded Duties
AND
Co-Requisite: DA165 - Advanced Dental Radiography
AND
Co-Requisite: DA167 - Dental Clinical Experience
AND
Co-Requisite: ENGL102 - Developing Reading and Writing
AND
Prerequisite: MATH272 - Arithmetic for College Preparation

Definitions:

Prerequisite: A course that must be completed before enrolling in DA166

Co-requisite: A course that must be completely concurrently with DA166

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DA166, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Communicate proper business terminology in the dental setting.
Demonstrate common administrative duties to preclinical competence.

DA167: Dental Clinical Experience

6.0 Units / LEC-LAB

A capstone course performing fundamental chairside assisting functions and permitted duties in clinical dentistry. Students provide patient care in the Dental Health Center and in extramural clinical sites contracted with the College to further develop skills and aptitudes. Teamwork, patient management, and interpersonal communication are emphasized. Clinical competency in patient care is required throughtout the semester (270 Clinical Hours). Note: Acceptance into the Program is required prior to enrollment. Applications are accepted February – August. Supplies purchased in DA 156 (fall semester) will be used in DA 167.

Transferable: Not transferable

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: DA153 - Dental Science
AND
Prerequisite: DA154 - Dental Materials and Procedures
AND
Prerequisite: DA155 - Dental Radiography
AND
Prerequisite: DA156 - Dental Assisting Fundamentals (Chairside)
AND
Co-Requisite: DA163 - Dental Disease and Oral Health Issues
AND
Co-Requisite: DA164 - Dental Specialties and Expanded Duties
AND
Co-Requisite: DA165 - Advanced Dental Radiography
AND
Co-Requisite: DA166 - Dental Front Office Skills
AND
Advisory: MATH372 - Arithmetic for College Preparation

Definitions:

Prerequisite: A course that must be completed before enrolling in DA167

Co-requisite: A course that must be completely concurrently with DA167

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DA167, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Safely and correctly set-up, prepare, assist, apply and/or perform the permitted duties as allowed by the California Dental Practice Act to the clinical competence level in the Dental Health Center and extra-mural internship sights.
Demonstrate anticipation, organization, communication, teamwork, and the ability to follow directions as well as apply ethical standards when providing patient care
Meet necessary requirements for employment as well as qualifying for State licensure (Registered Dental Assistant) and/or national certification (Certified Dental Assistant) exams upon completion of the Program.

Digital Media [DM]

DM7: Introduction to Game Development

4.0 Units / LEC-LAB

A study of game development fundamentals. Includes a survey of game development, game design, creating game art objects, game scripting, and game documentation.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: CIS1 - Computer Information Systems
AND
Advisory: DM10 - Digital Storytelling

Definitions:

Prerequisite: A course that must be completed before enrolling in DM7

Co-requisite: A course that must be completely concurrently with DM7

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DM7, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Describe how game developers create compelling content.

Develop 2D computer games using game development software.
Develop basic scripting scenarios to control object movement and "gameplay" functionality.

DM10: Digital Storytelling

4.0 Units / LEC-LAB
An introduction to storytelling with media, featuring digital media tools and techniques. Students conceptualize a short story and follow a development process to story delivery in digital format, using text, graphics, audio, video, and animation, and interactivity. Course includes a survey of digital media applications, fundamentals, and issues relating to the use of digital media.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in DM10
Co-requisite: A course that must be completely concurrently with DM10
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DM10, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Develop a story concept into pre-production documents for a media-based project.
Apply basic punctuation and grammar rules to electronic text.
Create text, graphics, audio, video, and animation to be used in a digital story.

DM11: Digital Media Design

4.0 Units / LEC-LAB
An introductory course in visual design principles and concepts as applied to digital media-based projects with emphasis on the use of raster and vector graphic development tools.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: DM10 - Digital Storytelling
Definitions:
Prerequisite: A course that must be completed before enrolling in DM11
Co-requisite: A course that must be completely concurrently with DM11
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DM11, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply critical-thinking and problem-solving skills to determine the appropriate software and techniques when developing a digital project.
Understand color theory specific to digital media.
Demonstrate an understanding of optimization for multi-purposed media.
Create and edit digital graphics files.

DM15: Pre-Production

3.0 Units / LEC
A course in concept development through scripts and storyboards used in animation, video, websites, games, and other media productions.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Describe a media-based project with words, images, and sample content.
Design storyboards that communicate ideas through visual sequences.

DM20: Media Development for the Web

4.0 Units / LEC-LAB
A study and practice in developing interactive media for the Web utilizing time lines and basic scripting. Students learn introductory skills using industry standard software to create, edit, and process digital media content for use in specific applications such as interactive Web sites, nonlinear, and linear productions.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: DM10 - Digital Storytelling
AND
Advisory: DM11 - Digital Media Design
Definitions:
Prerequisite: A course that must be completed before enrolling in DM20
Co-requisite: A course that must be completely concurrently with DM20
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DM20, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply the development process of pre-production, production, and post-production for an interactive project.
Identify and apply common features of media development software for increased productivity.
Create frame-based animation sequences.
Import, compress, and synchronize sound with images.

DM22: Digital Publishing

4.0 Units / LEC-LAB
A study in the use of professional software for developing digital media products and publishing on the Internet. Student teams follow a production process: concept, design, content development, product testing, and publishing.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: DM10 - Digital Storytelling
AND
Advisory: DM20 - Media Development for the Web
Definitions:
Prerequisite: A course that must be completed before enrolling in DM22
Co-requisite: A course that must be completely concurrently with DM22
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DM22, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Develop media-based projects in a team modeled from a professional development team.
Publish effective media-based projects on the Internet using current technologies.
Analyze completed projects in terms of functionality, aesthetics, design, and content.

DM23: Motion Graphics

4.0 Units / LEC-LAB
An intermediate course in motion graphics. Students will create visual effects and animated graphics for television, film, web, and other types of multimedia productions using professional development software.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS1 - Computer Information Systems
AND
Advisory: DM10 - Digital Storytelling
Definitions:
Prerequisite: A course that must be completed before enrolling in DM23
Co-requisite: A course that must be completely concurrently with DM23
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DM23, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze and critique professional animation-video sequences in terms of content design and audience appeal.
Develop animation-video sequences that show special effects in 2D and 3D space.
Develop and edit static images and audio to be integrated into an animation sequence through the use of professional level animation software.

DM24A: Animation Principles

3.0 Units / LEC-LAB
A study in the principles of animation as they apply to 2D animation and as they form the foundation for further study of 3D animation. Course includes the history of animation from early black-and-white cartoons to modern 2D productions. Students will learn how these building blocks will lead to scripts, storyboards and final animation.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Recognize use of animation principles in historical and modern animation productions.
Utilize traditional techniques for creating basic in-between sketches.
Translate sketched animation sequences to digital formats utilizing computer hardware and software.

DM24B: Cartoon Animation

4.0 Units / LEC-LAB
An introductory- to intermediate-level course in cartoon animation. Students conceptualize and develop 2-D characters to be used in frame-based animation software. Students learn industry standard animation techniques for creating characters that walk, talk, and show expressions.
Transferable: Transferable to CSU only
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ART17 - Basic Drawing
AND
Advisory: DM10 - Digital Storytelling
AND
Advisory: DM24A - Animation Principles
Definitions:
Prerequisite: A course that must be completed before enrolling in DM24B
Co-requisite: A course that must be completely concurrently with DM24B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DM24B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Create and develop from sketches, cartoon animation sequences using professional-level 2D animation software with computer drawing tools and frame-based timelines.
Use problem-solving techniques to create accurate in-between sketches.
Define and sketch basic character structure and proportion and create a cartoon character through a series of sketches.

DM30: Interactive Media

4.0 Units / LEC-LAB
A course using professional-level software to develop interactive media products for entertainment and/or educational use. Students follow a production process to design and develop content to meet defined objectives and delivery requirements.
Transferable: Transferable to CSU only
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: DM10 - Digital Storytelling
AND
Advisory: DM20 - Media Development for the Web
AND
Advisory: DM22 - Digital Publishing
Definitions:
Prerequisite: A course that must be completed before enrolling in DM30
Co-requisite: A course that must be completely concurrently with DM30
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DM30, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Define the needs of an interactive product for a basis of project design.
Design and develop a navigation system to be used in an interactive product.
Publish an interactive product on the Internet and/or CD-ROM and DVD.

DM40: Independent Study in Digital Media

0.5 - 3.0 Units
Individual research and special projects in Digital Media. Specific projects will be determined upon consultation with instructor. Note: Students taking an independent study course must have an approved contract on file.
Transferable: Transferable to CSU only
Grading Options:

- Letter Grade methods

Student Learning Outcomes
Perform specialized tasks and demonstrate skills as a result of individualized work.

DM42: Cooperative Education Work Experience in Digital Media

0.5 - 8.0 Units
A course designed to assist students in accomplishing learning objectives directly related to their Digital Media career goals or college course work in a supervised work environment that extends classroombased occupational learning to an on the job learning situation. To participate in this course, the student's placement and course objectives must be related to their career goals or college course work. Note: During fall and spring, students must be enrolled in at least 7 units (including CWE) to enroll in CWE. If enrolling in the summer, student must have been enrolled in at least 12 units (including CWE) in the previous spring semester. Students must take primary responsibility in finding a work experience opportunity and are strongly advised to find such an opportunity before enrolling in the class. Some employers or programs may require fingerprinting, drug testing, and/or background checks. Students should be advised that a maxmum of 9 units can be applied toward a degree. Students may enroll a total of 3 times (repeatable twice). Variable 0.5 to 8.0 units, based on 37.5-600 work lab hours per semester.
Transferable: Transferable to CSU only
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Successfully complete objectives that are site specific and related to career goals or degree / certificate requirements.
Demonstrate job retention skills identified as critical by an employer or supervisor.

DM56: Video Production

4.0 Units / LEC-LAB
An introduction to digital video production providing design theory and hands-on with camera technique and nonlinear editing. Students will practice the production process from live shoot to final edit.
Transferable: Transferable to CSU only
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: DM10 - Digital Storytelling
AND
Advisory: DM15 - Pre-Production
Definitions:
Prerequisite: A course that must be completed before enrolling in DM56
Co-requisite: A course that must be completely concurrently with DM56
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DM56, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate proficiency in basic digital video camera operation.
Devise and perform efficient non-linear editing techniques.

DM63: Desktop Publishing Applications

4.0 Units / LEC-LAB
A study and practice in the use of professional desktop publishing software. Students will apply the principles of typography and graphic design to develop documents which combine text, graphics, and photographs on a printed page for personal and business use.
Transferable: Transferable to CSU only
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in DM63
Co-requisite: A course that must be completely concurrently with DM63
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DM63, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Design and develop documents containing text and graphics to deliver information to a specific audience for a specific purpose.
Apply understanding of typography as used in document design.
Demonstrate the use of professional level desktop publishing software to develop professional quality documents.

DM70: Introduction to Photoshop

3.0 Units / LEC-LAB
Introduction to Photoshop and current pixel-based image creation, manipulation, and composition techniques through projects emphasizing theories of design and color.
Transferable: Transferable to CSU only
Grading Options:

- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in DM70
Co-requisite: A course that must be completely concurrently with DM70
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DM70, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Design, develop and optimize pixel-based graphics on a computer using various digital media input and output methods.
Create digital artworks that successfully evaluate and respond to contemporary, multicultural, and interdisciplinary materials, concepts, and approaches.

DM71: Digital Illustration

0.5 Units
An introduction to the concepts and use of digital illustration software. In this hands-on course, students develop vector graphics using industry standard graphics software.
Transferable: Transferable to CSU only

Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Create and analyze a variety of vector graphics in terms of complexity and use.
Rasterize vector graphics for defined applications.

DM73: Introduction to Digital Audio
0.5 Units
A hands-on course in which students are introduced to digital audio. Students will capture, create, and edit sound files for media productions and various delivery formats.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Demonstrate understanding of basic video editing and technical fundamentals.
Develop video compositions for defined delivery using source video, static images, titles/credits, and audio.

DM74: Introduction to Digital Video
0.5 Units
A hands-on course in which students are introduced to digital video. Students will capture, create, and edit video files for media productions and various delivery formats.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Demonstrate understanding of basic video editing and technical fundamentals.
Develop video compositions for defined delivery using source video, static images, titles/credits, and audio.

Drafting Technology [DT]

DT23: Engineering Design Graphics
3.0 Units / LEC-LAB
A study of engineering design graphics for engineers and drafters with an emphasis on technical drawings and an introduction to computer-aided design (CAD). Topics include the development of visualization skills; orthographic projections; dimensioning and tolerancing practices; and the engineering design process. Assignments develop sketching and 2-D and 3-D CAD skills. The use of CAD software is an integral part of the course.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in DT23
Co-requisite: A course that must be completely concurrently with DT23
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DT23, unless they already have the knowledge and skills covered.

Student Learning Outcomes
Develop orthographic projections, isometrics, obliques, and perspective pictorial representations of designs using CAD and sketching.
Present engineering drawings using current industry standard documentation and annotation techniques.
Define terminology related to engineering graphics.
Prepare a professional portfolio.

DT25: Computer Aided Design and Drafting
4.0 Units / LEC-LAB
An intermediate-level study of Computer Aided Design and Drafting. Students will expand their ability to use CAD software to create, modify, and plot 2D architectural, mechanical, and civil design drawings with consideration for productivity and industry standard practices.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: DT23 - Engineering Design Graphics
OR
Prerequisite: ENGR23 - Engineering Design Graphics
Definitions:
Prerequisite: A course that must be completed before enrolling in DT25
Co-requisite: A course that must be completely concurrently with DT25
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DT25, unless they already have the knowledge and skills covered.

Student Learning Outcomes
Create, modify, and plot 2D technical drawings per industry standards.
Effectively utilize CAD software to improve drafting productivity.
Present a professional portfolio.

DT40: Independent Study in Drafting Technology
1.0 - 3.0 Units
Individual research and special projects in Drafting Technology and 3D Modeling. Specific projects will be determined upon consultation with instructor. (Minimum 1.5 hours per week.) Variable lab .5 - 3.0 units. 1.5 - 9 hours per week.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Perform specialized tasks and demonstrate skills acquired as a result of individualized work.

DT42: Cooperative Education Work Experience in Drafting Technology
0.5 – 8.0 Units
A course designed to assist students in accomplishing learning objectives directly related to their Drafting Technology career goals or college course work in a supervised work environment that extends classroom-based occupational learning to an on-the-job learning situation. To participate in this course, the student's placement and course objectives must be related to their career goals or college course work. Note: During fall and spring, students must be enrolled in at least 7 units (including CWE) to enroll in CWE. If enrolling in the summer, students must have been enrolled in at least 12 units (including CWE) in the previous spring semester. Students must take primary responsibility in finding a work experience opportunity and are strongly advised to find such an opportunity before enrolling in the class. Some employers or programs may require fingerprinting, drug testing, and/or background checks. Students should be advised that a maximum of 3 units can be applied toward a Drafting and 3D Modeling AS degree. Variable 0.5 to 8.0 units, based on 37.5-600 work lab hours per semester.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Successfully complete three objectives that are site specific and related to career goals or degree / certificate requirements.
Demonstrate job retention skills identified as critical to the employer or supervisor.

DT50: 3D CAD Applications
4.0 Units / LEC-LAB
An intermediate-level study of 3D modeling and presentation methods used in the design and drafting industry. Students will study the creation and application of wireframe, surface, solid, and parametric CAD models as well as design visualization techniques and 3D printing processes.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: DT-23 -
OR
Prerequisite: ENGR-23 - Engineering Graphics
Definitions:
Prerequisite: A course that must be completed before enrolling in DT50
Co-requisite: A course that must be completely concurrently with DT50
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DT50, unless they already have the knowledge and skills covered.

Student Learning Outcomes
Apply CAD software to create 3D CAD models and technical drawings using wireframe, surface, solid, and feature-based parametric techniques.
Utilize software processes to create photorealistic renderings of a 3D model.
Create physical prototypes of a design using rapid prototyping.
Prepare a professional portfolio.

DT60: Mechanical Design Drafting
4.0 Units / LEC-LAB
A study of mechanical drafting with a focus on the development of 3D feature-based parametric part and assembly models. Students will develop proficiency in the application of mechanical CAD software to draft designs per industry standards. Additional topics include threads and fasteners,

weldments, sheet metal, and tolerancing.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: DT23 - Engineering Design Graphics
OR
Prerequisite: ENGR23 - Engineering Design Graphics
Definitions:
Prerequisite: A course that must be completed before enrolling in DT60
Co-requisite: A course that must be completely concurrently with DT60
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DT60, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply mechanical CAD software to develop 3D parametric solid models and assemblies.
Apply mechanical CAD software to create industry standard orthographic, section, auxiliary, and assembly model documentation per industry standards.
Develop concept model output using 3D printers.
Analyze a mechanical design in terms of tolerances, form, function, and mass properties.

DT71: Architectural Drafting Fundamentals

3.0 Units / LEC-LAB
A study of architectural drafting that emphasizes the creation of building information models (BIM). Students will develop proficiency in the application of architectural CAD software to develop residential architectural plans.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: DT23 - Engineering Design Graphics
OR
Prerequisite: ENGR23 - Engineering Design Graphics
Definitions:
Prerequisite: A course that must be completed before enrolling in DT71
Co-requisite: A course that must be completely concurrently with DT71
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DT71, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate knowledge of architecture and architectural drafting techniques.
Use CAD software to create 3D building information models (BIM) with consideration for common building practices, applicable codes, and CAD standards.
Research, document, and present various aspects of architecture.

DT73: Architectural Drafting - Residential Design

3.0 Units / LEC-LAB
A study of architectural drafting with an emphasis on the creation of a building information model and the resulting residential architectural plans. Students will develop complete plan sets with consideration for aesthetics, methods of construction, building codes, and common industry practices.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: DT-71 -
Definitions:
Prerequisite: A course that must be completed before enrolling in DT73
Co-requisite: A course that must be completely concurrently with DT73
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DT73, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Prepare proposal drawings for a single family residence.
Use CAD software to create 3D building information models (BIM) for site analysis and a complete set of working drawings for a single family residence.
Analyze a BIM model in terms of form and function, with consideration for common building practices, applicable codes, and drafting standards.
Prepare a professional portfolio.

DT80: Modeling and Animation

4.0 Units / LEC-LAB
A study of 3D computer modeling, animation, and visualization. Students will use commercial grade software to learn how to create 3D content for architecture and product visualization, games, film/video, special effects, previsualization, and environment design.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in DT80
Co-requisite: A course that must be completely concurrently with DT80
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DT80, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply industry standard software to create 3D models, lighting systems, materials, and cameras.
Prepare still and animated renderings.
Define terminology associated with the modeling and animation industry.

Drama [DRAMA]

DRAMA24: Introduction to Theatre

3.0 Units / LEC
This course focuses on the relationship of theatre to various cultures throughout history, and on the contributions of significant individual artists. This course introduces students to elements of the production process including playwriting, acting, directing, design, and criticism. Students will also survey different periods, styles and genres of theatre through play reading, discussion, films and viewing and critiquing live theatre, including required attendance of theatre productions.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL1A - Analytical Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in DRAMA24
Co-requisite: A course that must be completely concurrently with DRAMA24
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DRAMA24, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify and describe the major historical periods, genres, figures, archetypal dramatic forms, and acting techniques of theater.
Define the roles of playwright, director, actor, technical designer, and audience in the dramatic process.
Analyze literary (plot, character, setting, theme) and performance (direction, acting, technical design) elements of a play in their cultural contexts.
Assess the historical, artistic, social, and philosophical context in which theatre exists.

DRAMA26: Rehearsal and Performance in Production

1.0 - 2.0 Units
This course provides instruction and supervised participation in theatre rehearsal and performance. Note: Audition required for acting roles.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Create an effective characterization, synthesizing, memorizing and executing dialogue, gestures and stage movements during a performance.
Follow stage directions, and otherwise exhibit effective collaboration skills within the production.

DRAMA30A: Acting I

3.0 Units / LEC-LAB
A course that addresses fundamental aspects of the art of acting with a focus on physical movement and gesture. Emphasis is placed on improvisation and practical exercises leading to formal scene work. The ultimate goal is to develop a firm foundation in basic acting technique.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Move freely on stage.
Demonstrate mastery of basic diction, vocal control (including basic breathing techniques), and projection.
Demonstrate ability to express characterization through gesture, facial expression, and body language.
Demonstrate mastery of basic stage terminology and script notation.

DRAMA30B: Acting II

3.0 Units / LEC-LAB

Study of acting styles with emphasis on character development and script analysis, with continuing work on voice and movement.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: DRAMA30A - Acting I
Definitions:
Prerequisite: A course that must be completed before enrolling in DRAMA30B
Co-requisite: A course that must be completely concurrently with DRAMA30B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in DRAMA30B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate familiarity with conventions appropriate to one or more theatrical genres including, but not limited to, classical, Shakespearian, neo-classical, Stanislavski (method acting), Brecht, Growtowski.
Complete a script analysis and a character analysis, and apply insights gained from these analyses to one's performance.
Demonstrate the ability to remain "in character" for the duration of a play.
Develop a repertoire of audition techniques and approaches.

DRAMA38: Introduction to Field Experience in Drama

2.0 Units
Practical application of dramatic arts through supervised placement at approved local community theatre. Students will contract with community theatres for a semester of experiential service learning in their area of interest.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Accurately describe, and work within, the organizational structure and procedures of theatre with which s/he contracts.
Work smoothly with diverse colleagues.
Work within budgetary restraints, when applicable to assignment.
Set, complete, and evaluate personal goals in the context of minimal supervision.

Early Childhood Education [ECE]

ECE1: Principles and Practices of Teaching Young Children

3.0 Units / LEC
Historical context and theoretical perspectives of developmentally appropriate practice in early care and education. Examines the role of the early childhood educator, identification of best practices for environmental design, curriculum, and teaching strategies. Explores teacher child relationships, professional ethics, career pathways and professional standards.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
1. Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.
2. Describe the role of the early childhood educator, including ethical conduct and professional pathways.
3. Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

ECE2: Child Growth & Development

3.0 Units / LEC
Examines the major physical, cognitive, social and emotional developmental milestones for children from conception through adolescence. Emphasis on interactions between maturational processes and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ECE2
Co-requisite: A course that must be completely concurrently with ECE2
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ECE2, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.
Identify cultural, economic, political, and historical contexts that impact children's development.
Apply knowledge of development and major theoretical frameworks to child observations.

ECE5: The Child in the Family and in the Community

3.0 Units / LEC
The processes of socialization focusing on the interrelationship of family, school, and community. Examines the influence of multiple societal contexts. Explores the role of collaboration between family, community, and schools in supporting children's development.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Describe socialization of the child, focusing on the interrelationship of family, school, and community.
2. Identify the educational, political, and socioeconomic impacts on children and families.
3. Describe strategies that empower families and encourage family involvement in children's development.

ECE6: Child Health, Safety and Nutrition

3.0 Units / LEC
Laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in early childhood settings. Includes prevention strategies, nutrition, and meal planning for various ages and planning educational experiences integrated into daily routines designed to teach children positive health, safety, and nutrition habits.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL-102 -
OR
Definitions:
Prerequisite: A course that must be completed before enrolling in ECE6
Co-requisite: A course that must be completely concurrently with ECE6
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ECE6, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.
Evaluate environments for both positive and negative impacts on children's health and safety.
Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings.

ECE7: Introduction to Early Childhood Curriculum

3.0 Units / LEC-LAB
Developmentally appropriate curriculum and environments for young children. Explores teaching strategies and curriculum development based on theoretical frameworks, observation, and assessment. Emphasizes the teacher's role in supporting development and learning across the curriculum, including all content areas. Note: This course includes four hours of field experience per week (54 hours total) at a site approved by the faculty member. Specific criteria will be required for site approval. Students enrolled in ECE-7 will require proof of immunizations or immunity for: Measles, Pertussis, and Influenza.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality. (LEC)
2. Identify the teachers role in early childhood programs, including planning, implementing, and evaluating activities and environments. (LAB)
3. Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design. (LAB)

ECE9: Observation and Assessment in Early Childhood Education

3.0 Units / LEC
The appropriate use of assessment and observation tools and strategies to document young children's

development and learning. Emphasizes use of findings to inform and plan learning environments and experiences. Recording strategies, rating systems, portfolios, and multiple assessment tools will be explored, along with strategies for collaboration with families and professionals.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL-102 -
OR
Advisory: ENGL-150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ECE9
Co-requisite: A course that must be completely concurrently with ECE9
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ECE9, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.
Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.
Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

ECE10: Field Experience in Early Childhood Education

3.0 Units / LEC-LAB
Under guided supervision, students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice will be emphasized as student teachers design, implement, evaluate approaches and strategies, and techniques that promote development and learning. Note: This course includes eight hours of field experience per week (108 hours total) at a site approved by the faculty member. Specific criteria will be required for site approval. Students enrolled in ECE-10 will require proof of immunizations or immunity for: Measles, Pertussis, and Influenza.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ECE1 - Principles and Practices of Teaching Young Children
AND
Prerequisite: ECE2 - Child Growth & Development
AND
Prerequisite: ECE5 - The Child in the Family and in the Community
AND
Prerequisite: ECE7 - Introduction to Early Childhood Curriculum
Definitions:
Prerequisite: A course that must be completed before enrolling in ECE10
Co-requisite: A course that must be completely concurrently with ECE10
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ECE10, unless they already have the knowledge and skills covered.
Student Learning Outcomes
2. Design, implement, and evaluate curriculum and environments based on observation and assessment of young children. (LAB)
1. Apply a variety of effective approaches strategies and techniques for teaching in an early childhood classroom. (LAB)
3. Analyze personal teaching experiences to guide and inform practice.

ECE11: Infant-Toddler Care and Education

3.0 Units / LEC
Application of current theory and research to the care and education of infants and toddlers in group settings. Examines essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months. Note: This course meets the Community Care Licensing requirement for course work in Infant-Toddler Care. This course may be used to partially fulfill ECE unit requirements for the Master Teacher Child Development Permit 6-unit Specialization.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ECE2 - Child Growth & Development
OR
Advisory: ECE31 - Infant-Toddler Development
Definitions:
Prerequisite: A course that must be completed before enrolling in ECE11
Co-requisite: A course that must be completely concurrently with ECE11
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ECE11, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Summarize the essential policies and practices of quality infant and toddler programs.
2. Design strategies to promote healthy relationships in the care and education of infants and toddlers.
3. Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.

ECE12: Administration I: Programs in Early Childhood Education

3.0 Units / LEC
Introduction to the administration of early childhood programs. Covers program types, budget, management, regulations, laws, development and implementation of policies and procedures. Examines administrative tools, philosophies, and techniques needed to organize, open, and operate an early care and education program. Note: This course meets the Administration requirement of Community Care Licensing and for the Child Development Permit.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ECE2 - Child Growth & Development
AND
Advisory: ECE5 - The Child in the Family and in the Community
AND
Advisory: ECE7 - Introduction to Early Childhood Curriculum
Definitions:
Prerequisite: A course that must be completed before enrolling in ECE12
Co-requisite: A course that must be completely concurrently with ECE12
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ECE12, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Identify administrative skills and describe their application in early care and education programs.
2. Demonstrate knowledge of key elements of strategic and fiscal planning.
3. Evaluate components of quality programs, facilities and operations.

ECE13: Administration II: Personnel & Leadership in Early Childhood Education

3.0 Units / LEC
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. Note: This course meets the Administration requirement of Community Care Licensing and for the Child Development Permit.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ECE2 - Child Growth & Development
AND
Advisory: ECE5 - The Child in the Family and in the Community
AND
Advisory: ECE7 - Introduction to Early Childhood Curriculum
Definitions:
Prerequisite: A course that must be completed before enrolling in ECE13
Co-requisite: A course that must be completely concurrently with ECE13
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ECE13, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Identity effective practices for managing and leading staff and administering early care and education programs.
2. Design professional development plans based on scenarios of staff evaluation and administrator needs.
3. Examine techniques to establish professional relationships, facilitate collaboration, and build communication between colleagues, families, and stakeholders.

ECE14: Introduction to Children with Special Needs

3.0 Units / LEC

An introduction to the variations in development of children with special needs ages birth through eight and the resulting impact on families. Includes an overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process. Note: This course may be used to partially fulfill ECE unit requirements for the Master Teacher Child Development Permit 6- unit Specialization.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ECE2 - Child Growth & Development

Definitions:

Prerequisite: A course that must be completed before enrolling in ECE14

Co-requisite: A course that must be completely concurrently with ECE14

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ECE14, unless they already have the knowledge and skills covered.

Student Learning Outcomes

1. Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.
2. Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.
3. Explore methods to collaborate with families and community members in supporting inclusion of children with special needs.

ECE18: Teaching in a Diverse Society

3.0 Units / LEC

Examines the impact of various societal influences on the development of children's social identity. Covers developmentally appropriate, inclusive, and anti-bias approaches. Self-examination and reflection on issues related to social identity, stereotypes, and bias will be emphasized.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ECE2 - Child Growth & Development

AND

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in ECE18

Co-requisite: A course that must be completely concurrently with ECE18

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ECE18, unless they already have the knowledge and skills covered.

Student Learning Outcomes

(CLOs come directly from the CAP Alignment Project.) Examine the impact of various societal influences on the development of children's social identity.

Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.

ECE20: Adult Supervision and Mentoring in Early Care and Education

2.0 Units / LEC

Methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and leaders. Note: This course meets the Adult Supervision requirement of the Child Development Permit.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ECE2 - Child Growth & Development

AND

Advisory: ECE5 - The Child in the Family and in the Community

AND

Advisory: ECE7 - Introduction to Early Childhood Curriculum

Definitions:

Prerequisite: A course that must be completed before enrolling in ECE20

Co-requisite: A course that must be completely concurrently with ECE20

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ECE20, unless they already have the knowledge and skills covered.

Student Learning Outcomes

1. Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.
2. Demonstrate competency in communication and reflective practices when working with diverse adult populations.
3. Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.

ECE23: Literacy & Language Development of Young Children

3.0 Units / LEC

An exploration of strategies for fostering language and literacy development during the early childhood years. Students will learn about resources available to support language and literacy competence in young children. Note: This course may be used to partially fulfill ECE unit requirements for the Master Teacher Child Development Permit 6-unit Specialization.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ECE2 - Child Growth & Development

AND

Advisory: ENGL102 - Developing Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in ECE23

Co-requisite: A course that must be completely concurrently with ECE23

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ECE23, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Discuss language development in children.

Describe the components of emergent literacy.

Recognize children's use of their "home language" while learning English.

Identify materials and activities to support language and literacy development and analyze their effectiveness.

Design language and literacy learning throughout the environment and curriculum.

ECE31: Infant-Toddler Development

3.0 Units / LEC

A study of infants and toddlers from pre-conception to age three including physical, cognitive, language, social, and emotional growth and development. Applies theoretical frameworks to interpret behavior and interactions between heredity and environment. Emphasizes the role of family and relationships in development. Note: This course meets the Community Care Licensing requirement for course work in Infant-Toddler Care. This course may be used to partially fulfill ECE unit requirements for the Master Teacher Child Development Permit 6-unit Specialization.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

1. Demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development.
2. Connect observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social and emotional domains.
3. Analyze the multiple contextual influences on infant and toddler development including diverse family practices and environments.

ECE34: Curriculum and Strategies for Children with Special Needs

3.0 Units / LEC

Covers curriculum and intervention strategies for working with children with special needs in partnership with their families. Focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Includes the role of the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence. Note: This course may be used to partially fulfill ECE unit requirements for the Master Teacher Child Development Permit 6- unit Specialization.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

1. Evaluate program, educational and professional policies, based on special education laws and evidence- based practices.
2. Design curriculum techniques based on children's individualized needs in inclusive and natural

environments.
3. Identify strategies to establish and maintain effective partnerships with families, interdisciplinary team members, and community resource specialists.

Economics [ECON]

ECON1: Macroeconomics

3.0 Units / LEC
An introductory course focusing on aggregate economic analysis. Topics include: market systems, aggregate measures of economic activity, macroeconomic equilibrium, money and financial institutions, monetary and fiscal policy, international economics, and economic growth.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MATH380 - Elementary Algebra
AND
Prerequisite: ENGL150 - Precollegiate Reading and Writing
AND
Advisory: MATH120 - Intermediate Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in ECON1
Co-requisite: A course that must be completely concurrently with ECON1
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ECON1, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply macroeconomic concepts and models to make predictions and decisions about personal, business, and social topics.
Use macroeconomic concepts and models to formulate and evaluate arguments.

ECON10: Microeconomics

3.0 Units / LEC
An introductory course focusing on choices of individual economic decision-makers. Topics include scarcity, specialization and trade, market equilibrium, elasticity, production and cost theory, market structures, factor markets, and market failure.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MATH380 - Elementary Algebra
AND
Prerequisite: ENGL150 - Precollegiate Reading and Writing
AND
Advisory: MATH120 - Intermediate Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in ECON10
Co-requisite: A course that must be completely concurrently with ECON10
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ECON10, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply microeconomic concepts and models to make predictions and decisions about personal, business, and social topics.
Use microeconomic concepts and models to formulate and evaluate arguments.

Education [EDUC]

EDUC1: Introduction to Education

3.0 Units / LEC-LAB
An introduction to education and teaching focusing on teaching as a profession, historical and philosophical foundations, contemporary educational issues in democratic societies, and California teacher performance standards. 50 hours of structured ongoing observation and participation in locally approved school settings to provide possible entry into the teaching profession. Note: This class will require field placement sites at local TK-12 schools with approved cooperating teachers.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in EDUC1
Co-requisite: A course that must be completely concurrently with EDUC1
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in EDUC1, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Examine the critical issues for the contemporary teacher specifically regarding employment opportunities and the required knowledge base, in addition to how our changing educational system will impact future teachers.
Describe how changes in the student population are leading to educational change and how these changes impact instructional programs and curricula, multicultural and bilingual programs, along with the changes that innovations and technology bring to the c
Develop a personal philosophy of education based on an understanding of the historical, philosophical, and social foundations of education.

EDUC201: College of the Redwoods Tech Tools Workshop

0.0 Units
A course introducing students to the online communication tools used at College of the Redwoods (WebAdvisor, Learning Management System, and student email). This basic orientation is a hands-on overview of how to access and effectively interact with these online tools to become a more efficient and successful student.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Demonstrate basic competency with using the tools effectively in the online Learning Management System(LMS).
Access functions in WebAdvisor.
Use email and download attachments from the student email account.

EDUC203: Getting Started in Online Classes with Canvas

0.0 Units
A course preparing students to be effective learners in an online environment. This course will emphasize best practices in online learning, internet etiquette, and the effective use of the Learning Management System. It is intended for students taking an online course for the first time or for those in need of an online refresher. This course also serves as a great introduction to other software used in the workplace. Note: Students must have basic computer skills and access to a computer with an internet connection to participate.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Advisory: EDUC201 - College of the Redwoods Tech Tools Workshop
Definitions:
Prerequisite: A course that must be completed before enrolling in EDUC203
Co-requisite: A course that must be completely concurrently with EDUC203
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in EDUC203, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate competency using the tools in the Learning Management System (LMS).
Describe best practices in online learning and how they help the student become a more effective learner.
Demonstrate effective online communication.

EDUC207: Getting Started with Computers

0.0 Units
A course in basic computer skills development designed for students who have little or no experience using a computer. Topics include fundamental components of computer and program operation such as an introduction to internet usage, MyCR, email, and file system management and navigation.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Demonstrate confidence in using a computer for basic operations.
Use a web browser to search the Internet.
Send an email.
Save a file.

EDUC210: Adult Basic Education

0.0 Units
A noncredit class at the elementary education level to help learners improve their basic reading, writing, and math skills for employment or to prepare for high school equivalency or GED classes.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Demonstrate comprehension of written material at the elementary level essential for everyday life and community participation, for success in the workplace, and for educational advancement.
Apply and interpret the basic arithmetic operations of addition, subtraction, multiplication and division with whole numbers, fractions, and decimals.
Demonstrate the ability to acquire, evaluate and interpret information in order to set goals and make decisions about educational and career opportunities.

EDUC220: Career and College Foundations

0.0 Units
A course providing instruction in the core academic subject areas (Math, Language Arts, Social Sciences, and Science) at the secondary level. The emphasis is on helping students transition successfully to college or a new career. Students may work in a self-paced lab setting where content is individualized and driven by student needs. The focus is on study skills, test-taking strategies, work readiness, and exploration of career and educational pathways.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Demonstrate proficiency in academic skills at the secondary level based on individualized instructional needs.
Demonstrate skills necessary for career and/or college readiness.

EDUC225: High School Equivalency/GED Preparation

0.0 Units
Provides an overview of the four academic subject areas that comprise the 2014 GED and other high school equivalency tests (i.e., Language Arts, Mathematics, Social Studies, and Science). Computer skills necessary for passing current high school equivalency tests will also be covered. Through the use of diagnostic pretests, course content will emphasize students' needs.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Advisory: EDUC210 - Adult Basic Education
Definitions:
Prerequisite: A course that must be completed before enrolling in EDUC225
Co-requisite: A course that must be completely concurrently with EDUC225
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in EDUC225, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate content knowledge in high school secondary education curricula.
Demonstrate test taking skills necessary for passing the high school equivalency test.

Engineering [ENGR]

ENGR23: Engineering Design Graphics

3.0 Units / LEC-LAB
A study of engineering design graphics for engineers and drafters with an emphasis on technical drawings and an introduction to computer-aided design (CAD). Topics include the development of visualization skills; orthographic projections; dimensioning and tolerancing practices; and the engineering design process. Assignments develop sketching and 2-D and 3-D CAD skills. The use of CAD software is an integral part of the course.
Transferable: Transferable to both UC and CSU
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MATH25 - College Trigonometry
AND
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in ENGR23
Co-requisite: A course that must be completely concurrently with ENGR23
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ENGR23, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Develop orthographic projections, isometrics, obliques, and perspective pictorial representations of designs using CAD and sketching.
Present engineering drawings using current industry standard documentation and annotation techniques.
Define terminology related to engineering graphics.
Prepare a professional portfolio.

English [ENGL]

ENGL1A: College Composition

4.0 Units / LEC
This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation.
Transferable: Transferable to both UC and CSU
Grading Options:

- Letter Grade methods

Enrollment Limitation:
Placement into English 1A is determined according to default AB705 guidelines, or the results of the guided self-placement process.
Student Learning Outcomes
1. Demonstrate the capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation.
2. Utilize flexible strategies for writing expository and argumentative college-level essays.
3. Incorporate primary and secondary sources into essays using appropriate documentation format.

ENGL1S: Learning Community for College Composition

0.5 - 1.0 Units
A learning community experience that offers students additional support and practice through collaborative and hands-on learning activities facilitated by the instructor of their English 1A class.
Transferable: Transferable to CSU only
Grading Options:

- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Co-Requisite: ENGL1A - College Composition
Definitions:
Prerequisite: A course that must be completed before enrolling in ENGL1S
Co-requisite: A course that must be completely concurrently with ENGL1S
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ENGL1S, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Demonstrate a reflexive understanding of specific course content, ideas, or processes within English that are challenging or confusing and identify methods to strengthen or address those challenging areas.
2. Decode and practice the skills and ways of thinking that lead to success in college reading and writing.
3. Decode and practice the skills and ways of thinking that lead to success within academic/discourse communities.

ENGL1B: Critical Inquiry and Literature

3.0 Units / LEC
A course using literature as a basis for critical thinking and composition. Students analyze issues, problems, and situations represented in literature and develop effective short and long written arguments (6000 minimum word total) in support of an analysis. This course is designed for those students who seek to satisfy both the full year composition and the critical thinking transfer requirements.
Transferable: Transferable to both UC and CSU
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ENGL1A - College Composition
Definitions:
Prerequisite: A course that must be completed before enrolling in ENGL1B
Co-requisite: A course that must be completely concurrently with ENGL1B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ENGL1B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works.
Evaluate, use, and document evidence from primary and secondary sources to support, develop, or validate judgments.

ENGL4: Introduction to Literature

3.0 Units / LEC

A course introducing representative works from major forms and genres, developing students' close reading and analytical writing skills, and promoting appreciation and critical understanding of the cultural, historical, and aesthetic qualities of literature.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ENGL1A - College Composition
Definitions:
Prerequisite: A course that must be completed before enrolling in ENGL4
Co-requisite: A course that must be completely concurrently with ENGL4
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ENGL4, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Critically analyze the significance of a text.
Use close reading to generate their own textual interpretive arguments.
Discuss major historical, intellectual, and cultural ideas and their evolution as they surface in various forms and genres of literature.

ENGL9: World Literature - Early Modern to 21st Century

3.0 Units / LEC
A comparative study of world literature from the 16th through the 21st century. Students will read and discuss a variety of translated and English-language works in a wide range of genres to develop the critical and analytical skills necessary for the appreciation of diverse literatures and cultures.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ENGL102 - Developing Reading and Writing
OR
Prerequisite: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ENGL9
Co-requisite: A course that must be completely concurrently with ENGL9
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ENGL9, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

ENGL10: World Literature: Antiquity to The Early Modern Era

3.0 Units / LEC
A comparative study of world literature to the 16th century. Students will read critically and analytically in response to translated works covering a broad range of time and places, including literatures of Classical Mediterranean cultures, Asia, Africa, Latin and Native America, and the Middle East.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ENGL102 - Developing Reading and Writing
OR
Prerequisite: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ENGL10
Co-requisite: A course that must be completely concurrently with ENGL10
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ENGL10, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

ENGL17: American Literature: Beginnings to the Civil War

3.0 Units / LEC
A survey of early American literature from pre-conquest and early contact, up to the Civil War. Students will read critically and analytically in genres ranging from transcribed oral legends through exploration and captivity narratives, religious tracts, letters, philosophical essays, diaries, novels, short stories, and poems
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ENGL102 - Developing Reading and Writing
OR
Prerequisite: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ENGL17
Co-requisite: A course that must be completely concurrently with ENGL17
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ENGL17, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

ENGL18: American Literature - Civil War - World War II

3.0 Units / LEC
A survey of American literature from the Civil War through the present. Students will read critically and analytically to understand ideas and historical and cultural implications of major works of American literature.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ENGL102 - Developing Reading and Writing
OR
Prerequisite: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ENGL18
Co-requisite: A course that must be completely concurrently with ENGL18
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ENGL18, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

ENGL32: Creative Writing - Poetry

3.0 Units / LEC
A study in developing the art of writing poetry, emphasizing communication, clarity, and economy. Students read and analyze many types of poetry while they generate, develop, critique, and revise their own and others' texts.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ENGL32
Co-requisite: A course that must be completely concurrently with ENGL32
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ENGL32, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Differentiate and utilize concrete detail and abstraction in poetry.
Control grammar and punctuation to clarify ideas.
Apply a process-oriented approach to writing poetry that involves inventing, drafting, revising, and editing.
Compose original written texts, using genre-specific structures and formal conventions.

ENGL33: Creative Writing - Prose

3.0 Units / LEC
A study in developing the art of writing fiction, emphasizing communication, clarity, and economy. Students read and analyze many types of fiction

while they generate, develop, critique, and revise their own and others' texts.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ENGL33
Co-requisite: A course that must be completely concurrently with ENGL33
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ENGL33, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Differentiate and utilize concrete detail and abstraction in fiction.
Control grammar and punctuation to clarify ideas.
Apply a process-oriented approach to writing fiction that involves inventing, drafting, revising, and editing.
Compose original written texts, using genre-specific structures and formal conventions.

ENGL40: Independent Study (English)

1.0 - 2.0 Units
Individual research and special projects in English. Specific projects to be determined in consultation with instructor. Note: All independent study projects must be approved by instructor, and an approved independent study contract must be on file before the independent study section is created.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Perform specialized tasks and demonstrate skills acquired as a result of individualized work.

ENGL60: Introduction to British Literature: Beginnings through the 18th Century

3.0 Units / LEC
An introduction to British literature from the middle ages through the eighteenth century. Students will explore the ideas and literary features of major works within their historical and cultural contexts.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ENGL102 - Developing Reading and Writing
OR
Prerequisite: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ENGL60
Co-requisite: A course that must be completely concurrently with ENGL60
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ENGL60, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

ENGL61: Introduction to British Literature: Romanticism to the Present

3.0 Units / LEC
An introduction to British literature from the Romantic period to the present. Students will explore the ideas and literary features of major works within their historical and cultural contexts.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ENGL102 - Developing Reading and Writing
OR
Prerequisite: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ENGL61
Co-requisite: A course that must be completely concurrently with ENGL61
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ENGL61, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
Apply knowledge of historical, intellectual, and cultural contexts in interpreting the significance of literary texts.

English as a Second Language [ESL]

ESL200: Fundamental English as a Second Language (ESL) - Low Beginning

0.0 Units
Develop basic listening comprehension skills and initiate survival speaking skills for low beginning ESL students. Introduce essential reading and some writing skills. Communicative- and contextually-based instruction.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Students will be able to respond to simple questions about present situations in spoken English.
Students will fill out an information sheet about personal information.
Students will be able to read simple texts and write simple phrases about present situations, abilities, intentions, permission or needs.

ESL201: Fundamental English as a Second Language (ESL) - High Beginning

0.0 Units
Enrich essential listening skills and survival speaking skills through vocabulary development for high beginning ESL students. Instruction in essential reading and writing skills. Communicative- and contextually-based instruction.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Advisory: ESL200 - Fundamental English as a Second Language (ESL) - Low Beginning
Definitions:
Prerequisite: A course that must be completed before enrolling in ESL201
Co-requisite: A course that must be completely concurrently with ESL201
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ESL201, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Students will be able to respond to questions about present situations in spoken English.
Students will demonstrate competency in community skills and interactions.
Students will be able to read simple texts and write simple phrases about present situations or limited situations in the past, abilities, intentions, permission or needs.

ESL205: Fundamental Career and Educational Vocabulary for ESL Students

0.0 Units
Introduce students to contextual vocabulary of community college practices, career options and job requirements, educational pathways and resources available to them. Students use this knowledge to craft a Student Education Plan.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Explore and discuss career choices attainable with new English language vocabulary and skills.
Identify next steps required to attain employment in selected career.
Craft a Student Educational Plan.

ESL207: Fundamental Computer Vocabulary for ESL Students

0.0 Units
Introduction to essential vocabulary and basic English writing skills on personal computers for ESL students. Basic writing and vocabulary development in workplace-related topics and cultural literacy, with emphasis on career skills abilities and targeted vocabulary development in web searching strategies.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes

Demonstrate ability to write short, coherent sentences on topics of interest in a word processing program.
Demonstrate a basic understanding of English vocabulary for hardware and software tasks and elements of the operating system.
Demonstrate ability to use English language vocabulary and Web search tools to retrieve information in English on topics of interest or personal intellectual curiosity.

ESL210: Intermediate English as a Second Language (ESL) - Low

0.0 Units
Build on developed listening comprehension skills and cultivate more complex speaking skills for Low Intermediate ESL students. Instruction in essential reading and writing skills. Communicative and contextually-based instruction.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Advisory: ESL201 - Fundamental English as a Second Language (ESL) - High Beginning
Definitions:
Prerequisite: A course that must be completed before enrolling in ESL210
Co-requisite: A course that must be completely concurrently with ESL210
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ESL210, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Participate in increasingly extended conversations in spoken English in familiar contexts.
Interpret meaning in shorter simplified or authentic texts with some unfamiliar words on familiar topics.
Write a short note or brief report with relevant ideas and appropriate details in a short cohesive paragraph.
Write simple and compound sentences with some consistency in mechanics and punctuation.

ESL211: Intermediate English as a Second Language (ESL) - High

0.0 Units
Cultivate competence and confidence in reading and writing, sentence and paragraph structure, verbal communication skills, comprehension of everyday spoken English; development of life skills competencies. Communicative- and contextually-based instruction.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Advisory: ESL210 - Intermediate English as a Second Language (ESL) - Low
Definitions:
Prerequisite: A course that must be completed before enrolling in ESL211
Co-requisite: A course that must be completely concurrently with ESL211
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ESL211, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Engage in conversations or interviews on more specialized topics using appropriate syntax and level of formality.
Interpret meaning in longer simplified or authentic texts on familiar topics with some unfamiliar words.
Write a clearly organized, brief composition or report.
Demonstrate consistent control of basic grammatical patterns, mechanics and punctuation.

ESL215: Intermediate Career and Educational Vocabulary for ESL Students

0.0 Units
Presents students with career options, educational pathways and resources available to them, and develops target contextual vocabulary. Students make decisions needed for formation of Student Education Plan and are afforded opportunities to engage in conversations with professionals and students in fields of interest.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Advisory: ESL200 - Fundamental English as a Second Language (ESL) - Low Beginning
AND
Advisory: ESL201 - Fundamental English as a Second Language (ESL) - High Beginning
AND
Advisory: ESL205 - Fundamental Career and Educational Vocabulary for ESL Students
Definitions:
Prerequisite: A course that must be completed before enrolling in ESL215
Co-requisite: A course that must be completely concurrently with ESL215
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ESL215, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Discuss and compare career choices attainable with new English language skills.
Identify next steps required to attain employment in selected career.
Develop a Student Education Plan for studies at CR or beyond.

ESL217: Intermediate Computer Vocabulary for ESL Students

0.0 Units
Development of English vocabulary, and reading and writing skills, using personal computers for ESL students. Vocabulary development in skills areas of Word Processing and Keyboarding; special emphasis Web browsing with focus on English language Web search and career search abilities and targeted vocabulary development.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Advisory: ESL200 - Fundamental English as a Second Language (ESL) - Low Beginning
AND
Advisory: ESL201 - Fundamental English as a Second Language (ESL) - High Beginning
AND
Advisory: ESL207 - Fundamental Computer Vocabulary for ESL Students
Definitions:
Prerequisite: A course that must be completed before enrolling in ESL217
Co-requisite: A course that must be completely concurrently with ESL217
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ESL217, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate the ability to produce short letter of personal or professional introduction.
Demonstrate proficiency in a basic English vocabulary of hardware and software tasks and elements of the operating system.
Demonstrate the ability to use English language vocabulary and Web Search tools to retrieve information on career or education options, or topics of personal interest.

Environmental Science [ENVSC]

ENVSC10: Introduction to Environmental Science

4.0 Units / LEC-LAB
Introduction to environmental issues from a scientific perspective, focusing on physical, chemical, and biological processes within the Earth system, the interaction between humans and these processes, and the role of science in finding sustainable solutions. Topics include ecological principles, biodiversity, climate change, sustainability, renewable and non-renewable energy, water resources, air and water pollution, and solid waste management. Note: Field trips are required and transportation is not provided.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
1. Apply the process of science to analyze major environmental issues at a variety of scales, identify potential solutions for these issues, and evaluate the viability of these solutions.
2. Analyze and interpret quantitative data and visual representations of data describing an environmental issue.
3. Describe relationships between human actions and environmental issues and predict potential outcomes of these interactions.
4. LAB: Analyze and interpret human influences on an ecosystem in the field.

ENVSC11: Environmental Ethics

3.0 Units / LEC
An examination of issues arising out of ethical considerations related to the general environment and specific ecosystems, life forms, and places. Students will engage scientific, philosophical, and cultural concepts of nature and explore the social and personal ramifications for current ethical choices regarding local, regional, national, and global issues.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ENVSC11
Co-requisite: A course that must be completely concurrently with ENVSC11
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ENVSC11, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply methods of inquiry to shape useful questions regarding current environmental problems, claims, arguments, and/or cultural values.
Analyze questions of ethics to arrive at reasoned responses to environmental issues and how they impact a diverse global community.

ENVSC12: Earth's Changing Climate

3.0 Units / LEC
A planet-scale examination of the Earth's atmosphere and climate. This course will include an in-depth look at the factors controlling climate, its changes over time, and the timeline of global climatic changes. This course is an interdisciplinary introduction to the Earth's climatic systems and interactions.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in ENVSC12
Co-requisite: A course that must be completely concurrently with ENVSC12
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in ENVSC12, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Provide examples of positive and negative feedback mechanisms that relate to natural systems.
Critically analyze climate change on the Earth.
Present both the pros and cons of a particular climatic interpretation, reflecting the complexity of the application of the scientific method to natural systems.
Examine the human-induced variations on Earth's natural systems in the context of a well-organized and scientifically valid discussion of a climate-related issue.

Fire Technology [FT]

FT201: Wildland Fire Behavior Training (NWCG S-190)

0.0 Units
A study of the primary factors affecting the start and spread of wildfire and of the skills necessary for recognizing hazardous firefighting situations. This course is designed to meet the fire behavior training needs of a Firefighter Type 2 and is equivalent to the National Wildland Coordinating Group (NWCG) course S-190. Note: This course is typically taken in conjunction with FT-202. Students will be required to pass a written test meeting the minimum NWCG standards for S-190.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Identify the environmental factors of fuels, weather, and topography that affect the start and spread of wildland fire.

FT202: Federal Wildland Firefighter Training

0.0 Units
A course designed to train students on the basic skills needed to become a Wildland Firefighter. Topics include a basic orientation to wildland firefighting, human factors affecting leadership and decision-making, firefighter and public safety, and an introduction into the Incident Command System. Fireline construction, water use, firing devices and burnout procedures will also be covered. This course meets the National Wildfire Coordinating Group (NWCG) requirements for S130. Note: Students will be required to pass a written test meeting the minimum NWCG standards. Upon completion the student may be issued a certificate documenting the completion of: 1. NWCG - S-110 Basic Wildland Fire Orientation 2. NWCG - ICS-100 Basic ICS 3. NWCG - S-130 Wildland Firefighting Training 4. NWCG - L-180 Human Factors in the Wildland Fire Service
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Apply wildland fire control methods and operations for any wildland fire situation.

FT205: CALFIRE Firefighter Basic Training

0.0 Units
A course that teaches students about basic wildland and structural firefighting. It will provide students with entry-level knowledge and skills that firefighters use in wildland and structural firefighting. This course, in combination with the additional courses identified in the CALFIRE Basic Firefighter Certificate program, is required for all CALFIRE firefighters. Note: Weekend field exercises may be required. This course includes 16 hours of field exercises that are physically strenuous. Students need to be physically fit and should consult their doctor before engaging in firefighter training. Students will be expected to perform in claustrophobic spaces while wearing a breathing appartus and a facepiece.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Describe wildland and structure fire strategies and tactics.
Identify potentially dangerous situations and conditions and describe how to avoid or mitigate them.

FT206: Confined Space Awareness

0.0 Units
An awareness course preparing firefighters to safely enter and rescue in confined spaces and permit-required confined spaces. Students will learn about the regulations governing operations in confined spaces, the definitions and differences between confined spaces and permit-required confined spaces, and the hazards associated with these spaces. Students will also examine case studies about accidents associated with confined space entry and rescue. Note: When taught as a State Fire Training course, students will be eligible to receive a State Fire Training Certificate. The cost for this optional certificate is approximately $20.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Describe regulations governing operations in confined spaces.
Identify and describe the differences between confined spaces and permit-required confined spaces.

FT207: Firefighter Survival

0.0 Units
A course preparing students with a greater understanding of situational awareness on the fireground. Topics include firefighter terminology, developing a survival attitude, preventing firefighter emergencies, firefighter survival skills, technical skills, and understanding how to be resourceful when faced with dangerous entrapment situations. Note: When taught as an affiliated State Fire Training course, students are eligible to receive a State Fire Training Certificate. The fee for this optional certificate is approximately $20.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Demonstrate an understanding of firefighter survival terminology and survival attitude.
Demonstrate situational awareness and problem-solving strategies to be more self-reliant in an emergency.

FT210: Hazardous Materials First Responder Operational

0.0 Units
An introduction to hazardous chemicals. Students learning to become public safety workers and other likely first responders can gain the knowledge and skills to respond to hazardous materials emergencies in a safe and competent manner at the basic operational level. Meets CSTI FRO standards.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Recognize a hazardous materials incident.
Demonstrate an understanding of the role of first responders in protecting themselves and others from damage or harm in response to a hazardous

materials incident.

Forestry & Natural Resources [FNR

FNR1: Introduction to Forestry and Natural Resources

3.0 Units / LEC-LAB

An introduction to forest and natural resource issues and management. The lectures and discussion cover three general areas: goods and services derived from forests; basic management strategies for natural resources; and the development and application of relevant policies and regulations, including historical perspectives. Weekly field exercises introduce students to basic techniques for field work and how different management approaches are applied in the woods. Note: Field trips are required and the College does not provide transportation.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in FNR1

Co-requisite: A course that must be completely concurrently with FNR1

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in FNR1, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Describe the goods, services, and benefits derived from utilizing natural resources.

Explain the basic components of forest ecosystems and use critical thinking to determine how management affects these ecosystems.

Discuss the historic, economic, and political framework of natural resource utilization.

Lab Specific Outcome: Demonstrate safety protocols and common field techniques used in natural resources at a basic level.

FNR3: Seminar in Forestry and Natural Resources

1.0 Units / LEC-LAB

An exploration of careers available and skills needed for being successful in the forestry and natural resource professions. Seminars on basic job application skills, talks from area professionals, and practical demonstrations of topics such as woods safety and common practices will help prepare students for a career in the field.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Discuss common workplace etiquette.

Analyze the safety requirements of different job tasks.

Identify the range of career tracks, job titles, and skills common in the discipline.

FNR5: Forest Ecology and Management

3.0 Units / LEC-LAB

An introduction to the basic theories of forest ecology and best management practices. This course focuses on disturbance, competition, and regeneration ecology of forests and how these relate to environmental factors such as climate, soils, and biota. Laboratory exercises provide collaborative and experiential learning opportunities in the field where the linkages between theory and application are explored.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Discuss the use of ecological knowledge in forest management.

Analyze the application of silvicultural techniques in achieving different forest outcomes.

Describe the life cycle of trees and the interaction of trees and the environment.

Lab Specific Outcome: Measure and analyze ecological characteristics of the forest.

FNR10: Timber Harvesting and Forest Operations

4.0 Units / LEC-LAB

A lecture, discussion, and field laboratory course exploring the practical application of timber harvesting techniques and forest operations in the framework of the California Forest Practices Act. Students will learn basic forest operations including elements of road layout and design, harvesting design and limitations, and operational equipment use and limitations. The field exercises will focus on application of these principles on the ground and will include field trips to active timber harvesting operations. Note: Lab has a significant field component in rough terrain and adverse weather with off-campus travel required.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: FNR1 - Introduction to Forestry and Natural Resources

AND

Prerequisite: FNR5 - Forest Ecology and Management

AND

Prerequisite: FNR51 - Dendrology: the Identification and Study Of Woody Plants

AND

Prerequisite: FNR54 - Introduction to Natural Resource Inventory Techniques

AND

Advisory: FNR52 - Introduction to Surveying

Definitions:

Prerequisite: A course that must be completed before enrolling in FNR10

Co-requisite: A course that must be completely concurrently with FNR10

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in FNR10, unless they already have the knowledge and skills covered.

Student Learning Outcomes

(LEC) Discuss general types of forest operations and specific applications to timber harvesting including forest road development and use.

(LEC) Analyze case studies of forest operations, including harvesting operations and forest road design, in the context of practical, legal, and ethical requirements.

(LAB) Demonstrate practical application of terms and concepts in examples of harvesting operations.

FNR31: Introduction to Geospatial Concepts

3.0 Units / LEC-LAB

An introduction to geospatial concepts. Students will learn the theory and application of GPS technology, cartography, GIS software, and remote sensing techniques.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Discuss acquisition and utilization of geospatial data from various sources and integration into geographic information systems.

Discuss common geospatial characteristics of maps including projection systems, landmarks and features, scales, and frame of reference.

Analyze strengths and weaknesses of global positioning system (GPS) data and discuss basic operational parameters of the various systems in current use.

Lab Specific Outcome: Use software to develop maps from data acquired from various sources.

FNR32: Introduction to Geographic Information Systems

3.0 Units / LEC-LAB

(GIS). Students will learn the basic theory and application of spatial data and develop skills with computer software to analyze and display locational data. After completion of this course students will be able to answer complex spatial and aspatial questions.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: FNR31 - Introduction to Geospatial Concepts

Definitions:

Prerequisite: A course that must be completed before enrolling in FNR32

Co-requisite: A course that must be completely concurrently with FNR32

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in FNR32, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Explain fundamental GIS concepts, principles, and define technical terms.

Acquire, import, reference, and analyze geographic data and communicate findings via maps.

Discuss application of GIS techniques to solve natural resource problems.

Lab specific outcome: Utilize specific software tools to manage and analyze spatial data and develop map products.

FNR33: Introduction to Remote Sensing

3.0 Units / LEC-LAB

An introduction to the interpretation and use of aerial photographs, electronically generated imagery, and remote-sensing data. Students will learn the theory and practice of gathering and examining remote-sensing data, the classification of land areas, and the measurement of ground-based objects from aerial and space derived data.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: FNR31 - Introduction to Geospatial Concepts

AND

Advisory: ENGL150 - Precollegiate Reading and Writing

AND

Advisory: MATH380 - Elementary Algebra

Definitions:

Prerequisite: A course that must be completed before enrolling in FNR33

Co-requisite: A course that must be completely concurrently with FNR33

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in FNR33, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Discuss theory and application of remote sensing data in natural resource management.

Calculate, interpret, and analyze relevant data from aerial and space derived data.

Lab Specific Outcome: Develop analyses and maps from remotely sensed data sources.

FNR40: Independent Study (Forestry and Natural Resources)

0.5 - 3.0 Units

A course of independent study developed under faculty supervision in a specific area of interest in forestry and natural resources with the goal of producing a professional-level report or presentation. Note: Students taking an independent study course must have an approved contract on file.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Develop and present a report on a specific area of interest in forestry and natural resources.

FNR46: Technology and Applications in Natural Resources

1.0 Units

lab-based overview of current technology and applications commonly used in forestry and natural resource professions. Students will explore the rapidly-changing technology used in the field and office and the software applications used to operate and manage the technology.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Demonstrate the practical utilization of common software applications.

Identify which application is most appropriate for specific tasks.

Discuss integration between different applications including developing presentation figures and graphs from quantitative data.

FNR51: Dendrology: the Identification and Study Of Woody Plants

3.0 Units / LEC-LAB

The identification and classification of woody plants that occur in regional forest communities. Discussions will cover the technical language of plant taxonomy and nomenclature as well as botanical and ecological characteristics of trees. Lectures will also include important forest species found outside the region and across the U.S. Note: Field trips are required; the College does not provide transportation.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in FNR51

Co-requisite: A course that must be completely concurrently with FNR51

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in FNR51, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Explain the basic concepts of taxonomy as they apply to woody plants.

Identify the major factors affecting identification and classification including habitats, sources of variation, and morphology.

Discuss the major groups of trees of economic importance in the U.S.

Lab Specific Outcome: Identify and assign scientific names to regionally important trees and shrubs both in and out of class.

FNR52: Introduction to Surveying

4.0 Units / LEC-LAB

An introduction to the various techniques for planning and conducting land surveys. Lab exercises progress from compass and pacing through the use of Total Stations. Basic mapping exercises are conducted using field data. Discussions cover the theory of surveying, associated math principles, and the various methods of legal property description.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Solve basic land surveying problems both in and out of class using critical thinking to arrive at the appropriate answers.

Read and use various kinds of maps and boundary descriptions and be able to calculate the appropriate parameters for specific surveying problems.

Lab Specific Outcome: Use common surveying equipment to gather appropriate field data.

Lab Specific Outcome: Analyze field data and generate appropriate maps and reports.

FNR54: Introduction to Natural Resources Inventory Techniques

4.0 Units / LEC-LAB

An introduction to various techniques used in the measurement and inventory of natural resources. Topics include map reading and drawing, land navigation, tree measurement, sampling methods, and data analysis. Students will work with a variety of biometric devices in field settings and gain practical experience in their application and use.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Explain the principles of land descriptions and develop and use functional maps of forest stands that include those land descriptions.

Explain common measurement techniques used in natural resource inventories and their strengths and limitations.

Use critical thinking to derive appropriate solutions to natural resource inventory problems both in and out of class.

Lab specific outcome: Conduct field inventories, analyze field data, and develop useful reports.

FNR60: Forest Health and Protection

3.0 Units / LEC-LAB

A survey of forest health theory and application in local and regional ecosystems. Discussion topics include pest identification and pest complexes, disease symptoms and recognition, identification of abiotic disorders, and prevention strategies to protect forest values. Field trips will showcase local forest health problems and protection techniques. Note: Weekend field trips required; the College does not provide transportation.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: FNR1 - Introduction to Forestry and Natural Resources

AND

Advisory: FNR51 - Dendrology: the Identification and Study Of Woody Plants

AND

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in FNR60

Co-requisite: A course that must be completely concurrently with FNR60

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in FNR60, unless they already have the knowledge and skills covered.

Student Learning Outcomes

(LEC) Articulate a meaningful definition of forest health.

(LEC) Describe the tools, techniques, and organizations involved in forest protection.

(LEC) Discuss the life history characteristics of pests and diseases.

(LAB) Identify common forest health threats in

different forest types.
Register Now Contact Us

FNR77: Introduction to Wildland Fire

2.0 Units / LEC
An introduction to wildland fire ecology, behavior and suppression. Discussions will include: the role of fire in ecosystems; fuels, weather and fire behavior; suppression, safety, tools, and strategies; fuel treatments; organizational structures and wildland fire careers. Note: Field trips are required; the College does not provide transportation.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Explain the relationships between fuels management, fire behavior, and fire ecology.
Describe basic concepts of wildland fire management including common fire and fuel measurements and classification systems.
Discuss the role of historical fire policy in current and future fire management issues.
Register Now Contact Us

FNR80: Introduction to Watershed Management

3.0 Units / LEC-LAB
An introduction to hydrology and the science of managing watersheds. Topics include atmospheric inputs, run-off and erosion, storm-flow components, evapo-transpiration impacts and groundwater use. Students participate in field exercises on the evaluation and measurement of water resources. Note: Field trips are required; the College does not provide transportation.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
AND
Advisory: MATH120 - Intermediate Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in FNR80
Co-requisite: A course that must be completely concurrently with FNR80
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in FNR80, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe and classify features and hydrologic processes of watersheds.
Explain potential impacts of management activities on streamflow, groundwater storage, sediment production, and water quality.
Analyze the relationships between climate, weather, and vegetation and how these factors affect the movement of water through watersheds.
Lab specific outcome: Assess the physical and biological characteristics of watersheds.

FNR87: Introduction to Wildlife Ecology and Management

3.0 Units / LEC-LAB
An introduction to the theories and applications of wildlife ecology and conservation. Lectures and discussions will include population dynamics, habitat requirements, animal behavior, and human interactions with wildlife. Field exercises include identifying wildlife species and habitat, as well as other common wildlife techniques. Note: Field Trips are required; the College does not provide transportation.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in FNR87
Co-requisite: A course that must be completely concurrently with FNR87
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in FNR87, unless they already have the knowledge and skills covered.
Student Learning Outcomes
(LEC) Describe and analyze the factors affecting wildlife populations including habitat relationships, species ecology, and human impacts.
(LEC) Discuss the impacts of forest management, agriculture, and other human endeavors, including policy decisions, on wildlife.
(LEC/LAB) Conduct basic level research into wildlife questions and write a scientifically-oriented paper.
(LAB) Measure and analyze various components of wildlife habitat and discuss how different species utilize habitat.

FNR200: Drone Academy

0.0 Units / LEC-LAB
An overview course designed to give students an understanding of the physics of flight, various unmanned aerial vehicles (UAV) with their capabilities and application, piloting UAV over various terrain, and how to properly plan, design, execute, and analyze UAV missions for various applications. The students will gain hands-on experience with a range of UAVs and payloads from simple to sophisticated.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: FNR31 - Introduction to Geospatial Concepts
AND
Advisory: FNR32 - Introduction to Geographic Information Systems
AND
Advisory: FNR33 - Introduction to Remote Sensing
AND
Advisory: FNR46 - Technology and Applications in Natural Resources
Definitions:
Prerequisite: A course that must be completed before enrolling in FNR200
Co-requisite: A course that must be completely concurrently with FNR200
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in FNR200, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1) Describe the physics of flight and explain how various weather patterns affect drone movement and utilization.
2) Explain and demonstrate current FAA regulations pertaining to UAV data collection.
3) Lab: Use various software applications associated with GPS and GIS to plan, conduct, and analyze UAV missions.
4) Lab: Demonstrate ability to safely pilot a UAV

French [FRNC]

FRNC1A: Elementary French I

4.0 Units / LEC
A beginning course that presents the fundamentals of French and provides the tools for students to acquire elementary linguistic proficiency. The course emphasizes the communicative use of all language skills: listening, speaking, reading and writing. Special emphasis is placed on providing insights into the cultural diversity of the French-speaking world.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in FRNC1A
Co-requisite: A course that must be completely concurrently with FRNC1A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in FRNC1A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Comprehend basic spoken French and use appropriate beginning level vocabulary and grammar to express oneself and communicate in the target language orally.
Comprehend basic (oral or written) questions in French and answer in writing, demonstrating accuracy and control of fundamental grammatical concepts.
Comprehend, and answer questions about, the content of short, basic texts in French.
Demonstrate a basic knowledge of the diverse cultures that make up the Francophone World.

FRNC1B: Elementary French II

4.0 Units / LEC
Continuation of French 1A. This course presents the fundamentals of French and provides the tools for students to acquire elementary linguistic proficiency. The course emphasizes the communicative use of all language skills: listening, speaking, reading, and writing. Special emphasis is placed on providing insights into the cultural diversity of the French-speaking world. Note: This course is not appropriate for students who have taken and passed two or more years of French within the past three years.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: FRNC1A - Elementary French I
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in FRNC1B
Co-requisite: A course that must be completely concurrently with FRNC1B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in FRNC1B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Comprehend basic spoken French and use appropriate beginning to intermediate level vocabulary and grammar to expand ability to express oneself and communicate in the target language orally.
Comprehend beginning to intermediate level (oral or written) questions in French and answer in writing, demonstrating accuracy and control of fundamental grammatical concepts.
Comprehend, and answer questions about, the content of short, basic texts in French.
Demonstrate a basic knowledge of the diverse cultures of the Francophone World, in areas that could include topics such as geography, diet, history, lifestyles, traditions and customs.

General Studies [GS]

GS1: College Success

3.0 Units / LEC
A course designed to inform and assist students to obtain the knowledge and skills necessary to reach their educational objectives. Topics covered include: Self-discovery, motivation, memory development, time and stress management, text book reading, note and test-taking skills, healthy living practices, and career and academic planning. Students will be utilizing a wide variety of college resources, study skills, and techniques to support their goals.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in GS1
Co-requisite: A course that must be completely concurrently with GS1
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in GS1, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate learning study skills.
Display self and academic awareness.
Develop a career and academic plan.

GS6: First-Year Experience

3.0 Units / LEC
A first year experience course focusing on the development of academic and personal skills necessary to succeed in college and beyond. Students will learn how to manage time, understand classroom dynamics, and improve note-taking and test-taking skills. Students will be able to identify campus services and understand the technology used in higher education. Students will be directed towards specific educational goals and develop a comprehensive student education plan.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Assess individual learning preferences that can be applied towards improving lifelong learning skills.
2. Identify college expectations and demonstrate successful navigation within the college system.
3. Develop and complete a formal Student Education Plan.
4. Analyze self-management systems and persistence practices to increase self-motivation and success.

GS7: My Future, My Plan

3.0 Units / LEC
An interactive course leading students to the development of informed and thoughtful plans for career, academic, personal, and financial goals based on each individual's personal skills, interests, aptitudes, and values. Students will use research, self-exploration, and guided exercises to develop informed educational, financial, and contingency plans to build a clear path and vision for success for college, career, and beyond.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
1. Identify careers that align with personal interests, aptitudes, values, and skills.
2. Develop a 10-year personal plan to outline the academic qualifications and typical educational preparatory courses for chosen a career path.
3. Develop a prospective personal budget based on industry and sector information.

Geography [GEOG]

GEOG1: Introduction to Physical Geography

3.0 Units / LEC
An introductory study of the Earth's physical systems, including the atmosphere, hydrosphere, and lithosphere. Students will study Earth's energy balance, climate, and landforms, and examine relationships between physical features and natural processes. Interactions between human endeavors and natural systems are explored to understand the influence of the environment and society on each other.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Apply the scientific method and scientific reasoning to critically evaluate natural phenomena and the development of land forms.
2. Evaluate and apply spatial information to describe interactions within a natural system.
3. Describe how energy is transferred between different elements of the Earth's systems.
4. Demonstrate an understanding of how changes in natural systems influence society by relating elements of climate, the hydrosphere, and/or plate tectonics to specific human impacts.

GEOL2: Cultural Geography

3.0 Units / LEC
An introduction to the spatial distribution and organization of human activity. This includes an investigation of the relationship between cultural development and environmental influences. Students will explore the relationships of physical geography to the customs, arts, social institutions, and achievements of cultures. Topics include migration, population growth, economic development, urbanization, and energy demands.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in GEOG2
Co-requisite: A course that must be completely concurrently with GEOG2
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in GEOG2, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate an understanding of the distribution of the human population and the processes (both historical and contemporary) that shape this distribution.
Demonstrate an understanding of the origins, diversity, and distribution of basic cultural patterns, with particular attention given to: language, religion, urbanization, political and economic patterns, and human-environment interactions.
Demonstrate an understanding of basic concepts used in the geographic study of human patterns including: diffusion, cultural landscapes, cultural ecology, and cultural regions.

Geology [GEOL]

GEOL1: Physical Geology with Lab

4.0 Units / LEC-LAB
An introductory study of physical geology with an emphasis on geologic principles and processes. The course explores the internal structure, processes, and origin of the Earth, and the processes of water, wind, gravity, and plate tectonics that contribute to the formation of the Earth's surface. The laboratory component focuses on the identification of rocks and minerals, the reading and interpretation of topographic and geologic maps, and field studies. Students will explore principles of mineral and rock formation, landform development, plate tectonics, volcanism, folding and faulting, and related topics. Note: Field Trips are required for this course. The college does not provide transportation.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and

Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in GEOL1
Co-requisite: A course that must be completely concurrently with GEOL1
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in GEOL1, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe how the scientific method is used to understand natural phenomena.
Describe the basic elements of plate tectonic theory, including how internal processes help shape the Earth.
Apply classification systems to organize and identify igneous, sedimentary, and metamorphic rock specimens and mineral specimens, and demonstrate how these classification systems are used to understand Earth processes.
Apply geologic principles to describe how earth materials and landscapes change over time, including description of how interaction of Earth systems result in geologic change.

GEOL2: Historical Geology with Lab

4.0 Units / LEC-LAB
An introduction to the geologic history of Earth, including past positions of tectonic plates, changes in the composition and structure of Earth's crust and the development of environments and organisms. Concepts of age dating, sedimentary analysis and the analysis of sedimentary rocks and the fossils they contain are used to understand environmental and evolutionary changes throughout Earth's history. The laboratory component includes the study of rocks, fossils, geologic maps, and paleogeography to intepret ancient environments, tectonic settings, and geologic history. Age dating, the geologic time scale, extinction events, sedimentary environments, and correlation of rock and time units are also explored in the laboratory as a means of understanding the 4.6 billion years of Earth history. Note: Field Trips are required for this course. The college does not provide transportation.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in GEOL2
Co-requisite: A course that must be completely concurrently with GEOL2
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in GEOL2, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe how the scientific method is used to understand natural phenomena.
Apply rock and fossil classification systems to organize and identify key indicators of Earth's evolution and history, as well as the major evolutionary stages and extinctions present in the fossil record.
Describe the fundamental components, energy transfer, and landforms involved in plate tectonics. Use these principles to describe the supercontinent cycle.
Explain the basis of the geologic time scale and recount the milestone events in Earth history.

GEOL10: Environmental Geology

3.0 Units / LEC
An introductory study of earth systems, earth materials and how earth processes impact human activities and how human activities influence the geological environment. Students will investigate geologic hazards, including landsliding, earthquakes, and volcanic activity, and make decisions concerning mitigating action. Students will also learn about water, mineral, and energy resources within the context of earth systems and consider issues of sustainability.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Describe how the scientific method is used to understand natural phenomena.
Assess the geologic principles, consequences, and corrective/adaptive options related to specific earth hazards, such as earthquakes, floods, and landslides.
Describe the origin of geologic resources (such as groundwater, fossil fuels, and minerals) and the consequences of resource management choices.

GEOL15: Earthquakes and Plate Tectonics

3.0 Units / LEC
An investigation of geologic and plate-tectonic processes and their relationships to faults, earthquake activity, mountain building, volcanism, landform development, and natural disasters. The course explores plate interactions and historic geologic diasters including earthquakes, tsunami, and volcanic eruptions. Students will learn about hazard prediction, preparedness, and societal responses to living within a dynamic geologic environment.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in GEOL15
Co-requisite: A course that must be completely concurrently with GEOL15
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in GEOL15, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply the scientific method and scientific reasoning to critically evaluate geologic phenomena.
Communicate the basic elements of plate tectonic theory and apply these concepts in describing how earthquakes, or other geologic hazards, impact both humanity and the natural environment.
Apply physical science principles to describe how energy is transmitted through geologic systems.

German [GERM]

GERM1A: Elementary German I

4.0 Units / LEC
A beginning course that presents the fundamentals of German and provides the tools for students to acquire elementary linguistic proficiency. The course emphasizes the communicative use of all language skills: listening, speaking, reading, and writing. Special emphasis is placed on providing insights into the cultural diversity of the German-speaking world.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in GERM1A
Co-requisite: A course that must be completely concurrently with GERM1A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in GERM1A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Comprehend basic spoken German and use appropriate beginning level vocabulary and grammar to express oneself and communicate in the target language orally.
Comprehend basic (oral or written) questions in German and answer in writing, demonstrating accuracy and control of fundamental grammatical concepts.
Comprehend, and answer questions about, the content of short, basic texts in German.
Demonstrate a basic knowledge of the diverse cultures that make up the German-speaking World.

GERM1B: Elementary German II

4.0 Units / LEC
Continuation of German 1A. This course presents the fundamentals of German and provides the tools for students to improve linguistic proficiency. The course emphasizes the communicative use of all four language skills: listening, speaking, reading, and writing. Special emphasis is place on providing insights into the cultural diversity of the German-speaking world. Note: This course is not appropriate for students who have taken and passed three or more years of German within the past three years.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: GERM1A - Elementary German I
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in GERM1B
Co-requisite: A course that must be completely concurrently with GERM1B

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in GERM1B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Comprehend basic spoken German and use appropriate beginning to intermediate level vocabulary and grammar to expand ability to express oneself and communicate in the target language orally.
Comprehend beginning to intermediate level (oral or written) questions in German and answer in writing, demonstrating accuracy and control of fundamental grammatical concepts.
Comprehend, and answer questions about, the content of short, basic texts in German.
Demonstrate a basic knowledge of the diverse cultures of the German-speaking World, in areas that could include topics such as geography, diet, history, lifestyles, traditions and customs.

Guidance [GUID]

GUID8: Career Planning

2.0 Units / LEC
A career planning course focusing on the development and exploration of career and major options. Students acquire skills in professional planning including job search techniques, resume writing and interviewing. Emphasis is on individual self-assessment, self-reflection, career information, research skills, decision-making and goal setting. This course is helpful to students undecided about a college major/career or considering a career change.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in GUID8
Co-requisite: A course that must be completely concurrently with GUID8
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in GUID8, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify career/major options using online databases and self-assessment results.
Set short- and long-term career goals.
List the training or education preparation for a specific career.
Implement appropriate resume writing and interview techniques.

GUID47: Leadership Development

2.0 Units / LEC
An introduction to the study of leadership. This course asks the essential questions, "What is leadership?" and "What does it take to be a leader?" Both classic and contemporary models are explored.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Analyze and evaluate leadership styles, functions, and approaches.
Identify various leadership resources.
Define the characteristics of effective leaders and leadership.
Create and describe a personal philosophy of leadership.

GUID143: Individualized Assessment and Academic Planning

0.5 Units / LEC-LAB
An in-depth evaluation of learning disability as it is defined by Title V of the California Education Code for community colleges. Students will be assessed using psychometric tools to determine eligibility for accommodations and services. The course involves analysis and understanding of learning differences, the importance of the selection and application of effective learning strategies and the critical role of self-advocacy in persons with a learning disability.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Reflect upon personal effective learning strategies for an academic setting.
Compose a Measurable Progress Document using accurate personal academic skills.
Reflect on their ability to make appropriate decisions regarding academic goals.

GUID145: Applied Study Skills and Strategies

1.0 - 4.0 Units / LEC-LAB
Development and application of adaptive study strategies. Students receive one-on-one and small-group instruction in study strategies designed to enhance success in mainstream coursework. Strategy-based learning is stressed in an effort to address a student's learning disability and/or learning difference. Independence and self-advocacy are stressed throughout this lecture/lab course. Note: Student must be enrolled in at least one academic class to be eligible to take this class.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Reflect upon ability to use adaptive strategies.
Compose a Measurable Progress Document using accurate personal academic skills.
Reflect on their satisfaction with adaptive strategy training.

GUID146: Applied Study Skills & Strategies for English

1.0 - 4.0 Units / LEC-LAB
Development and application of adaptive study strategies in English. Students receive one-on-one and small-group instruction in study strategies designed to enhance success in mainstream coursework in English and the humanities. Strategy-based learning is stressed in an effort to address a student's learning disability and/or learning difference. Independence and self-advocacy are stressed throughout this lecture/lab course. Note: Student must be enrolled in at least one academic class to be eligible to take this class.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Reflect upon ability to use adaptive strategies.
Compose a Measurable Progress Document to outline personalized English skills goals.
Reflect on their satisfaction with adaptive strategy training.

GUID147: Applied Study Skills & Strategies for Math

1.0 - 4.0 Units / LEC-LAB
Development and application of adaptive study strategies for math. Students receive one-on-one and small-group instruction in study strategies designed to enhance success in mainstream math related coursework. Strategy-based learning is stressed in an effort to address a student's learning disability and/or learning difference. Independence and self-advocacy are stressed throughout this lecture/lab course. Note: Student must be enrolled in at least one academic class to be eligible to take this class.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Reflect upon ability to use adaptive strategies for math coursework.
Compose a Measurable Progress Document to outline personalized math skills goals.
Reflect on their satisfaction with adaptive strategy instruction.

GUID148: Applied Study Skills & Strategies for Science

1.0 - 4.0 Units / LEC-LAB
Development and application of adaptive study strategies for science. Students receive one-on-one and small-group instruction in study strategies designed to enhance success in mainstream chemistry or biology coursework. Strategy-based learning is stressed in an effort to address a student's learning disability and/or learning difference. Independence and self-advocacy are stressed throughout this lecture/lab course. Note: Student must be enrolled in at least one academic class to be eligible to take this class.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Develop Measurable Progress Document outlining personalized learning strategy goals.
Reflect on one's ability to use adaptive strategies.
Reflect on one's satisfaction with adaptive-strategy instruction.

GUID205: Supervised Tutoring

0.0 Units
A course that provides individual, supervised tutoring and learning support to supplement course-based learning activities in a variety of academic disciplines. Note: Students register in Supervised Tutoring after referral by a counselor or an instructor on the basis of an identified learning need.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Successfully analyze assignments for other courses.
Appropriately complete assignments for other courses.

GUID206: Basic Computer Skills for Students with Disabilities

0.0 Units
A course designed for students with developmental or learning disabilities. Students will learn learn skills necessary for computer use.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Demonstrate the ability to gather information from the internet.
Produce Word documents.
Demonstrate the ability to use basic operations including cut, paste, save.

GUID207: Life Management & Career Preparation for Students with Disabilities

0.0 Units
A course geared for students with developmental or learning disabilities. Students will learn to promote independence by learning everyday-living skills in such areas as nutrition, personal development, mental health, safety, and career preparation.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Describe the basic steps in getting a job.
Describe two ways of being safe at home or in the community.
Identify two community resources and explain what they have to offer.

GUID208: Functional Money Skills for Students with Disabilities

0.0 Units
A course designed for students with developmental or learning disabilities. Students learn skills necessary for performing accurate money exchanges, including counting money and solving real-life shopping problems involving money.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Identify currency in terms of value, coins and bills.
Apply money skills in a shopping experience at a store.
Count money and solve money related math problems.

GUID209: Social Opportunities for Students with Disabilities

0.0 Units
A course designed to help students with disabilites learn how to create social lives for themselves. Students learn how to meet people, engage in discussion, make friends, identify low-cost activities, participate in age-appropriate games with guests, practice social manners, as well as plan and carry out a social event.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Demonstrate appropriate social behaviors for a variety of settings.
Demonstrate knowledge of appropriate and low-cost activities.
Demonstrate how to host a party/get-together.

GUID210: Survival Vocabulary & Basic Literacy for Students with Disabilities

0.0 Units
A course designed for adults with disablities to learn survial vocabulary, reading, and writing skills.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Demonstrate an increase in vocabulary.
Demonstrate an improved level of writing skills.
Demonstrate an improved level of reading skills.

GUID211: Community Resources for Students with Disabilities

0.0 Units
A class for students with developmental or learning disabilities. Students will learn skills necessary to independently take part in typical community activities by traveling to various area locations. Lessons learned in the classroom will be practiced in the community.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Demonstrate ability to participate appropriately in community activities.
Demonstrate ability to take public transportation.
Demonstrate ability to use a simple map or directory.

GUID212: Ready, Set, Go to College

0.0 Units
A course designed to assist students in their educational planning and determination of academic direction. Students will complete online orientations to applicable special programs and/or services on campus as well as participate in face to face discussion and online orientation to the college.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Demonstrate knowledge of college services and programs.
Complete a personalized educational pathway.
Complete orientation modules for applicable departments/services.

GUID213: Explore Your Career Options

0.0 Units
A course for students who are undecided about their career path and would like guidance to discover good academic choices. Students will survey their interests and skills, and connect that information to career options. Researching and using campus resources, students will evaluate options and create a noncredit student education plan.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Develop a career goal.
Identify next steps required to attain employment in selected career.

GUID214: College Orientation

0.0 Units
A course designed to help new students transition successfully to a college environment. Students will explore the roles and expectations of the student, faculty, and college. They will learn about student supportive programs and services and the important skills required for success. Specific topics include how to access student information online, what academic programs and degrees are available, how to transfer, and how to resolve problems with instructors. Students will also develop an educational goal.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Identify an educational goal.
Explore skills and resources to strengthen college success.

GUID215: Education Plan Development

0.0 Units
A course preparing students to develop an education plan with an emphasis on educational goals specific to their chosen career. Students will explore career options and major pathways at College of the Redwoods. Topics include course sequence planning, general education patterns, unit and hour requirements, and familiarization with online tools and the college catalog. Students will meet with both faculty and counselors or academic advisors, so they are fully prepared to meet requirements in their specific area of study and successfully complete educational goals.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Develop an education plan.

GUID220: Success Strategies to College

0.0 Units
A course providing students with important information and strategies on how to maintain good academic standing in college. Students will learn about academic probation, academic dismissal, building an action plan, and general tips for success. The focus is on understanding the obstacles and challenges in order to build a plan for success.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Understand the difference between academic probation, progress probation, and academic dismissal.
Know the steps to get off probation and return to good academic standing.
Know what campus services and resources are available to help you succeed.

GUID244: Living Well on Any Income

0.0 Units

A course preparing people for personal financial responsibility. This course will provide the necessary skills to be successful financially and live well on any income. The focus will be on setting priorities, spending habits, budgeting, debt management, and how to afford the things you want.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Understand the principles of personal finance.
Prioritize long and short term goals.

GUID245: Feel Good and Stay Healthy

0.0 Units

A course in personal health and wellness. Topics such as diet, exercise, sleep habits, illness prevention, stress management, sexual health, emotional well-being and how to stay safe will be discussed and explored.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Identify personal health habits.
Understand short-term and long-term barriers to success.

GUID250: Building a Cooperative Family

0.0 Units

A course to help family members communicate more effectively by providing them with information and opportunities to practice positive communication techniques in a safe environment. Students will learn conflictresolution skills and negotiating techniques through creative role play. Topics include open communication, anger management, and community building.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Demonstrate resolution of a conflict using rules for open communication.
Describe clarifying questions and demonstrate non-defensive listening used in conflict resolution.
Describe the role of trust in community building.
Define affirmations, team cooperation, and concise statements as they relate to community building.

GUID252: Communication through Adapted Art

0.0 Units

A course for students with disabilities that focuses on how art can be used to communicate ideas and feelings. Projects are presented at a level commensurate with individual student abilities. A variety of media and the proper use of art materials is explored both in one-on-one and small group settings.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

1. Interact with students and express ideas in class.
2. Use materials and equipment correctly and appropriately.
3. Create 2D and 3D art representations.
4. Plan and create artwork using knowledge of color.
5. Explain or demonstrate how art functions as communication.

GUID254: The Role of the Father in Parenting

0.0 Units

A course that focuses on the father's role in parenting children. Topics will include characteristics of children in specific age groups, discipline and setting limits, family health and safety.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Describe three age-appropriate discipline techniques.
Identify how to minimize the risk of at least four potential age-specific safety hazards.

GUID275: Boots to Books

0.0 Units

A course preparing veterans, active military and their dependents to transition successfully from military to college life. Topics include career exploration, goal setting, identifying skills that lead to success in college, and making the most of Veterans Support Services and the GI Bill.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Evaluate personal, military and vocational skills to develop possible educational and career options.
Identify support services at College of the Redwoods that will aid the transition from military to college life.

GUID276: Roadmap to Resiliency

0.0 Units

A course helping students to learn skills to be more resilient in order to nurture personal, academic and professional development. Topics include how to adapt to physical, social and emotional stress and face difficult experiences with more confidence and less anxiety. Students will learn how to utilize effective coping strategies, make realistic plans, develop confidence in their strengths and abilities, communicate effectively, and manage strong impulses and feelings that may interfere with successful completion of educational, professional and life goals.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Identify obstacles that impact learning and personal growth.
Identify effective coping strategies that promote resiliency, persistance and success.

Health [HLTH]

HLTH207: First Aid, CPR & AED

0.0 Units

A course to prepare students to recognize and respond to cardiac, breathing, and first aid emergencies. Students will receive training in the knowledge and skills necessary to provide basic life support, reduce pain, and minimize the consequences of injury or sudden illness until advanced medical help arrives. Topics may include patient assessment, specific injuries, muscle and bone injuries, and medical emergencies.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Demonstrate assessment of an injured or ill person and perform the emergency action steps (Check, Call, Care).
Differentiate between illness or serious injury and provide the appropriate basic life support.
Demonstrate how to perform cardiopulmonary resuscitation (CPR) and the use of Automatic External Defibrillator (AED).

HLTH230: Eating for a Healthy Life

0.0 Units

A course in personal nutrition. Students will learn how to choose nutritious foods, create nutrient rich meals, and eat according to their lifestyle needs.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Define the various food pyramids (Mediterranean, diabetic) and how they apply to one's nutritional needs.
Recognize the daily recommended nutritional needs.
Shop for, plan, and prepare low cost meals for one or two persons, using fresh, commercially prepared, prepackaged, and frozen foods.

Health Education [HE]

HE1: Health Education

3.0 Units / LEC

An introduction to a broad range of lifestyle components and personal choices which have a direct relationship to the student's overall lifetime wellness. Some of the concepts discussed include principles of health and wellness, stress modifications, weight management, exercise principles, personal health responsibility, major disease, and relationships.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Recognize signs and symptoms of major diseases and identify prevention strategies.
Apply the principles of proper nutrition and exercise to overall health and wellness.
Modify behavior based on personal assessment of wellness dimensions.
Analyze and critically evaluate current media information related to health and wellness.
Apply principles of healthy personal relationships to real-life relationships.

HE2: Women's Health Issues

3.0 Units / LEC

An introductory course focusing on the factors that affect women's health and well-being. Issues of women's diseases and disorders, hormonal

influences on overall health, as well as heart, cancers, and bone health will be discussed. Emphasis is placed on students making informed choices related to their overall wellness.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Identify and analyze hormonal communication, nutrition and exercise guidelines, as well as implications of stress, on the development, progression, and prevention of diseases and disorders.
Apply lifelong health guidelines to everyday lifestyle and analyze personal behaviors that may play a role in overall wellness.
Research a health topic and orally present its findings.

HE7: Emergency Response: First Aid/CPR/AED
3.0 Units / LEC
A course designed to teach theory and detailed demonstration of the first aid/CPR/AED care of the injured. This includes an assessment and intervention of an individual's condition and incorporation of proper treatment. Standard American Red Cross first aid, CPR, and AED certification granted upon successful completion of requirements. Note: In order to receive a course completion certification from the American Red Cross, students need to be physically able to properly perform and demonstrate rescue skills.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Assess victims of injury and medical emergencies and apply emergency action plan.
Describe the signs and symptoms and demonstrate the first aid care that is needed in common medical emergencies.
Demonstrate cardiopulmonary resuscitation and the use of AED.
Explain care for special situations and demonstrate emergency rescue moves, bandaging, and splinting.

HE8: Emergency Response: First AId/CPR/AED Recertification
0.5 Units / LEC
This course is designed to recertify individuals who have already received the necessary training to become certified in First Aid/CPR/AED. Participants will be asked to demonstrate proper skills required during emergency medical situations. Note: In order to receive a course completion certification from the American Red Cross, students need to be physically able to properly perform and demonstrate rescue skills.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Assess victims of injury and medical emergencies and apply proper emergency action plan.
Describe the signs and symptoms and demonstrate proper first aid care in common medical emergencies.
Demonstrate proper skills required for cardiopulmonary resuscitation and use of the AED.
Perform proper care for special situations such as first aid, bandaging, and splinting.

Health Occupations [HO]

HO15: Nutrition
3.0 Units / LEC
A study of nutrient requirements for healthy living in adults. Course covers digestion, absorption, metabolism and function of macronutrients, micronutrients and alcohol. This course covers nutritional needs across the life span, the health implications associated with nutrition, food safety concerns and controversial aspects of human nutrition.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MATH376 - Pre-Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in HO15
Co-requisite: A course that must be completely concurrently with HO15
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HO15, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify nutrients in foods and explain the digestion, absorption and metabolism of these nutrients.
Relate nutrition to health, fitness and disease.
Analyze and evaluate the adequacy of one's own personal diet by applying the dietary guidelines and current nutrition recommendations.

HO110: Basic Patient Care
6.0 Units / LEC-LAB
A course in providing safe, effective, and efficient direct patient care, emphasizing the role of the nurse assistant as a member of the health care team. The components of the course are as required by the regualtions and include asepsis, infection control, and assisting the nurse to provide holistic care to the client(s). Upon completion of the course, if all other external requirements are met, the student will be eligible to that the nurse assistant certification exam in California. Note: 1) Physical exam clearance, including required immunizations and evidence of no communicable disease completed on the approved CR forms. 2) Must attend course orientation and complete all required admission paperwork prior to beginning course. 3) Background check required. 4) Drug screening may be required by clinical sites.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Demonstrate basic skills needed to function as a nurse assistant in a clinical setting.
Communicate knowledge and requirement of the roles and responsiblitiess of the nurse assistant as a member of the health care team.

HO151: Medical Terminology
3.0 Units / LEC
An introduction to medical terminology and the structure of medical words including prefixes, suffixes, roots and combining forms. Course includes study of pronunciation, spelling and definitions of medical terms as well as anatomical, pathological and surgical terminology as related to the body systems. Note: Course is open to non-majors.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MATH276 - Pre-Algebra for College Preparation
Definitions:
Prerequisite: A course that must be completed before enrolling in HO151
Co-requisite: A course that must be completely concurrently with HO151
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HO151, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Build a professional vocabulary of medical words from Greek and Latin origins using prefixes, suffixes, root words and combining forms.
Recognize and correctly define medical terms and abbreviations.
Acquire basic knowledge of body systems and the medical tests used for diagnosis and treatment.

HO159: Emergency Medical Technician
6.0 Units / LEC-LAB
A study of basic prehospital emergency medicine to meet State of California requirements for EMT training. Students will learn to properly assess, stabilize, treat, and transport patients experiencing medical and trauma emergencies in the prehospital setting. This course includes clinical observation experience with an ambulance service and in a hospital emergency department. Course completion will allow students to take the National Registry examination for EMT certification. Note: Requirements include: Proof of communicable disease immunity and background check clearance; and American Heart Association BLS for Healthcare Providers, American Red Cross CPR for the Professional Rescuer, Medic First Aid Basic Life Support for Professionals, or equivalent CPR certification. Off-campus meetings are required. Must be 18 years old to be eligible for National Registry and state certification. May take the state certification exam within one year of course completion. Fees for National Registry testing and state certification are additional.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Characterize the roles and responsibilities of the Emergency Medical Technician (EMT).
Comprehend techniques required to properly assess, stabilize, treat, and transport patients experiencing medical and trauma emergencies in the prehospital setting.
Demonstrate basic skills competence as outlined by the National Registry of EMTs.

HO170A: North Coast Paramedic Program 1

11.0 Units / LEC-LAB

The first course in a comprehensive study of pre-hospital emergency medicine to meet State of California requirements for an Emergency Medical Technician-Paramedic license. The course meets accreditation requirements of the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP). The course will teach pre-hospital emergency medical care at the advanced life support (ALS) level in accordance with the National Highway Traffic Safety Administration's National EMS Education Standards. Note: To be eligible to enter a paramedic training program an individual shall meet the following requirements: (1) Possess a high school diploma or general education equivalent; and (2) possess a current basic cardiac life support card according to the Guidelines 2010 for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care at the healthcare provider level; and (3) possess a current EMT-I certificate or NREMT registration; or possess a current Advanced EMT certificate in the State of California; or be currently registered as an EMT-Advanced with the National Registry of Emergency Medical Technicians. (4) pass an entrance exam which evaluates knowledge and skills at the EMT-I level

Transferable: Not transferable

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: HO159 - Emergency Medical Technician

AND

Advisory: ENGL150 - Precollegiate Reading and Writing

AND

Advisory: MATH380 - Elementary Algebra

Definitions:

Prerequisite: A course that must be completed before enrolling in HO170A

Co-requisite: A course that must be completely concurrently with HO170A

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HO170A, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Describe the roles and responsibilities of a paramedic within an EMS system.

Apply the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients and communicate the findings to others.

Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for a trauma patient.

Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for a medical patient.

Manage the scene of an emergency safely and efficiently.

HO170B: North Coast Paramedic Prog. 2

13.0 Units / LEC-LAB

The second course in a comprehensive study of pre hospital emergency medicine to meet State of California requirements for an Emergency Medical Technician-Paramedic license. The course meets accreditation requirements of the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP). The course will teach pre-hospital emergency medical care at the advanced life support (ALS) level in accordance with the National Highway Traffic Safety Administration's National EMS Education Standards.

Transferable: Not transferable

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: HO170A - North Coast Paramedic Program 1

AND

Advisory: ENGL150 - Precollegiate Reading and Writing

AND

Advisory: MATH380 - Elementary Algebra

Definitions:

Prerequisite: A course that must be completed before enrolling in HO170B

Co-requisite: A course that must be completely concurrently with HO170B

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HO170B, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Describe the roles and responsibilities of a paramedic within an EMS system.

Apply the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients and communicate the findings to others.

Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for a trauma patient.

Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for a medical patient.

Manage the scene of an emergency safely and efficiently.

HO170C: North Coast Paramedic 3

1.0 - 8.0 Units

The third course in a comprehensive study of pre-hospital emergency medicine to meet State of California requirements for a paramedic license. Under the direct supervision of a licensed paramedic, students will begin a field internship experience on a designated advanced life support unit. This course allows the student patient care experience in the pre-hospital environment.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Prerequisites, Co-requisites & Advisories:

Prerequisite: HO170B - North Coast Paramedic Prog. 2

Definitions:

Prerequisite: A course that must be completed before enrolling in HO170C

Co-requisite: A course that must be completely concurrently with HO170C

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HO170C, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Describe the roles and responsibilities of a paramedic within an EMS system.

Apply the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients and communicate the findings to others.

Integrate pathophysiological principle, kinematics of trauma and assessment findings to formulate a field impression and implement the treatment plan for trauma patients.

Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for medical patients.

Function as a member of a team delivering out of hospital emergency care.

HO170D: North Coast Paramedic 4

1.0 - 8.0 Units

The fourth and final course in a comprehensive study of pre-hospital emergency medicine to meet State of California requirements for a paramedic license. Under the direct supervision of a licensed paramedic, students will complete a field internship experience on a designated advanced life support unit. This course allows the student patient care experience in the pre-hospital environment

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Prerequisites, Co-requisites & Advisories:

Prerequisite: HO170C - North Coast Paramedic 3

Definitions:

Prerequisite: A course that must be completed before enrolling in HO170D

Co-requisite: A course that must be completely concurrently with HO170D

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HO170D, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Demonstrate the ability to comprehend, evaluate and apply information relative to the role of an entry level paramedic.

Demonstrate technical proficiency in all of the skills necessary to fulfill the role of an entry level paramedic.

Demonstrate personal behaviors consistent with professional and employer expectations for the entry level paramedic.

HO250: Medical Scribe

0.0 Units

A course preparing students with the knowledge and skills necessary to be a medical scribe. Medical scribes work in high-demanding patient care settings. The course will cover the duties and responsibilities of the job, medical terminology, HIPAA compliance, electronic health records, and the basics of coding and billing. Note: Students will complete 50 hours of clinical training to meet the requirements of the American College of Medical Scribe Specialists and will be eligible to take the Medical Scribe Certification and Aptitude Test (MSCAT).

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Prerequisites, Co-requisites & Advisories:

Advisory: HO151 - Medical Terminology
Definitions:
Prerequisite: A course that must be completed before enrolling in HO250
Co-requisite: A course that must be completely concurrently with HO250
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HO250, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Correctly document orally provided history and physical exams dictated by a physician.
Describe the skills and competencies required of a medical scribe.

HO261: Home Health Aide

0.0 Units
A short-term course providing training and instruction in the skills required to be a Home Health Aide. The course prepares active Certified Nursing Assistants to deliver safe and appropriate health care services to clients in a home or assisted living environment. The focus is on personal care services, interpreting physical and emotional needs, housekeeping, nutrition, and meal-planning.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Enrollment Limitation:
Student must have current California certification as a Nursing Assistant
Student Learning Outcomes
Explain the role and responsibilities of the certified Home Health Aide.
Deliver personal care and nutritional services to the client in the home setting.

History [HIST]

HIST4: Western Civilization to the Reformation

3.0 Units / LEC
An exploration of the evolution of civilization in the greater Mediterranean region from the development of Paleolithic and Neolithic societies in the Ancient Near East through the Renaissance/Reformation in Europe. Students will examine the multicultural roots of basic institutions, practices, and ideas of Western civilization, such as monotheism, the scientific method, capitalism, and colonialism. Special attention will be paid to changing configurations of political, social, economic, and ideological power, and the region's developing ties to the Atlantic world.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in HIST4
Co-requisite: A course that must be completely concurrently with HIST4
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HIST4, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze and assess the merits of various historical interpretations.
Analyze significant historical developments (social, cultural, political, economic, religious, technological/scientific, ideological) through the application of the historical concepts of process, context, and/or difference.
Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST5: Western Civilization ca. 1600 to the Present

3.0 Units / LEC
An introduction to the development of the "West" from the era of Absolutism to the present. A central theme will be how a weak and fragmented western Europe became a major influence in the world, strongly identified with modernity, technology, and expanding economic, political, cultural, and social systems. Students will investigate the increasing power of the nation-state and systems of empire, and the ways in which ideas of race, class, and gender played a part in this evolution. Special attention will be paid to the evolution of ideologies, such as capitalism, imperialism, communism, and globalization.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in HIST5
Co-requisite: A course that must be completely concurrently with HIST5
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HIST5, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze and assess the merits of various historical interpretations.
Analyze significant historical developments (social, cultural, political, economic, diplomatic, technological/scientific, ideological) through the application of the historical concepts of process, context, and/or difference.
Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST6: The Vietnam War Era

3.0 Units / LEC
An examination of the history of U.S. involvement in Vietnam and the fractured US homefront during the period of US involvement overseas. The class will provide an in-depth analysis of the years of deepest U.S. involvement in the War, 1954–1975, and also emphasize the social, cultural, and political movements that emerged in the United States at that time.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in HIST6
Co-requisite: A course that must be completely concurrently with HIST6
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HIST6, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze and assess the merits of various historical interpretations.
Analyze significant historical developments (social, cultural, political, economic, diplomatic, global context) through the application of the historical concepts of process, context, and/or difference.
Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST7: History of Modern Asia

3.0 Units / LEC
A survey of the political, social, and cultural history of the Asian Pacific Rim countries from the 18th century to the present, with emphasis on their relations with Europe and the United States. The course examines the impact of Western culture on China, Japan, and other selected areas of East and Southeast Asia and these countries' involvement in the international community. The major political movements of the twentieth century, nationalism and communism, are studied.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in HIST7
Co-requisite: A course that must be completely concurrently with HIST7
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HIST7, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze and assess the merits of various historical interpretations.
Analyze significant historical developments through the application of the concepts of process, context, and/or difference.
Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST8: US History Through Reconstruction

3.0 Units / LEC
An exploration in the history of the United States from the original inhabitants of the North American continent to the end of the Reconstruction period after the American Civil War. Of special importance is how the social, political, diplomatic, cultural, eth-

nic, economic, and technological/scientific relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during the historical time periods investigated in the class.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in HIST8
Co-requisite: A course that must be completely concurrently with HIST8
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HIST8, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze and assess the merits of various historical interpretations.
Analyze significant historical developments (social, cultural, political, economic, diplomatic, technological/scientific, global context) through the application of the historical concepts of process, context, and/or difference.
Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST8H: US History to Reconstruction (Honors)

3.0 Units / LEC
An exploration in the history of the United States from the original inhabitants of the North American continent to the end of the Reconstruction period after the American Civil War. Of special importance is how the social, political, diplomatic, cultural, ethnic, economic, and technological/scientific relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during the historical time periods investigated in the class. The honors section requires additional course work.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ENGL1A - College Composition
Definitions:
Prerequisite: A course that must be completed before enrolling in HIST8H
Co-requisite: A course that must be completely concurrently with HIST8H
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HIST8H, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Analyze and assess the merits of various historical interpretations.
2. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST9: US History Reconstruction to the Present

3.0 Units / LEC
An exploration in the history of the United States from the Reconstruction period after the Civil War to the present. Of special importance is how the social, cultural, political, diplomatic, technological/scientific, and economic relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during the historical time periods investigated in the class.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in HIST9
Co-requisite: A course that must be completely concurrently with HIST9
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HIST9, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze and assess the merits of various historical interpretations.
Analyze significant historical developments (social, cultural, political, economic, diplomatic, technological/scientific, global context) through the application of the historical concepts of process, context, and/or difference.
Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST9H: US History Reconstruction to Present (Honors)

3.0 Units / LEC
An exploration in the history of the United States from the Reconstruction period after the Civil War to the present. Of special importance is how the social, cultural, political, diplomatic, technological/scientific, and economic relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during the historical time periods investigated in the class.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ENGL1A - College Composition
Definitions:
Prerequisite: A course that must be completed before enrolling in HIST9H
Co-requisite: A course that must be completely concurrently with HIST9H
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HIST9H, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Analyze and assess the merits of various historical interpretations.
2. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST11: History of Women in America: Pre- Contact to 1877

3.0 Units / LEC
An in-depth historical study of the social, cultural, political, and economic developments in North America from the perspective of women, from the period just prior to European contact through the end of Reconstruction. Special emphasis is placed upon the varying ways in which women of diverse classes, races, and ethnicities have both contributed to and been affected by the larger historical patterns in U.S. history. The course will introduce students to the nature of historical interpretation, enable students to interpret sources written during the historical time periods investigated in the class, and familiarize students with gender-related issues in the American past.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in HIST11
Co-requisite: A course that must be completely concurrently with HIST11
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HIST11, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze and assess the merits of various historical interpretations.
Analyze significant historical developments through the application of the concepts of process, context, and/or difference.
Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST12: History of Women in America: 1877- Present

3.0 Units / LEC
An in-depth historical study of the social, cultural, political, and economic developments in the United States from the perspective of women, from Reconstruction to the present. Special emphasis is placed upon the varying ways in which women of diverse classes, races, and ethnicities have both contributed to and been affected by the larger historical patterns in U.S. history.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in HIST12
Co-requisite: A course that must be completely concurrently with HIST12
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HIST12,

unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze and assess the merits of various historical interpretations.
Analyze significant historical developments through the application of the concepts of process, context, and/or difference.
Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST20: World History: Prehistory to 1500 AD

3.0 Units / LEC
An overview of the world from prehistory to 1500 CE. This course examines the cultures, social structures, politics, religions, and economic development of human societies throughout the world. Particular attention is paid to human migrations, to the effects of cultural adaptation and diffusion, and to the evolution of civilizations around the globe.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in HIST20
Co-requisite: A course that must be completely concurrently with HIST20
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HIST20, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze and assess the merits of various historical interpretations.
Analyze significant historical developments through the application of the concepts of process, context, and/or difference.
Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST21: World History: 1500 AD-Present

3.0 Units / LEC
An overview of world history from 1500 CE to the present. The cultures, politics, religions, and economic development of societies and civilizations throughout the world are examined. Particular attention is paid to the effects of colonialism and nationalism on the world stage, and the periodic crises that reshaped the links among societies and within civilizations.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL-102 -
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in HIST21
Co-requisite: A course that must be completely concurrently with HIST21
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in HIST21, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze and assess the merits of various historical interpretations.
Analyze significant historical developments through the application of the concepts of process, context, and/or difference.
Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST22: Colonial Latin American History

3.0 Units / LEC
A survey of Colonial Latin American history from before European contact to 19th century independence movements. The course will focus on the importance of indigenous societies and the population collapse, racial dynamics, the construction of colonial society, and the lasting impacts and cultural complexities of Spanish and Portuguese colonization. In addition, the course will provide students with the tools to interpret primary sources written during the historical period covered.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Analyze and assess the merits of various historical interpretations.
Apply secondary and/or primary source material to construct written, oral, logical, and historical arguments.

HIST23: Modern Latin American History

3.0 Units / LEC
A survey of Modern Latin American history from the early 19th century independence to the present. The course will focus on the creation and evolution of independent nation-states and the importance of social revolutions in the region-- most notably in Mexico, Cuba, and Nicaragua. Special emphasis will be placed on the region's historical relationship to the United States and the many associated relevant themes in contemporary society. In addition, the course will provide students with the tools to interpret primary sources written during the historical period covered.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Analyze and assess the merits of various historical interpretations.
2. Apply secondary and/or primary source material to construct written, oral, logical, and historical arguments.

Industrial Technology

[IT]

IT25: OSHA General Industrial Safety Management

3.0 Units / LEC
A study of the principles and practices of safety in the work place. Coverage includes the components of safety programs plus federal and state laws/standards enacted to improve the safety of workers, the work place, and the environment. Note: Students who successfully complete this course receive the OSHA 30-Hour General Safety completion card from the Department of Labor.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Describe the major requirements of OSHA General Industry standards.
Explain the role of the employer and the employee with regard to the OSHA standards.
Critically analyze and identify General Industry safety hazards.

IT60A: Basic Manufacturing Print Reading

3.0 Units / LEC
A course in basic print reading for the manufacturing industry with an emphasis on engineering drawing interpretation necessary to visualize, produce, and inspect industry standardized parts and assemblies. Mathematical calculations, metrology, screw threads, welding print terminology, and surface finish call outs will be covered.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Interpret basic engineering drawings used in the manufacturing industry.
Create orthographic, isometric, and oblique sketches from given information.
Read and understand industrial welding prints.

IT60B: Machine Parts Print Reading

3.0 Units / LEC
An advanced course in print reading for the manufacturing industry with an emphasis on engineering drawing analysis for machine part inspection and production. The Geometric Dimensioning and Tolerancing (GD&T) system will be extensively covered. In addition the symbols and methodology of advanced industrial prints will be discussed.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: IT60A - Basic Manufacturing Print Reading
Definitions:
Prerequisite: A course that must be completed before enrolling in IT60B
Co-requisite: A course that must be completely concurrently with IT60B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in IT60B, unless they already have the knowledge and skills covered.
Student Learning Outcomes

Interpret the terminology and nomenclature used on advanced industrial prints.
Visualize three-dimensional objects from complicated engineering drawings and solid models.
Understanding of the Geometric Dimensioning and Tolerancing system as used on advanced engineering drawings.

IT125: OSHA Ten Hour General Industry Safety

0.5 Units / LEC
A ten hour awareness course in General Industry safety. Using OSHA standards as a guide, students will receive instruction in General Industry safety and health principles. Special emphasis is placed on those areas that are the most hazardous. Topics Include but are not limited to: OSH Act, Focus Four, Fall Protection, Personal Protective Equipment, Stairs and Ladders, Blood-borne Pathogens, Medical and First Aid, Walking and Working Surfaces, Hazard Communications and Occupational Health. Note: Students that successfully complete this course will receive an OSHA 10 hr. card from the U.S. Department of Labor.
Transferable: Not transferable
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Describe the major requirements of OSHA General Industry standards.
Explain the relationship between the employer and the employee with regard to the OSHA standards.
Identify the"Focus Four" areas of greatest concern to OSHA as well as other General Industry safety hazards.

IT152: Technical Computer Applications Lab

1.0 Units
A special studies course related to computer applications in applied technology courses. This lab will provide individualized instruction in a self-paced lab environment. Coursework specific to a student's program of study will be assigned and evaluated.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Demonstrate competence in computer applications aligned with an individual student's program of study.
Develop a portfolio of program-specific work.
Solve technical computer application problems using appropriate technical references.

IT225: OSHA 10 Hour General Industry Standards

0.0 Units
A course that satisfies the 10 hour OSHA awareness requirement in general industry standards. Using OSHA standards as a guide, students will receive instruction in general industry safety and health principles. Special emphasis is placed on those areas that are the most hazardous. Topics include OSH Act, Focus Four, fall protection, personal protective equipment, bloodborne pathogens, first aid, walking/ working surfaces, hazard communications and occupational health. Note: Students who successfully complete this course are eligible to receive an OSHA 10 Hour card from the U.S. Department of Labor. The cost of this optional card is approximately $7.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Describe the major requirements of OSHA General Industry standards as related to the employee and employer.
Identify general industry safety hazards and the "Focus Four" areas of greatest concern to OSHA.

IT252: Technical Computer Applications Lab

0.0 Units
A course related to computer applications in applied technology courses. This lab will provide individualized instruction in a self-paced lab environment. Coursework specific to a student's area of study will be assigned and evaluated.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Develop a portfolio of work demonstrating competency in computer applications.
Solve technical computer application problems using appropriate technical references.

IT260: Design and Production of a Solid Body Electric Guitar

0.0 Units
A course designed to guide students through the design and construction of a custom solid body electric guitar. Students will learn to use CAD tools, manual and CNC woodworking processes, specialty luthier tools, testing and measurement processes, and electronics assembly to complete their own custom guitar. The tools and procedures for proper guitar setup and adjustment will be covered. Students do not need to know how to play guitar. Note: The course fee will cover standard materials, finishes, and components of the guitar. Students who do not complete their guitar are not entitled to a refund of any part of the fee.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Select and safely use woodworking hand tools, power tools, and specialty luthier tools.
Employ the technologies of Computer Aided Design and Computer Numerical Control to automate design and manufacturing tasks.
Apply appropriate math, science, and technology concepts in the production and set up of a guitar.

Kinesiology [KINS]

KINS63: Personal Training Principles

3.0 Units / LEC
Introductory course to prepare students for national certification in personal training. Includes learning and applying client physical fitness and nutritional assessments to various exercise populations and abilities. Offers knowledge in exercise science principles and fitness components with an application emphasis on conditioning and fitness program design. Note: Upon completion of the course, the certification exam is optional and students make their own arrangements in registering and completing the exam. A student can take this course even if they have no desire to earn the national certification.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: HE7 - Emergency Response: First Aid/ CPR/AED
AND
Advisory: KINS66 - Concepts of Physical Fitness and Exercise
Definitions:
Prerequisite: A course that must be completed before enrolling in KINS63
Co-requisite: A course that must be completely concurrently with KINS63
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in KINS63, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Develop initial cardiovascular endurance and strength training FITT Principle exercise prescriptions based on a client's goals, medical history, and assessment results.
Initially assess and continually evaluate the components of health and/or skill-related physical fitness to establish baseline values, set goals, and develop individualized programs.
Demonstrate specific exercise mechanics and create specific exercise workouts within the client's FITT exercise prescription.

KINS64: Concepts of Strength Training

3.0 Units / LEC
A science-based application and examination of strength training with an emphasis on designing individual strength training programs. Students will explore and examine how the body responds and adapts to various strength training lifts, programs and modalities of instruction.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Identify and manipulate acute program variables to design individualized strength training programs.
Describe the various types of training programs to maximize muscle strength, power, hypertrophy, and muscle endurance.
Select appropriate exercises to train every major muscle group in the body.
Describe the various types of strength training modalities and the advantages and disadvantages of each.

KINS66: Concepts of Physical Fitness and Exercise

3.0 Units / LEC
A course designed to introduce the principles of cardiorespiratory fitness, body composition, flexibility, and muscular strength/endurance. Physiological adaptations to exercise and reduction to disease

risk are studied as is the basic principles of nutrition and how nutrition affects performance and fitness.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Create, analyze, and perform personal fitness goals in the areas of cardiorespiratory fitness, body composition, flexibility, muscular strength, and muscular endurance.
Create and analyze various exercise prescriptions related to the F.I.T.T. (Frequency, Intensity, Time, & Type) Principle while incorporating other principles of exercise.
Explain assessment techniques of resistance training, cardiorespiratory fitness, body composition measurements, and flexibility.
Explain the combined role of nutrients and exercise physiology in energy expenditure, weight management, and degenerative diseases.

KINS65: Foundations of Kinesiology

3.0 Units / LEC
A course designed to familiarize students with the fields of kinesiology, exercise science, and sport studies. Students will examine the systems, dynamics, and principles involved in human development and physical activity within the context of society. An emphasis will be placed on relevant experience, research, and professional practice. In addition, students will discuss current issues and areas of career opportunities. Note: This course is a CSU lower division requirement for any sub-field within the Kinesiology discipline.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Identify and describe the sub-disciplines of kinesiology, the professional qualifications required in kinesiology careers, and how personal values and skill sets play a determining factor in which subdiscipline to consider for a career.
Describe past and current issues and trends in kinesiology and the challenges they present in providing opportunities in health, recreation and athletic programs.
Understand the history of sport and the history of Olympic games and apply the understanding to current political, social, and educational issues and trends.

KINS68: Care and Prevention of Sports Injuries

3.0 Units / LEC
A course in the care and prevention of sports injuries. Intended for exercise enthusiasts and students interested in coaching, physical education, athletic training and the fitness profession, this course provides basic information on a variety of topics relating to health care for physically active and competitive athletes.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: BIOL1 - General Biology
AND
Advisory: BIOL6 - Human Anatomy
Definitions:
Prerequisite: A course that must be completed before enrolling in KINS68
Co-requisite: A course that must be completely concurrently with KINS68
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in KINS68, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify and analyze the steps used for initial assessment and treatment of sports injuries and apply the appropriate criteria used in making decisions towards the proper care or referral.
Assess the appropriate application PRICE (Protect, Rest, Ice, Compression, and Elevation) in the initial care of musculoskeletal injuries.
Identify the basic components and goals of a prevention of sport injuries and rehabilitation from sport injuries program.
Demonstrate recognition of injury and apply appropriate taping/wrapping techniques for specific injuries (including upper and lower body).

Library [LIBR]

LIBR5: Research Skills

1.0 Units / LEC
Introduction to academic research skills and practice. Students will learn how to find, evaluate, use, analyze, and correctly cite information in a variety of print and online formats. This class is designed to teach and strengthen lifelong research and information literacy skills. Students will learn research skills required for term papers or presentations for transfer-level classes or for personal research projects.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
AND
Advisory: CIS1 - Computer Information Systems
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
AND
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in LIBR5
Co-requisite: A course that must be completely concurrently with LIBR5
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in LIBR5, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify a research need and develop a topic based on that need.
Find information effectively and efficiently by using a variety of search techniques, and extract the needed information in multiple publication formats.
Evaluate the quality and relevance of information sources.
Recognize several ethical and legal issues related to the use of information.

Licensed Vocational Nursing [LVN]

LVN110A: Pharmacology - Vocational Nursing I

2.0 Units / LEC
An introductory course in the principles of pharmacology for vocational nursing. This course focuses on the responsibility of the Licensed Vocational Nurse and the nursing implications for major drug classifications across the lifespan. The role of the vocational nurse within the RN established nursing process guidelines and patient education will delineate and integrate throughout the course. Note: Admission to the LVN program is required. May be taken for LVN continuing education with permission of the instructor.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Co-Requisite: LVN111 - LVN Fundamental Pharmacology Skills
AND
Co-Requisite: BT112 - Keyboarding Skill Development
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
AND
Advisory: MATH380 - Elementary Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in LVN110A
Co-requisite: A course that must be completely concurrently with LVN110A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in LVN110A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe major classifications of drugs presented within the course and compare the nursing implications of each.
Utilize principles of patient education to describe teaching needs for the patient within the LVN scope of practice.
Problem solve common patient care problems related to pharmacological issues for stable patients using the nursing process.

LVN110B: Pharmacology - Vocational Nursing II

2.0 Units / LEC
A continued study of pharmacology principles and the responsibilities of the Licensed Vocational Nurse in medication administration to patients across the lifespan. Nursing considerations of major drug classifications are covered. Legal and cultural implications and patient teaching are integrated throughout the course. Note: Admission to the LVN program is required. May be taken for LVN continuing education with permission of the instructor.
Transferable: Not transferable

Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: LVN110A - Pharmacology - Vocational Nursing I
AND
Prerequisite: LVN111 - LVN Fundamental Pharmacology Skills
AND
Prerequisite: LVN121 - Nursing of Adults and Children I
AND
Co-Requisite: LVN118 - Psychology for Vocational Nursing
AND
Co-Requisite: LVN122 - Nursing of Adults and Children II
Definitions:
Prerequisite: A course that must be completed before enrolling in LVN110B
Co-requisite: A course that must be completely concurrently with LVN110B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in LVN110B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply principles of patient education when teaching medication self administration to clients.
Differentiate expected versus unexpected responses to medications.
Problem solve common patient care problems of stable clients using the nursing process.

LVN111: LVN Fundamental Pharmacology Skills

0.5 Units
A Pharmacology Skills course stressing acccuracy in measurments, basic math and dosage calculations. Preparation and administration of medications to clients of all ages via various routes except intravenous are covered. Peformance evaluations are a large portion of this course.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Co-Requisite: LVN110A - Pharmacology - Vocational Nursing I
AND
Co-Requisite: LVN121 - Nursing of Adults and Children I
AND
Advisory: MATH380 - Elementary Algebra
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in LVN111
Co-requisite: A course that must be completely concurrently with LVN111
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in LVN111, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Safely and accurately administer medications via all routes of administration except intravenous.
State legal and ethical components of a healthcare provider's orders.
Accurately interpret medical abbreviations as they pertain to medication administration.

LVN118: Psychology for Vocational Nursing

2.0 Units / LEC
A foundation course in psychiatric-mental health nursing. Students will learn how to gather and assess information relevant to the mental health status of clients. In addition, they will apply concepts of mental health nursing and therapeutic communication to patient care.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: LVN121 - Nursing of Adults and Children I
Definitions:
Prerequisite: A course that must be completed before enrolling in LVN118
Co-requisite: A course that must be completely concurrently with LVN118
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in LVN118, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate the knowledge necessary to provide safe, effective, individualized care to patients with mental health problems.
Express the value of personal and professional development.

LVN121: Nursing of Adults and Children I

6.5 Units / LEC-LAB
The first of three courses for Vocational Nursing students in the care of adults and children. The role and legal / ethical responsibilities of the vocational nurse and principles of health, illness and disease are covered. Nursing care of the elderly and the terminally ill are presented. Common body system disorders are discussed. Application of skills and concepts takes place in the clinical setting and in Simulation Lab.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: HO110 - Basic Patient Care
AND
Prerequisite: HO15 - Nutrition
AND
Prerequisite: BIOL8 - Human Biology
AND
Co-Requisite: LVN110A - Pharmacology - Vocational Nursing I
AND
Co-Requisite: LVN111 - LVN Fundamental Pharmacology Skills
AND
Advisory: MATH380 - Elementary Algebra
OR
Prerequisite: HO110 - Basic Patient Care
AND
Co-Requisite: HO15 - Nutrition
AND
Co-Requisite: BIOL8 - Human Biology
AND
Co-Requisite: LVN110A - Pharmacology - Vocational Nursing I
AND
Co-Requisite: LVN111 - LVN Fundamental Pharmacology Skills
AND
Advisory: MATH380 - Elementary Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in LVN121
Co-requisite: A course that must be completely concurrently with LVN121
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in LVN121, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe and discuss the role of the vocational nurse related to fundamental patient care including hygiene, comfort and safety, basic assessment, legal and ethical issues and communication.
Define the nursing process and its components.
Develop a plan of care for patients experiencing acute and chronic disruptions in health status.
Discuss the rationale for the utilization of medications and fluid therapy.

LVN122: Nursing of Adults and Children II

13.0 Units / LEC-LAB
This is the second of three courses for Vocational Nursing students in the care of adults and children. A continuation of the body systems is covered. Students participate in at least 18 hours of clinical a week. Note: Current CPR certification. Student must meet physical examination requirements for clinical practice.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: BIOL8 - Human Biology
AND
Prerequisite: HO15 - Nutrition
AND
Prerequisite: LVN110A - Pharmacology - Vocational Nursing I
AND
Prerequisite: LVN111 - LVN Fundamental Pharmacology Skills
AND
Prerequisite: LVN121 - Nursing of Adults and Children I
AND
Co-Requisite: LVN110B - Pharmacology - Vocational Nursing II
AND
Co-Requisite: LVN118 - Psychology for Vocational Nursing
AND
Advisory: MATH380 - Elementary Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in LVN122
Co-requisite: A course that must be completely concurrently with LVN122
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in LVN122, unless they already have the knowledge and skills

covered.
Student Learning Outcomes
Describe and apply the Nursing Process within the scope of practice for the vocational nurse when providing patient care in the clinical setting, simulation, or case study applications.
Communicate with the RN and/or other healthcare team members as appropriate as a participant in the ongoing development, implementation, and monitoring when providing patient care in the clinical setting, simulation, or case study applications.
Write an effective nursing care plan as appropriate within the scope of practice of the vocational nurse.
Provide and accurately document the care provided to up to four stable clients in the medical care unit or skilled nursing facility clinical settings.

LVN123: Nursing of Adults and Children III

13.0 Units / LEC-LAB
The final course in the care of adults and children for vocational nursing students. Maternal-child health and pediatrics are the major focus. Concepts in leadership and management for the LVN are discussed. Note: Current CPR certification. Student must meet physical examination requirements for clinical practice.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: LVN110B - Pharmacology - Vocational Nursing II
AND
Prerequisite: LVN118 - Psychology for Vocational Nursing
AND
Prerequisite: LVN122 - Nursing of Adults and Children II
AND
Advisory: MATH380 - Elementary Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in LVN123
Co-requisite: A course that must be completely concurrently with LVN123
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in LVN123, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate leadership and management skills appropriate for the Licensed Vocational Nurse.
Provide safe and effective nursing care for the client with any type of neurological disorder.
Describe the changes and medical conditions affecting the female reproductive tract as well as women's health throughout the life span.
Develop a solid foundation of knowledge surrounding the perinatal period to adequately care for the pregnant family, the developing fetus and newborn infant.
Participate in the care of a pediatric client with consideration given to growth and development, as well as family dynamics.

Manufacturing

Technology [MT]

MT10: Fundamentals of Manufacturing Technology

3.0 Units / LEC-LAB
An introductory course in the basic concepts of manufacturing and the operation of machine tools. Students will learn how to set up and operate industrial machine tools to produce machine parts accurately and efficiently. Topics include machining principles, the use of precision measuring instruments, and how to calculate machine feeds and speeds.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Set up and operate industrial machine tools using correct feed and speed calculations.
Use precision metrology instruments to accurately measure machine parts.
Research and report on current topics in manufacturing technology.

MT11: Advanced Manufacturing - Turning

4.0 Units / LEC-LAB
An advanced course in manual turning and precision grinding machine concepts. Students will learn how to set up and operate engine lathes and precision grinders to produce machine parts accurately and efficiently. Topics include turning and grinding machine theory, operation, tooling, and accessories.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MT10 - Fundamentals of Manufacturing Technology
OR
Co-Requisite: MT10 - Fundamentals of Manufacturing Technology
Definitions:
Prerequisite: A course that must be completed before enrolling in MT11
Co-requisite: A course that must be completely concurrently with MT11
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MT11, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Set up and operate manual lathes and grinding machines to accurately produce precision machine parts.
Perform the calculations required for producing various screw thread forms on an engine lathe.
Determine the appropriate use of the surface grinder with accuracy based on project parameters.

MT12: Advanced Manufacturing Technology

4.0 Units / LEC-LAB
An advanced course in manual milling machine concepts. Students will learn how to set up and operate horizontal and vertical milling machines to produce machine parts accurately and efficiently. Topics include milling machine principals, milling cutters, machine fixtures, workpiece indexing, and gear manufacturing.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MT10 - Fundamentals of Manufacturing Technology
OR
Co-Requisite: MT10 - Fundamentals of Manufacturing Technology
Definitions:
Prerequisite: A course that must be completed before enrolling in MT12
Co-requisite: A course that must be completely concurrently with MT12
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MT12, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Set up and operate manual vertical and horizontal milling machines to accurately produce precision machine parts.
Perform the calculations required for industrial indexing systems.
Describe gear nomenclature and gear production techniques.

MT13: Advanced Manufacturing Processes

4.0 Units / LEC-LAB
An advanced course covering the latest processes and technologies at the high-end of manufacturing. Course work includes computer controled (CNC) multi-axis manufacturing, CNC lathe programming and operation, industrial robotics programming and operation, additive manufacturing systems, and industrial laser systems.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MT10 - Fundamentals of Manufacturing Technology
AND
Advisory: MT12 - Advanced Manufacturing Technology
AND
Advisory: MT54B - Computer Numerical Control Machining
AND
Advisory: MT59B - Mastercam 3-D Programming
Definitions:
Prerequisite: A course that must be completed before enrolling in MT13
Co-requisite: A course that must be completely concurrently with MT13
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MT13, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Program, set up, and operate multi-axis machine tools and CNC lathes using standard industry practices.
Program, set up, and operate industrial robotic systems.
Program, set up, and operate additive manufacturing systems and industrial lasers.

MT40: Independent Study in Manufacturing Technology

0.5 - 3.0 Units

Individual research and special projects in Manufacturing Technology. Specific projects will be determined upon consultation with instructor. Note: Students taking an independent study course must have an approved contract on file.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: MT10 - Fundamentals of Manufacturing Technology

AND

Advisory: MT54A - Introduction to Computer Numerical Control

Definitions:

Prerequisite: A course that must be completed before enrolling in MT40

Co-requisite: A course that must be completely concurrently with MT40

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MT40, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Perform specialized tasks and demonstrate skills acquired as a result of individualized work.

MT42: Cooperative Education Work Experience in Manufacturing Technology

0.5 - 8.0 Units

A course designed to assist students in accomplishing learning objectives directly related to their Manufacturing Technology career goals or college course work in a supervised work environment that extends classroom-based occupational learning to an on-the-job learning situation. To participate in this course, the student's placement and course objectives must be related to their career goals or college course work. Note: During fall and spring, students must be enrolled in at least 7 units (including CWE) to enroll in CWE. If enrolling in the summer, students must have been enrolled in at least 12 units (including CWE) in the previous spring semester. Students must take primary responsibility in finding a work experience opportunity and are strongly advised to find such an opportunity before enrolling in the class. Some employers or programs may require fingerprinting, drug testing, and/or background checks. Students should be advised that a maxmum of 9 units can be applied toward a degree. Variable 0.5 to 8.0 units, based on 37.5-600 work lab hours per semester.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Successfully complete three objectives that are site specific and related to career goals or degree / certificate requirements.

Demonstrate job retention skills identified as critical to the employer or supervisor.

MT52: Introduction to Metallurgy and Material Science

3.0 Units / LEC-LAB

A course in ferrous and nonferrous metals as related to industry. Students will study metals from the ore state to manufactured products. Iron-carbon and time temperature transformation diagrams will also be covered. The course includes coordinated lab experience in specimen heat treating, tensile testing, and microscopic examination. In addition, other materials of industry will be discussed.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Explain the terms and processes of ferrous and nonferrous metals as well as the use of other materials of modern industry.

Set up, run, and document tensile strength tests, the Metcalf's experiment, and microscopic examination of polished, etched metal specimens.

MT54A: Introduction to Computer Numerical Control

4.0 Units / LEC-LAB

An introductory course in Computer Numerical Control (CNC) machining. Students will learn to program, set up, and operate CNC machine tools including vertical machining centers. This course will introduce industry standard programming protocols, machine specific parameters, and applications for CNC systems in the manufacturing industry.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: MT10 - Fundamentals of Manufacturing Technology

Definitions:

Prerequisite: A course that must be completed before enrolling in MT54A

Co-requisite: A course that must be completely concurrently with MT54A

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MT54A, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Program, set up, and operate CNC machine tools to perform basic machining operations.

Research and report on current topics in the manufacturing industry.

MT54B: Computer Numerical Control Machining

4.0 Units / LEC-LAB

An advanced course in Computer Numerical Control (CNC) machining. Students will learn to program, setup, and operate industry standard CNC machine tools including turning centers and machining centers. This course will cover industry standard programming protocols, machine specific parameters, and applications for CNC systems in the manufacturing industry.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: MT54A - Introduction to Computer Numerical Control

Definitions:

Prerequisite: A course that must be completed before enrolling in MT54B

Co-requisite: A course that must be completely concurrently with MT54B

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MT54B, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Program, set-up, and operate CNC machine tools to perform complex machining operations.

Research and report on current topics in CNC machining.

MT54L: Computer Numerical Control Lab

2.0 Units

An advanced laboratory in programming, setup, and operation of CNC machine tools and automation systems. Students will use CNC machines such as milling machines, lathes, and wood routers, as well as support technology such as CAM systems, robotics, conventional machine tools, and general shop equipment.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: MT54A - Introduction to Computer Numerical Control

Definitions:

Prerequisite: A course that must be completed before enrolling in MT54L

Co-requisite: A course that must be completely concurrently with MT54L

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MT54L, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Program, set-up, and operate automatic systems to perform complex functions.

MT59A: MasterCAM 2-D Programming

4.0 Units / LEC-LAB

A beginning course in computer-assisted design and drafting, and computer-assisted manufacturing (CADD/CAM) using Mastercam software. Students will use basic computerized drafting techniques, create virtual solid models, produce models on rapid prototyping systems, and develop tool path programming for computerized machine tools. This course covers fundamental applications for CADD/CAM systems in the manufacturing industry.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Create Mastercam solid model computer files that represent manufactured objects, display machining simulations, and produce CNC machine tool code.

Interpret basic technical drawings and instructions.

Research and report on current topics regarding CAM systems and CNC machining.

MT59B: Mastercam 3-D Programming

4.0 Units / LEC-LAB

An advanced course in computer-assisted manufacturing (CAM) using Mastercam software. Students

will use advanced computerized design techniques, create complex 3-D virtual surfaces and solids, produce models on rapid prototyping systems, and develop advanced tool path programming for computerized machine tools. This course covers advanced applications of CAM systems in the manufacturing industry.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MT59A - MasterCAM 2-D Programming
Definitions:
Prerequisite: A course that must be completed before enrolling in MT59B
Co-requisite: A course that must be completely concurrently with MT59B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MT59B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Create Mastercam programs, incorporating wireframe, surface, and solid models for multi-axis machining.
Plan machining operations, select tooling, set parameters, and produce machine parts, utilizing computers and CNC machine tools.

MT230: Introduction to Mechatronics
0.0 Units
An entry-level, noncredit course introducing the knowledge and skills needed to design, manufacture, maintain, troubleshoot, and repair mechatronics systems. A variety of topics will be covered including problem solving, mechanical systems, electricity, electronics, robotics, fluid power, applied mathematics, and work readiness skills. Instructional training will include computer-based classroom activities.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Solve problems with simple machines, complex machines, and mechanical systems.
Analyze electrical, electronic, and fluid power system diagrams and schematics.
Demonstrate technician-level job retention skills.

Mathematics [MATH]

MATH3: Introduction to Computational Methods Using Python and Fortran
4.0 Units / LEC-LAB
This is an introductory course in computational methods primarily using the Python programming language. Students will use the concepts of variables, functions, conditionals, and loops in conjunction with the powerful Python mathematics packages NumPy and Pandas to explore the ideas of iteration, recursion, algorithms, and simulation. Students will analyze self-collected data sets utilizing code within the Python framework. The course includes coverage of the interplay of software with the physical world and will be compliant with the standards of the Association for Computing Machinery (ACM). Note: A term project will be required and may include the use of the Raspberry Pi computer system.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MATH30 - College Algebra
AND
Advisory: MATH25 - College Trigonometry
AND
Advisory: CIS12 - Programming Fundamentals
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH3
Co-requisite: A course that must be completely concurrently with MATH3
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH3, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Complete independent work and research with respect to programming problems.
Communicate effectively, both in oral and written presentations.
Apply knowledge of basic science, mathematics, and engineering principles to solve computing and information processing problems.
Write correct, efficient, and well-documented programs.

MATH4: MATLAB Programming
3.0 Units / LEC
An introduction to programming in MATLAB, with emphasis on programming applications in science, mathematics, and engineering. Note: Students may work in campus computer labs to complete their assignments. Students wishing to work on assignments on their home computers must purchase the Student Edition of MATLAB.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MATH-25 -
AND
Prerequisite: MATH-30 -
OR
Advisory: MATH-50A - Differential Calculus
AND
Advisory: ENGL-150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH4
Co-requisite: A course that must be completely concurrently with MATH4
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH4, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Complete independent work and research on scientific programming problems.
Communicate effectively, both in oral and written presentations.
Apply knowledge of basic science, mathematics, and engineering principles to solve computing and information processing problems
Write correct, efficient, and well-documented programs.

MATH5: Contemporary Mathematics
3.0 Units / LEC
An introduction to mathematics for students not pursuing science, business, and math majors. Surveys selected topics with a focus on history, utility, and artistry to promote appreciation and critical understanding of the foundational importance of mathematics to contemporary society.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Demonstrate critical thinking skills through analyzing mathematical ideas in the context of contemporary society.
2. Use mathematical skills and techniques when arguing a position on a contemporary issue.

MATH10: Contemporary Mathematics for Technical Fields
3.0 Units / LEC
A mathematics course designed to develop the computational skills needed in many Career Education programs. Topics include geometry, measurement, number sense, estimation, basic statistics, trigonometric functions, and algebraic thinking. Note: Students are advised to review the requirements for their program and/or consult with an Academic Advisor or CE Faculty to ensure this course is appropriate for your educational goals.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1) Demonstrate proficiency with arithmetic, estimation, and basic algebraic skills focused on applications.
2) Employ geometry to analyze and solve application problems.
3) Employ trigonometry to analyze and solve application problems.
4) Interpret statistical information to make decisions.

MATH15: Introduction to Statistics
4.0 Units / LEC
An introduction to basic concepts of descriptive and inferential statistics, with emphasis on the meaning and use of statistical significance. Students will use probability techniques to make decisions via hypothesis testing and will estimate parameters using confidence intervals. The course includes applications from a variety of technical and social science fields. Note: A TI-83 or TI-84 graphing calculator is required. The MATH-15S support course is strongly recommended to take concurrently for students without previous mathematical experience in courses such as Algebra II or Pathway to Statistics.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
:
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH15
Co-requisite: A course that must be completely concurrently with MATH15
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH15, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Accurately communicate statistical ideas using correct statistical notation, graphs, and vocabulary.
2. Use descriptive and inferential statistics to better understand real-world problems.
3. Demonstrate appropriate use of technology in making decisions based upon real-world data.
4. Read and interpret information that contains statistical analysis and be able to communicate these results.
5. Judge the validity of research reported in the mass media and peer reviewed journals.

MATH15S: Support for Statistics

1.0 Units
A support course for Math 15, "Introduction to Statistics." Through hands-on activities and group work, students learn skills and explore concepts crucial for success in transfer-level statistics. Note: This course is intended for students concurrently enrolled in Math 15, "Introduction to Statistics."
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Co-Requisite: MATH15 - Introduction to Statistics
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH15S
Co-requisite: A course that must be completely concurrently with MATH15S
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH15S, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Apply numerical and algebraic techniques to understand and evaluate statistical formulas.
2. Interpret graphs and represent data graphically to support statistical arguments.
3. Implement effective learning strategies.

MATH25: College Trigonometry

4.0 Units / LEC
A study of trigonometric functions, radian measure, solution of right triangles, graphs of the trigonometric functions, inverse trigonometric functions, trigonometric identities and equations, laws of sines and cosines, solution of oblique triangles, polar coordinates, complex numbers in trigonometric form, De Moivre's theorem, and conic sections. Note: A graphing calculator is required
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MATH120 - Intermediate Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH25
Co-requisite: A course that must be completely concurrently with MATH25
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH25, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze and solve problems involving trigonometric functions or analytic geometry.
Apply the mathematics of trigonometric functions and analytic geometry to real-world problems and applications.
Use graphing technology to visualize trigonometric and polar curves, explore mathematical concepts, and verify results.
Write solutions to mathematical exercises in trigonometry and analytic geometry using sound mathematical reasoning with appropriate use of numerical, graphical, and symbolic representations.

MATH30: College Algebra
4.0 Units / LEC
A course for students studying in science, technology, engineering, and mathematics (STEM) fields and some areas of business. Both Math 30 and Math 25 (Trigonometry), are prerequisites for Math 50A (Differential Calculus). Topics include: polynomial, rational, radical, exponential, absolute value, and logarithmic functions; systems of equations; theory of polynomial equations; analytic geometry; arithmetic and geometric sequences and series. Note: Students without experience in Algebra II or Intermediate Algebra are strongly recommended to take Math 30S College Algebra support course concurrently.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Enrollment Limitation:
Appropriate STEM Math placement, or completion of Intermediate Algebra.
Student Learning Outcomes
1. Analyze and investigate functions and equations graphically, algebraically, and verbally.
2. Solve equations, systems of equations, and inequalities.
3. Apply functions and other algebraic techniques to model real-world applications.

MATH30S: Support for College Algebra

1.0 Units
A support course for Math 30 College Algebra. Through contextualized examples, collaborative practice, and hands-on activities, students learn skills and explore concepts crucial for success in Math 30 College Algebra. Note: This course is intended for students concurrently enrolled in Math 30, "College Algebra."
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Co-Requisite: MATH30 - College Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH30S
Co-requisite: A course that must be completely concurrently with MATH30S
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH30S, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Apply algebraic techniques to simplify expressions and solve equations and inequalities.
2. Create, interpret, and identify the graph of a function, including all salient features.
3. Implement effective learning strategies.

MATH45: Linear Algebra

4.0 Units / LEC
A course which develops the techniques and theory needed to solve and classify systems of linear equations. Solution techniques include row operations, Gaussian elimination, and matrix algebra. Properties of vectors are investigated in two and three dimensions, leading to the notion of an abstract vector space. Vector space and matrix theory are presented including topics such as inner products, norms, orthogonality, eigenvalues, eigenspaces, and linear transformations. Selected applications of linear algebra are included. Note: Computer exploration is an integral component of this course.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MATH50A - Differential Calculus
AND
Advisory: MATH50B - Integral Calculus
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH45
Co-requisite: A course that must be completely concurrently with MATH45
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH45, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Solve systems of linear equations using Gaussian elimination and matrix algebra, and apply these techniques to real world applications. Interpret the value of a determinant geometrically and use the value to determine the singularity of a matrix.
Determine the dimension of a vector space (e.g. the null space, the column space, and the row space of a matrix) and find a basis for the vector space.
Determine the matrix of a linear transformation and analyze the geometric action of the transformation and its inverse (if it exists).
Determine the eigenvalues and eigenvectors of a matrix and find bases for the eigenspaces. Interpret the definition of eigenvalues and eigenvectors geometrically. Use orthonormal bases to solve problems in linear algebra.

MATH50A: Differential Calculus

4.0 Units / LEC
A study of limits, continuity, and derivatives of algebraic, transcendental, and trigonometric functions. Applications of the derivative include optimization, related rates, examples from the natural and social sciences, and graphing of functions. The course introduces the integral and the connection between the integral and derivative. Note: A graphing calculator is required.
Transferable: Transferable to both UC and CSU
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MATH25 - College Trigonometry
AND
Prerequisite: MATH30 - College Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH50A
Co-requisite: A course that must be completely concurrently with MATH50A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH50A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Evaluate the limit of a function at a real number and determine if a function is continuous at a real number. Use the limit to find the derivative of a function, and interpret the derivative as a rate of change.
2. Use the derivative to find the equation of a tangent line to a function.
3. Use the differentiation formulas to compute derivatives and use differentiation to solve applications such as related rate problems and optimization problems.
4. Graph functions using methods of calculus.
5. Evaluate a definite integral as a limit.

MATH50B: Integral Calculus

4.0 Units / LEC
The second in the series of three calculus courses. Integral Calculus develops a set of advanced symbolic and numerical integration techniques, building on skills developed in the first course in the series, Differential Calculus. The course includes applications of integration, sequences and series, and the use of the Taylor polynomial to approximate functions. Students are introduced to parametric and polar equations. Note: A graphing calculator is required
Transferable: Transferable to both UC and CSU
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MATH50A - Differential Calculus
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH50B
Co-requisite: A course that must be completely concurrently with MATH50B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH50B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Evaluate definite and indefinite integrals using a variety of integration formulas and techniques including the evaluation of improper integrals.
Apply integration to areas and volumes, and other applications such as work or length of a curve.
Apply convergence tests to sequences and series and represent functions as power series.
Graph, differentiate and integrate functions in polar and parametric form.

MATH50C: Multivariable Calculus

4.0 Units / LEC
The third in the series of three calculus courses. Multivariable Calculus applies the techniques and theory of differentiation and integration to a thorough study of vectors in two and three dimensions, vector-valued functions, calculus of functions of more than one variable, partial derivatives, multiple integration, Green's Theorem, Stokes' Theorem, Divergence Theorem; includes motion in two and three dimensions, curves and surfaces. Note: Extensive computer visualization is an integral component of this course.
Transferable: Transferable to both UC and CSU
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MATH50B - Integral Calculus
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH50C
Co-requisite: A course that must be completely concurrently with MATH50C
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH50C, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Formulate equations of lines including a tangent plane to a surface at a point.
2. Evaluate partial derivatives, and two and three-dimensional integrals. Apply techniques to real-world problems.
3. Apply vector operations. Differentiate and integrate vector-valued functions.
4. Determine for a function of several variables: the limit at a point, differentiability, local extrema and test for saddle points. Compute arc length. Solve constraint problems using Lagrange multipliers.
5. Find the divergence and curl of a vector field. Apply Greens', Stokes', and the Divergence Theorems.

MATH52: Math Lab for Transfer-Level Mathematics

0.5 - 1.0 Units
A course which offers review of mathematical topics for students enrolled in any transfer-level mathematics course. This lab will provide individualized instruction in a self-paced lab environment. This course is designed to support Math 50A/50B/45/55. Note: Students should be enrolled in at least one transfer-level mathematics course (Math 15/25/30/50A/50B).
Transferable: Transferable to CSU only
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Students will gain insights and strategies for their study of mathematics through interactions with an instructor.

MATH55: Differential Equations

4.0 Units / LEC
A study of ordinary differential equations and solutions, equations of first and second order, linear differential equations, systems of equations, phase plane analysis, existence and uniqueness theorems, applications and modeling, and techniques for obtaining solutions, including series solutions and Laplace transforms. Note: Computer exploration is an integral component of this course.
Transferable: Transferable to both UC and CSU
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MATH50B - Integral Calculus
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH55
Co-requisite: A course that must be completely concurrently with MATH55
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH55, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify the type of a given differential equation and then find exact analytical solutions for first- and second-order differential equations, and systems of differential equations, including the existence and uniqueness of solutions.
Apply the mathematics of differential equations to real-world problems and applications such as circuits, mixture problems, population modeling.
Apply the use of computer technology to solve differential equations and systems, explore mathematical concepts, and verify results.
Compare solutions obtained by use of power series with numerical solutions.
Determine the Laplace and inverse Laplace Transform of functions and use these to solve ordinary differential equations.

MATH101: Elementary & Intermediate Algebra Review

0.5 Units / LEC
A review course for students who have successfully completed course work in elementary or intermediate algebra. This review course will include topics from elementary and intermediate algebra and can be used as a refresher prior to enrolling in the next math course. This course can help students raise their level of math readiness. The level and depth of review will be adjusted to suit the individual student's needs. Note: This is a review course. Extensive work on a computer homework system will be required.
Transferable: Not transferable
Grading Options:

- Pass/No Pass

Student Learning Outcomes
Read, write, and speak accurately about mathematical ideas and use correct mathematical notation.
Perform symbolic manipulations to solve problems and communicate mathematics.

MATH102: Pathway to Statistics

4.0 Units / LEC-LAB
A course designed to be a nontraditional, accelerated pathway to transfer-level statistics. Topics in algebra, data analysis and critical thinking skills relevant for success in statistics are the focus. The learning experience for this course emphasizes active learning via collaborative work. This course is designed for students who plan to major in the social sciences and other fields where transfer-level algebra is not a degree requirement. This course is not for students pursuing degrees in mathematics, engineering, computer science, finance, economics, nursing, or the physical or life sciences (including biology).
Transferable: Not transferable
Grading Options:

- Letter Grade methods

Student Learning Outcomes
Formulate questions that can be addressed with data, then organize, display, and analyze relevant data to answer these questions and communicate results.
Use the properties of algebra to simplify expressions, solve equations and answer questions in context.
Construct, use, and interpret mathematical models, specifically linear and exponential functions, to represent relationships in quantitative data.

MATH120: Intermediate Algebra

4.0 Units / LEC
A course in which functions are investigated graphically, numerically, symbolically and verbally in real-world settings. Linear, quadratic, polynomial, rational, radical, exponential, and logarithmic equations and functions are explored. Technology is integrated into all aspects of the course. Note: Use of graphing software required, TI-83 or TI-84 recommended.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MATH380 - Elementary Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH120
Co-requisite: A course that must be completely concurrently with MATH120
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH120, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Evaluate and interpret general functions symbolically, numerically, and graphically.
Produce an accurate graph of each function type introduced in the course, identifying and plotting all salient features.
Demonstrate appropriate use of technology in analyzing the behavior of functions presented in the course.
Use mathematical models to analyze and interpret real-world situations.
Use sound mathematical writing and appropriate use of symbolism in presenting solutions of mathematical exercises and applications.

MATH130: Foundations of Algebra for Math Intensive Fields

4.0 Units / LEC-LAB
A course consisting of elements of beginning and intermediate algebra necessary for long-term engagement in math-intensive fields. This course is designed for students who have attained some algebra skills and intend to take College Algebra. Topics include: linear, absolute value, polynomial, rational, radical, exponential, and logarithmic—expressions, equations, functions, graphs, modeling and applications.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Identify and apply appropriate techniques to simplify and evaluate expressions and also while solving equations and inequalities.
2. Evaluate and interpret general functions symbolically, numerically, and graphically.
3. Use mathematical modeling and graphical techniques to solve problems.

MATH150: Precalculus Review

0.5 Units / LEC
A review course for students who have successfully completed course work in precalculus (college algebra and trigonometry). This review course will include topics from college algebra and trigonometry, and is designed for students who are preparing to enroll in the first semester of calculus. The topics, level, and depth of review will be adjusted to suit the needs of the students in the course. Note: This is a review course. Some work on a computer-based homework system may be required.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Demonstrate the skills needed for beginning the calculus sequence. Skills to be assessed include: analysis of functions, solving equations and inequalities, computing values of trigonometric functions, solving triangles, and verifying identities.

MATH204: Algebra Review for Introduction to Chemistry

0.0 Units
A noncredit review course covering material from algebra and geometry that students will need to be successful in Chemistry 2, "Introduction to Chemistry." Additionally, students will be able to practice new math skills used in Chemistry, such as unit conversions and significant figures. Note: Students are encouraged to take this course the same semester they take Chemistry 2, "Introduction to Chemistry."
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
1. Review and apply algebraic skills for application in chemistry.

MATH252: Open Mathematics Lab

0.0 Units
A course offering instructional support to students needing help in mathematics in a self-paced lab environment. This course supports basic skills mathematics and mathematics-related classes. Students receive one-on-one and small group instruction to enhance success in mathematics across the curriculum.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Analyze problems in mathematics or mathematics-related courses.
Apply strategies to plan and complete assignments on time.

MATH272: Arithmetic for College Preparation

0.0 Units
A noncredit, basic skills course, as entry-level preparation for college mathematics. Topics include addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, with an emphasis on critical thinking and problem-solving. Includes applications of proportions and percents, measurement unit conversion, and averages. Communication of mathematical ideas is integral to the course. The use of scientific calculators will also be introduced.
Transferable: Not transferable
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Add, subtract, multiply, and divide whole numbers, fractions, decimals.
Use the algebraic order of operations to simplify expressions.
Apply mathematical operations to real-life situations.
Estimate and assess reasonableness of answers.

MATH276: Pre-Algebra for College Preparation

0.0 Units
A non-credit course, including a comprehensive review of arithmetic involving whole numbers, fractions, decimals, and signed numbers. Students will solve problems involving ratios, proportions, percents and geometry. Basic algebra concepts and techniques such as variables, simplifying expressions, solving equations will also be introduced. Problem solving, estimation and the communication of mathematical ideas are an integral part of the course. Use of a scientific calculator will be introduced. Note: A scientific calculator is required.
Transferable: Not transferable
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MATH272 - Arithmetic for College Preparation
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH276
Co-requisite: A course that must be completely concurrently with MATH276
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH276, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Evaluate and simplify numerical and algebraic expressions involving integers and rational numbers.
Solve linear equations.
Write linear equations for word problems and solve.

MATH301: Pre-Algebra Review

1.0 Units / LEC
A review course covering material from Math 276/376 (Prealgebra). This review course is designed for students preparing to place into Math 380 (Elementary Algebra). Content includes: review of arithmetic operations involving fractions, decimals, and signed numbers; review of problem-solving strategies for problems involving ratios, percents, and geometry; review of basic algebra concepts; review of techniques for simplifying algebraic expressions and solving linear equations. Note: This is a review course. Extensive work on a computer homework system will be required.
Transferable: Not transferable

Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Advisory: MATH276 - Pre-Algebra for College Preparation
OR
Advisory: MATH376 - Pre-Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH301
Co-requisite: A course that must be completely concurrently with MATH301
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH301, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate the skills required to pass the placement exam for entry into Elementary Algebra. Skills to be assessed include: operations with rational numbers, solving algebraic equations, and basic geometry.

MATH302: Elementary Algebra Review

1.0 Units / LEC
A review course covering material from Math 380 (Elementary Algebra). This review course is designed for students preparing to place into Math 120 or Math 194 (Intermediate Algebra). Content includes: review of linear equations and linear inequalities in one variable; review of linear equations in two variables; review of systems of linear equations; review of integer exponents and polynomials; review of factoring; review of radical expressions and equations. Note: This is a review course. Extensive work on a computer homework system will be required.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Advisory: MATH380 - Elementary Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH302
Co-requisite: A course that must be completely concurrently with MATH302
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH302, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate the skills required to pass the placement exam for entry into Intermediate Algebra. Skills to be assessed include: solving linear equations, graphing linear equations, polynomials and factoring, and simplifying radical expressions.
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MATH303: Intermediate Algebra Review

1.0 Units / LEC
A review course covering material from Math 120 (Intermediate Algebra). This review course is designed for students preparing to place into a transfer-level mathematics course. Content includes: review of linear equations and inequalities in one variable; review of logic; review of linear functions; review of quadratic and polynomial functions; review of rational functions; review of exponential and logarithmic functions; review of radical functions. Note: This is a review course. Extensive work on a computer homework system will be required.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Prerequisites, Co-requisites & Advisories:
Advisory: MATH120 - Intermediate Algebra
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH303
Co-requisite: A course that must be completely concurrently with MATH303
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH303, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate the skills required to pass the placement exam for entry into a transfer-level mathematics course. Skills to be assessed include: linear equations and inequalities in one variable; logic; functions; quadratic and polynomial functions; review o

MATH304: Algebra Review for Introduction to Chemistry

0.5 Units
A review course covering material from algebra and geometry that students will need to be successful in Chemistry 2, "Introduction to Chemistry." Additionally, students will be able to practice new math skills used in Chemistry, such as unit conversions and significant figures. Note: Students are encouraged to take this course the same semester they take Chemistry 2, "Introduction to Chemistry."
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
1. Review and apply algebraic skills for application in chemistry.

MATH372: Arithmetic for College Preparation

4.0 Units / LEC
A basic-skills course as entry-level preparation for college mathematics. Topics include addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, with an emphasis on critical-thinking and problem-solving. Includes applications of proportions and percents, measurement unit conversion, and averages. Communication of mathematical ideas is integral to the course. The use of scientific calculators will also be introduced.
Transferable: Not transferable
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Add, subtract, multiply, and divide whole numbers, fractions, decimals.
Use the algebraic order of operations to simplify expressions.
Apply mathematical operations to real-life situations.
Estimate and assess reasonableness of answers.

MATH376: Pre-Algebra

4.0 Units / LEC
A comprehensive review of arithmetic involving whole numbers, fractions, decimals, and signed numbers. Students will solve problems involving ratios, proportions, percents and geometry. Basic algebra concepts and techniques such as variables, simplifying expressions, solving equations will also be introduced. Problem solving, estimation and the communication of mathematical ideas are an integral part of the course. Use of a scientific calculator will be introduced. Note: Calculator required.
Transferable: Not transferable
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: MATH372 - Arithmetic for College Preparation
Definitions:
Prerequisite: A course that must be completed before enrolling in MATH376
Co-requisite: A course that must be completely concurrently with MATH376
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MATH376, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Evaluate and simplify numerical and algebraic expressions involving integers and rational numbers.
Solve linear equations.
Write linear equations for word problems and solve.

Music [MUS]

MUS1: Introduction to Music

3.0 Units / LEC
An introduction to the fundamentals of music theory, notation, and performance. The course addresses rhythm notation; note reading on the treble, bass, alto, and tenor staffs; the keyboard; scales; the circle of fifths; and key signatures. The course also includes clapping exercises, recorder playing, and review writing.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MATH372 - Arithmetic for College Preparation
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS1
Co-requisite: A course that must be completely concurrently with MUS1
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS1, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify durational symbols; correctly write durational symbols; identify durational equivalencies; identify the kind of note that equals one beat, and one beat division, in a given time signature; supply count symbols for, and clap, rhythm patterns in a
Identify, by pitch name and octave designation, notes on the treble, alto, tenor, and bass staffs;

write notes on the treble, alto, tenor, or bass staff, or locate the correct key on the keyboard, when given pitch name and octave designation.
Write the pitch a half step or whole step above or below a given pitch; write chromatic and whole-tone scales, one octave, ascending and descending, beginning on a given pitch.
Identify how many sharps or flats a given major or minor key contains, and which pitches in that key are sharp or flat; write the key signature of any major or minor key on the treble and bass staffs; write major scales and the three forms of the minor sc
Demonstrate the ability to play simple melodies on a recorder, and to carry a part in a recorder ensemble.
Write a critical analysis of a performance and/or a recording.

MUS2A: Beginning Harmony and Musicianship I

4.0 Units / LEC

An introduction to diatonic harmony and musical form. Topics addressed include intervals and their inversions, triads and their inversions, part-writing procedures, figured bass symbols, roman numeral analysis, and part writing involving the primary triads. The course also includes sight-singing and ear training.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MUS-1 -
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS2A
Co-requisite: A course that must be completely concurrently with MUS2A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS2A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify the scalar degrees of a given key and the scalar content of a given melody using the recognized terminology; transpose melodies from one key to another; take dictation of diatonic melodies.
Identify harmonic and melodic intervals by type and quality, both aurally and in notated music; supply the pitch a given interval above or below a given pitch, both vocally and via notation; identify triads by type, both aurally and in notated music; cons
Distinguish between simple and compound meters, and the time signatures and counting schemes appropriate to each, in performance and dictation exercises.
Enumerate correct part-writing procedures; complete part-writing exercises using primary triads in root position and inversion demonstrating correct part-writing procedures and familiarity with figured bass symbols; take dictation of short four-part passa
Conduct roman numeral analysis of music that uses primary triads, identifying cadence types and phrases and periods.

MUS2B: Beginning Harmony and Musicianship II

4.0 Units / LEC

A study of diatonic harmony and musical form. Topics addressed include secondary triads, non-harmonic tones, seventh chords, comon chord modulation, and the composition and harmonization of short diatonic melodies. The course also includes part-writing exercises, roman numeral analysis of short compositions, sight-singing, and ear training.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MUS2A - Beginning Harmony and Musicianship I
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS2B
Co-requisite: A course that must be completely concurrently with MUS2B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS2B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Compose and harmonize easily singable, clearly-tonicized melodies that use AB, AAB, and/or AABA phrase structure, at least one of which demonstrates common chord modulation to a new key in an interior phrase and back to the original key in the final phras
Enumerate correct part-writing procedures; complete part-writing exercises using primary and secondary triads and seventh chords in root position and inversion, with or without non-harmonic tones, demonstrating correct part-writing procedures and familiar
Conduct roman numeral analysis of short compositions (including compositions in two-part counterpoint) in a variety of forms (including binary and ternary forms) that use primary and secondary triads and seventh chords in root position and inversion, id

MUS3A: Intermediate Harmony and Musicianship I

4.0 Units / LEC

An introduction to the chromatic vocabulary and to extended forms. Topics addressed include secondary dominant and diminished seventh chords, augmented sixth, neapolitan, and borrowed chords, pedal points, and abrupt modulation. The course also includes the composition and harmonization of melodies, part-writing exercises, analysis of compositions, sight-singing, and ear training.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MUS-2B -
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS3A
Co-requisite: A course that must be completely concurrently with MUS3A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS3A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Compose and harmonize melodies that use AABA or ABCA phrase structure that include chromatic passing tones and that modulate from, and back to, the tonic key, demonstratng the ability to effect modulations using common chords, enharmonic pivots, and seque
Enumerate correct part-writing procedures; complete part-writing exercises, and take dictation, of two- and four-part progressions that use secondary dominant and diminished seventh chords, chromatic subdominant substitutions (agumented sixths, neapolitan
Conduct roman numeral analysis of short compositions (including compositions in two-part counterpoint) in a variety of forms (including binary and ternary forms and extended forms such as sonata-allegro, rondo, sonata-rondo, and rounded binary form) that

MUS3B: Intermediate Harmony and Musicianship II

4.0 Units / LEC

An introduction to the post-functional vocabulary of the late nineteenth and twentieth centuries, and a continued study in extended forms. Topics addressed include ninth, eleventh, thirteenth chords; chord symbols and jazz lead sheet notation; the diatonic modes; pentatonic and symmetrical scales; pitch sets; parallelism, bitonality, and non-tertian sonorities; free atonality; and serialism. The course also includes short composition exercises, part-writing exercises, analysis of compositions, sight-singing, and ear training.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MUS3A - Intermediate Harmony and Musicianship I
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS3B
Co-requisite: A course that must be completely concurrently with MUS3B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS3B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Compose and harmonize melodies that use AABA or ABCA phrase structure that include chromatic passing tones, use ninth, eleventh, and/or thirteenth chords, and that modulate from, and back to, the tonic key, demonstratng the ability to effect modulations u
Demonstrate mastery of part-writing procedures appropriate to the upper dominant discords (ninth, eleventh, and thirteenth chords), as well as post-functional part-writing approaches such as parallelism, bitonality, and non-tertian sonorities; complete pa
Analyze compositions (including compositions in two-part counterpoint) in a variety of forms (including binary and ternary forms and extended forms such as sonata-allegro, rondo, sonata-rondo, and rounded binary form) that use the upper dominant discords,

MUS10: Music in History

3.0 Units / LEC

A survey of Western art music from the Middle Ages through the twentieth century. The course

addresses basic musical terminology and concepts, traces changes in styles, genres, and forms through successive historical periods, introduces major composers and representative instruments, and explores the changing social contexts of music in Western culture.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL1A - College Composition
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS10
Co-requisite: A course that must be completely concurrently with MUS10
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS10, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Define basic musical terminology and concepts.
Identify the historical periods of Western music history by name and date; the characteristic aspects of musical style of each historical period; the characteristic genres, instruments, and performance forums of each historical period; and the major compo
Aurally identify musical excerpts by historical period, and, when applicable, by genre.
Analyze relationships between music of a given period and contemporaneous art, architecture, and literature, both in regards to aesthetics (i.e. common stylistic properties) and worldview (common values/belief systems conveyed).
Analyze the social context of music of a given period/region, including (but not limited to) its role in liturgy, its subject matter, its modes of dissemination (publication, live performance, etc.), the patronage issues surrounding it (who financed and c
Analyze and evaluate musical performances.

MUS12: American Popular Music

3.0 Units / LEC
A survey of the major American popular music traditions ca. 1840-2000, including popular song and musical theater; the blues-ragtime-jazz axis; country-and-western; rock music; and the soul-funk-disco-hip-hop axis. Addresses the evolution of the music industry and music-related media and technology, and the role of race, class, region, and gender in music's production, dissemination, and consumption.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL1A - College Composition
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS12
Co-requisite: A course that must be completely concurrently with MUS12
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS12, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Define basic musical terminology and concepts.
Identify important features of the major American popular music traditions 1840-2000, including period and (when applicable) region of popularity, primary audience demographic, characteristic performance practices, and cultural values conveyed through the
Identify, and evaluate the importance of, major figures within these traditions.
Identify and describe important aspects of the commercial music institutions surrounding American popular music 1840-2000; analyze the strategies of these institutions; and evaluate changes in technology on the creation, production, and dissemination of t
Aurally distinguish the music of different American popular music traditions, and different styles and/or eras within given traditions.
Analyze and evaluate musical performances.

MUS22B: Beginning Band Instruments - Brass

1.0 Units
Class instruction in the fundamentals of performance on brass instruments commonly used in a concert band setting. Note: Student must own or rent an instrument.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Demonstrate sufficient mastery of valve (or slide) positions to play chromatically from lowest to highest commonly-used notes on a given brass instrument.
2. Demonstrate employment of correct embouchure and breath support techniques through the production of acceptable tone and the ability to play the various partials.
3. Accurately read basic music notation, including commonly-used pitch, rhythm, and expression symbols, and hold one's part in band music at the Class D junior high/middle school level.

MUS22P: Beginning Band Instruments: Percussion

1.0 Units
Class instruction in the fundamentals of performance on percussion instruments commonly used in a concert band setting.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Demonstrate correct sticking technique in order to play chromatically from lowest to highest commonly-used notes (mallet percussion instruments); demonstrate the ability to accurately change drumhead pitch through pedal movement (timpani); play essential snare drum rudiments (snare drum).
2. Demonstrate acceptable tone production (all percussion instruments).
3. Accurately read basic music notation, including commonly-used pitch, rhythm, and expression symbols, and hold one's part in band music at the Class D junior high/middle school level.

MUS22W: Beginning Band Instruments: Woodwind

1.0 Units
Class instruction in the fundamentals of performance on woodwind instruments commonly used in a concert band setting. Note: Student must own or rent an instrument.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Demonstrate sufficient mastery of key positions to play chromatically from lowest to highest commonly-used notes on a given woodwind instrument.
2. Produce acceptable tone on a given woodwind instrument through employment of correct embouchure and breath support techniques.
3. Accurately read basic music notation, including commonly-used pitch, rhythm, and expression symbols, and hold one's part in band music at the Class D junior high/middle school level.

MUS24A: Beginning Class Piano I

1.0 Units / LEC-LAB
A course of instruction in piano in both group and indidivudal formats. The course introduces students to the keyboard, rhythm notation and counting, note reading in the grand staff, fingering technique, simple chord patterns, basic elements of interpretation (tempo, dynamics, phrasing), and development of two-hand independence.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Accurately realize pitch and rhythm content from grand staff notation in performance while maintaining a steady tempo.
Distinguish between legato and detached articulation directives in performance while demonstrating correct fingering technique and the ability to follow fingering instructions.
Demonstrate sufficient right hand/left hand independence to simultaneously maintain separate rhythms in the two hands, project the melody louder than the accompaniment, and maintain different articulations in the two hands when so directed.
Exhibit sensitivity to dynamics indications in performance.

MUS24B: Beginning Class Piano II

1.0 Units
A course in the continued development of piano skills in both group and individual formats. Use of the damper pedal, simple two-part polyphony, extended hand positions, and beat divisions in simple time are introduced. Course fosters further development of finger technique, hand-to-hand independence, and subtlety of articulation.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MUS24A - Beginning Class Piano I
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS24B
Co-requisite: A course that must be completely concurrently with MUS24B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS24B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Maintain a steady tempo and rhythmic accuracy in performance, including passages in simple time

with beat divisions and dotted rhythms.
Accurately realize damper pedal instructions.
Demonstrate progressive hand-to-hand independence, including accurately performing two-part polyphony involving either imitation or contrary motion between the hands.
Exhibit progressive sensitivity to tempo, dynamics, and articulation directions.

MUS25A: Intermediate Class Piano I

1.0 Units
Continued development of piano skills. Major scales, secondary triads, shifting and extended hand positions, additional articulation symbols, rolled chords, and swing eighths are introduced. Further development of finger technique, hand-to-hand independence, and subtlety of articulation through a repertoire encompassing all periods. Note: Course includes recitals.
Transferable: Transferable to both UC and CSU
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MUS24B - Beginning Class Piano II
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS25A
Co-requisite: A course that must be completely concurrently with MUS25A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS25A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Exhibit progressive development of finger technique, including the ability to perform major scales, ascending and descending, and the ability to apply shifting and extended hand positions in a variety of keys.
Accurately realize a variety of legato and detached articulations, including staccato and accent marks, and exhibit sensitivity to dynamics indications.
Accurately realize damper and sostenuto pedal directions.
Exhibit progressive development in knowledge of performance pracdtices appropriate to specific styles and historical periods, and critical discrimination in the application of specific performance conventions to specific repertoire.

MUS25B: Intermediate Class Piano II

1.0 Units
Continued development of piano skills. Minor scales, shifting and extended hand positions in a variety of keys, and performance practices appropriate to specific periods and styles are introduced. Further development of finger technique, hand-to-hand-independence, and subtlety of articulation through a repertoire encompassing all periods. Note: Course includes recitals.
Transferable: Transferable to both UC and CSU
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MUS25A - Intermediate Class Piano I
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS25B
Co-requisite: A course that must be completely concurrently with MUS25B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS25B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Exhibit progressive development of finger technique, including the ability to perform melodic minor scales, ascending and descending, and the ability to apply shifting and extended hand positions in a variety of keys.
Accurately realize damper and sostenuto pedal directions, and exhibit critical discrimination in the employment of the pedals in passages that contain no explicit pedal markings.
Accurately realize a variety of legato and detached articulations; exhibit sensitivity to dynamics indications; exhibit critical discrimination in the choice of articulation and dynamics shadings in passages that contain no explicit articulation and/or dy
Perform simple pieces of the baroque, classic, and/or romantic period, as assigned; recognize and exercise critical discrimination in applying performance conventions appropriate to each.

MUS26A: Beginning Class Voice I

1.0 Units / LEC-LAB
Group instruction at the beginning level in the development of solo vocal techniques. Breathing techniques, tone quality, and stage presence are covered in a variety of musical styles
Transferable: Transferable to both UC and CSU
Grading Options:

- Letter Grade methods

Student Learning Outcomes
Using effective posture and breathing techniques, develop a vocal range of one and a half octaves.
Recognize, and realize in performance, expression directions.
Carry a vocal part individually in an a cappella round or with piano accompaniment.
Sing foreign language songs with correct diction.

MUS26B: Beginning Class Voice II

1.0 Units
A continued development of vocal skills in a group format. Emphasis is placed on further development of solo voice techniques, practice skills, and performance approaches in various musical styles. Note: Students enrolling should be able to read music and be aware of basic techniques of breathing, tone quality, and stage presence.
Transferable: Transferable to both UC and CSU
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MUS26A - Beginning Class Voice I
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS26B
Co-requisite: A course that must be completely concurrently with MUS26B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS26B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Using effective posture and breathing techniques, develop a vocal range of two octaves.
Demonstrate mastery of performance practices appropriate to specific vocal genres, including specific approaches to phrasing, dynamics, and diction.
Demonstrate presentation and characterization skills in the context of live performance.
Demonstrate the ability to carry a vocal part in a duet.

MUS27A: Intermediate Class Voice I

1.0 Units
A continued development of vocal skills in a group format. Emphasis is placed on further development of solo voice techniques, practice skills, and performance approaches in various musical styles. The international phonetic alphabet is introduced. Note: Students enrolling should be able to read music and be aware of the techniques of breathing, tone quality, and stage presence taught in Music 26B.
Transferable: Transferable to both UC and CSU
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MUS26B - Beginning Class Voice II
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS27A
Co-requisite: A course that must be completely concurrently with MUS27A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS27A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate mastery of performance practices appropriate to specific vocal genres, including specific approaches to phrasing, dynamics, and diction.
Through an analysis of song structure and lyrics, create and convey a convincing presentation and characterization in the context of live performance.
Demonstrate the ability to carry a part in a vocal quartet.
Demonstrate mastery of international phonetic alphabet (IPA).

MUS27B: Intermediate Class Voice II

1.0 Units
Continued development of vocal skills in a group format. Emphasis is placed on further development of solo voice techniques, practice skills, and performance approaches in various musical styles. Further work with the international phonetic alphabet. Note: Students enrolling should be able to read music and be aware of techniques of breathing, tone quality, and stage presence as taught in Music 27A.
Transferable: Transferable to both UC and CSU
Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MUS27A - Intermediate Class Voice I
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS27B
Co-requisite: A course that must be completely concurrently with MUS27B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS27B, unless they already have the knowledge and skills covered.

Student Learning Outcomes
Through an analysis of style, genre, and historical period, apply appropriate performance practices, including specific approaches to phrasing, dynamics, and diction.
Through an analysis of song structure and lyrics, create and convey a convincing presentation and characterization in the context of live performance.
Demonstrate the ability to carry a part in a vocal ensemble.
Demonstrate mastery of international phonetic alphabet (IPA).
Perform an audition repertoire that includes an uptempo song and a ballad.

MUS29A: Beginning Class Guitar I

1.0 Units / LEC-LAB
A course of group instruction in guitar at the beginning level. Course includes familiarization with the fretboard, fundamental rhythm notation, chord symbols, simple chord progressions, and melodic notation in the treble staff.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Fluently locate a given pitch on any string on which that pitch is playable.
2. Accurately play all first position triads and seventh chords from chord symbol notation.
3. Accurately perform melodies from treble staff notation.
4. Accurately hold a part in a guitar ensemble.

MUS29B: Beginning Class Guitar II

1.0 Units
Continued development of guitar skills in both group and individual formats. Students develop progressive reading and fretting skills, and begin barre chords and major scales.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MUS29A - Beginning Class Guitar I
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS29B
Co-requisite: A course that must be completely concurrently with MUS29B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS29B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Accurately perform major scales.
Accurately perform repertoire requiring barre chords.
Accurately hold a part in a guitar ensemble.

MUS29C: Intermediate Class Guitar

1.0 Units
Continued development of guitar skills in both group and individual formats. Students develop progressive reading and fretting skills, and begin minor and pentatonic scales.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MUS29B - Beginning Class Guitar II
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS29C
Co-requisite: A course that must be completely concurrently with MUS29C
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS29C, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Realize progressively more challenging chord symbols and formations.
Demonstrate progressive fluency in playing major scales.
Accurately perform selected minor and pentatonic scales.

MUS40: Independent Study in Music

0.5 - 2.0 Units
Individual research and special projects in Music. Specific projects to be determined in consultation with instructor. Note: All independent study projects must be approved by instructor, and an approved independent study contract must be on file before the independent study section is created.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Formulate specific objectives in conjunction with the instructor.
2. Demonstrate the fulfillment of the objectives to the instructor upon the completion of the individual project.

MUS59: Chorale

1.0 Units
The study and performance of literature for choral ensemble. Course addresses vocal techniques, development of sight reading skills, and historical background.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MUS26A - Beginning Class Voice I
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS59
Co-requisite: A course that must be completely concurrently with MUS59
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS59, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Demonstrate an acceptable standard of vocal technique, as well as rhythmic and pitch accuracy, in performance.
2. Identify and combine appropriate interpretative nuances and conventions in performance.
3. Exhibit effective collaborative skills within the ensemble.

MUS61: Concert Band

1.0 Units
The study and performance of traditional and contemporary concert band literature. Course addresses rehearsal techniques, development of sight reading and public performance skills, and historical background.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MUS22B - Beginning Band Instruments - Brass
OR
Advisory: MUS22P - Beginning Band Instruments - Percussion
OR
Advisory: MUS22W - Beginning Band Instruments - Woodwind
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS61
Co-requisite: A course that must be completely concurrently with MUS61
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS61, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Demonstrate an acceptable standard of instrumental technique, as well as rhythmic and pitch accuracy, in performance.
2. Identify and combine appropriate interpretative nuances and conventions in performance.
3. Exhibit effective collaborative skills within the ensemble.

MUS62: Jazz Orchestra

1.0 Units
An advanced-level performing ensemble that focuses on Big Band jazz repertoire from all eras. Course addresses development of sight reading, public performance, and improvisation skills.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: MUS22B - Beginning Band Instruments - Brass
OR
Advisory: MUS22P - Beginning Band Instruments: Percussion
OR
Advisory: MUS22W - Beginning Band Instruments - Woodwind
Definitions:
Prerequisite: A course that must be completed before enrolling in MUS62
Co-requisite: A course that must be completely concurrently with MUS62
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in MUS62, unless they already have the knowledge and skills covered.
Student Learning Outcomes
1. Demonstrate an acceptable standard of instrumental technique, as well as rhythmic and pitch accuracy, in performance.
2. Identify and combine appropriate interpretative nuances and conventions in performance.
3. Exhibit effective collaborative skills within the ensemble.

Native American Studies [NAS]

NAS1: Introduction to Native American Studies

3.0 Units / LEC

An introduction to the interdisciplinary field of Native American Studies, exploring the complexity and diversity of Native American experience. It is centered on the Native American perspective, gaining further insight from traditional academic fields such as history, anthropology, and literature. It also explores contemporary cultures and the vital contributions of First Peoples to a multicultural society.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in NAS1

Co-requisite: A course that must be completely concurrently with NAS1

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in NAS1, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Explain the interdisciplinary nature of Native American Studies and identify its major component parts.
Identify historical, economic, political, and social situations influencing Native American life.
Identify Native Americans as inheritors of multiple and complex cultures rather than as one homogeneous ethnic or "racial" group.

NAS21: Native American History

3.0 Units / LEC

A survey from pre-Columbian origins to the present. This course examines the trajectories of indigenous societies, their interactions with European invaders, and their vital role in the development of a multiethnic nation-state in North America. It examines the historical context of contemporary Native American political, cultural, legal, and economic conditions, and the role of Native Americans in contemporary society.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in NAS21

Co-requisite: A course that must be completely concurrently with NAS21

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in NAS21, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Explain major social, political, economic, and cultural developments in Native American societies in a historical perspective.
Describe economic, political, and social situations influencing Native American history.
Analyze how Native American history has been interpreted from native and non-native perspectives.

Nursing [NURS]

NURS1: Nursing Science and Practice Concepts I

9.5 Units / LEC-LAB

Introduction to nursing and roles of the nurse in micro (work unit) and macro (health care facility) systems, as well as profession-related and patient care concepts. Concepts include professionalism, safety, communication, culture, functional ability, perfusion, evidence, informatics and technology, fluid & electrolytes, thermoregulation, pain, elimination and health promotion. Develop basic assessment and nursing skills. Nursing process and evidence-based practice provide a decision-making framework to develop clinical judgment skills.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Enrollment Limitation:

Admission to the Nursing Program

Student Learning Outcomes

Apply selected concepts related to professionalism, including the nursing process, to the provision of safe, quality patient care.
Integrate fundamental concepts related to the provision of safe, quality, patient-centered care: health promotion, culture, evidence, informatics, professionalism, communication and safety.
Demonstrate basic nursing skills using proper techniques and measures to promote safe, quality patient-centered care.
Integrate knowledge within a concept based framework for application to patient care.
Demonstrate the nurse's role in supporting a patient's psychosocial needs, functional ability, pain, perfusion, fluid and electrolyte balance.
Apply knowldge of pharmacology, pathophysiology and nutrition, as well as established evidence, to the care of patients.

NURS2: Nursing Science and Practice Concepts II

9.5 Units / LEC-LAB

Integrative, family-centered approach to care of mothers, newborns and children as well as the care of adults and older adults with health alterations, specifically incorporating the concepts of development, reproduction, patient education, gas exchange, sexuality, glucose regulation, acid-base balance and cellular regulation. Nursing process and evidence-based practice provide a decision-making framework to further develop clinical judgment skills.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: NURS1 - Nursing Science and Practice Concepts I

Definitions:

Prerequisite: A course that must be completed before enrolling in NURS2

Co-requisite: A course that must be completely concurrently with NURS2

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in NURS2, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Develop a patient-centered, age-appropriate plan of care utilizing the nursing process.
Integrate knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based practices and concepts when caring for patients across the lifespan.
Use healthcare information technology and best current evidence to mitigate error, and communicate relevant information with members of the healthcare team.
Adhere to ethical, legal, and professional standards while caring for patients across the lifespan.
Integrate knowledge within a concept-based framework for application to patient care.
Integrate patient education and developmental concepts related to the provision of safe, quality, patient-centered care.
Demonstrate specialized and advanced nursing skills using proper techniques and measures to promote safe, quality, age-appropriate patient-centered care.
Demonstrate the nurse's role in supporting a patient's psychosocial and physiologic needs: reproduction, sexuality, gas exchange, acid base, glucose regulation, elimination, thermoregulation.

NURS3: Nursing Science and Practice Concepts III

9.0 Units / LEC-LAB

Care of adult and older adult patients with complex medical/surgical health problems, as well as patients experiencing mental health and behavioral disorders. Implementation of care coordination and exploration of health care organizations. Concepts of healthcare organizations, care coordination, mood and affect, anxiety, addiction, interpersonal violence, psychosis, cognition, mobility,sensory perception,tissue integrity are integrated. Emphasis on communication, advocacy and clinical reasoning and judgment.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Enrollment Limitation:

Admission to the RN or LVN/Paramedic to RN Career Mobility or LVN/Paramedic to RN 30-Unit Option program.

Prerequisites, Co-requisites & Advisories:

Prerequisite: NURS2 - Nursing Science and Practice Concepts II

OR

Prerequisite: NURS20 - RN Transitional Concepts

Definitions:

Prerequisite: A course that must be completed before enrolling in NURS3

Co-requisite: A course that must be completely concurrently with NURS3

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in NURS3, unless they already have the knowledge and skills covered.

Student Learning Outcomes
Perform mental and behavioral health assessments on patients using standardized protocols and tools.
Implement strategies that allow for the provision of a safe environment and promote coordination of quality care for patients across healthcare settings.
Develop an individualized, evidence based plan of care that demonstrates and incorporates teaching-learning strategies, health-promoting behaviors and recovery principles.
Collaborate with members of the inter professional health care team while acting as a patient advocate in the provision of safe, quality care for patients.
Demonstrate clinical decision making and judgement when participating in the provision of care to patients.
Apply knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based practices in the provision of care for patients.
Integrate concepts related to provision of safe, quality, patient-centered care: health care organizations and care coordination.
Use verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families.
Adhere to ethical, legal and professional standards while recognizing ethical dilemmas affecting patient care.
Demonstrate the nurses role in supporting a patients psychosocial and physiologic needs: Psychosis, Mood and Affect, Anxiety, Addiction, Interpersonal Violence, Sensory Perception, Cognition, Tissue Integrity and Mobility.

NURS4: Nursing Science and Practice Concepts IV

10.0 Units / LEC-LAB
Care of adult and older adult patients with complex medical/surgical health problems, as well as patients with acute and chronic health alterations living in the community. Exploration and implementation of leadership and management roles. Concepts of clotting, intracranial regulation, infection, inflammation, immunity, leadership, collaboration, health policy, healthcare quality, ethical-legal, clinical judgment are integrated. Emphasis on quality, collaboration and ethical and legal issues.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: NURS-3 -
Definitions:
Prerequisite: A course that must be completed before enrolling in NURS4
Co-requisite: A course that must be completely concurrently with NURS4
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in NURS4, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate clinical judgment and reasoning when providing holistic evidence based care that integrates knowledge of pharmacology and pathophysiology for adults and older adults experiencing complex alterations in health in a variety of settings.
Collaborate with members of the inter professional health care team while acting as a patient advocate in leading the provision of safe, quality care for adult and older adult patients with complex health alterations in a variety of settings.
Appraise the use of health information systems and patient care technologies that allow for the provision of a safe environment and promote coordination of quality care for patients across the healthcare settings.
Use organizational, time management, priority-setting and decision-making skills in the provision of care to patients with complex health alterations in a variety of settings.
Analyze strategies that provide a safe environment for patients, self, and others while supporting quality improvement initiatives.
Promote ethical, legal, and professional standards in the provision of care to adults and older adult patients with complex health alterations in a variety of settings.
Evaluate the nurses role in supporting a patient's psychosocial and physiologic needs: infection, inflammation, immunity, intracranial regulation, clotting.
Analyze the impact that the microsystem and macrosystem, including health policy, leadership and the Nurse Practice Act, have on patient care and the profession of nursing.

NURS20: RN Transitional Concepts

3.0 Units / LEC-LAB
Preparation for entry into the ADN program of study. Develop basic assessment and nursing IV therapy skills. Concepts include concept-based learning, communication, clinical judgment, professionalism, ethical-legal and patient education are integrated. Nursing process and evidence-based practice provide a decision-making framework to further develop clinical judgment skills.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Enrollment Limitation:
Admission to LVN/Paramedic to RN Career Mobility Program, or to the LVN-RN 30 Unit Option
Student Learning Outcomes
Integrate knowledge within a concept-based framework for application to patient care.
Construct a framework regarding professionalism in the transition to the role of the registered nurse.
Provide patient education to a variety of patients.
Demonstrate competencies that serve as a foundation for practice as a registered nurse.
Demonstrate proficiency in nursing skills: urinary catheterization, IM/SQ injections, IVPB, IVP, and IV starts, central lines, and blood administration.
Incorporate concepts of holism (i.e. culture, sexuality, developmental level) in providing patient centered care.

NURS21: Nursing Science and Practice I

9.0 Units / LEC-LAB
A course in the introduction to major concepts of client, environment, health, and the art/science of nursing basic to developing a caring collaborative relationship in nursing practice. There is an emphasis on nursing process, communication, teaching-learning, safety, infection control, medication administration, and individualized, holistic nursing care of clients with commonly occurring medical/surgical conditions having predictable outcomes. Concurrent clinical experiences occur in health care facilities.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Enrollment Limitation:
Admission to the Nursing Program
Prerequisites, Co-requisites & Advisories:
Co-Requisite: NURS-10A -
Definitions:
Prerequisite: A course that must be completed before enrolling in NURS21
Co-requisite: A course that must be completely concurrently with NURS21
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in NURS21, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Provider of Nursing Care/Nursing Process: Uses the Nursing Process, with guidance, in the care of clients with commonly occurring pathophysiological conditions having predictable outcomes.
Provider of Nursing Care/Safety: Recognizes risk in provison of health care and applies safety-management strategies.
Manager of Nursing Care/ Clinical Reasoning: Recognizes the concepts of clinical reasoning and collects information to make sound clinical judgments.
Manager of Nursing Care/Collegial Conduct: Establishes and maintains effective collegial working relationships with peers, staff and instructor.
Member of the Profession of Nursing: Adheres to legal and ethical standards of nursing care, especially maintaining confidentiality, reporting errors promptly and following the policies of the agency and nursing program.

NURS22: Nursing Science and Practice II

9.0 Units / LEC-LAB
A course in the application of the nursing process in collaborative, holistic care of individual and family clients across the life-span, who are experiencing commonly occurring physiological and pathophysiological conditions with predictable and unpredictable outcomes. Concurrent clinical experiences occur within medical, surgical, pediatric, maternal-child, and community settings. Application of nursing roles and responsibilities in intermediate physical interventions to assess and support individual clients/family-clients to meet their immediate and continuing needs.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Enrollment Limitation:
Admission to the RN Program.
Prerequisites, Co-requisites & Advisories:
Prerequisite: NURS-10A -
AND
Prerequisite: NURS-21 -
Definitions:
Prerequisite: A course that must be completed before enrolling in NURS22
Co-requisite: A course that must be completely concurrently with NURS22
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in NURS22, unless they already have the knowledge and skills covered.

Student Learning Outcomes
Provider of Nursing Care/Nursing Process: Uses the Nursing Process, with guidance, to meet client needs and promote health in the care of newborns, children and adults with selected medical, surgical and /or maternal-child disorders.
Provider of Nursing Care/Safety: Recognizes risk in provison of health care and applies safety-management strategies, with particular emphasis in caring for newborns, children and adults with selected medical, surgical and /or maternal-child disorders.
Manager of Nursing Care/ Clinical Reasoning: Evaluates information collected and thoroughly analyzes major alternatives for prioritizing nursing activities.
Manager of Nursing Care/Collegial Conduct: Supports peers and other workers in the delivery of client care. Manages nursing procedures for individual and family clients
Member of the Profession of Nursing: Adheres to legal and ethical standards of nursing practice and principles, related to pediatric care, obstetrical care, death and dying.

NURS23: Nursing Science and Practice III

9.0 Units / LEC-LAB
A course focusing on the nursing process in the collaborative, holistic care of groups of individual and family clients with complex pathophysiological and psychological conditions. Concurrent clinical experiences occur in acute healthcare facilites, psychiatric settings and community health placements. This course emphasizes the roles and responsibilites of the nurse meeting immediate and long term client care needs.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Enrollment Limitation:
Admission to the RN or LVN/Paramedic Career Mobility Program.
Prerequisites, Co-requisites & Advisories:
Prerequisite: NURS-10B -
AND
Prerequisite: NURS-22 -
OR
Prerequisite: NURS60A - LVN/Paramedic-to-RN Transition Concepts Part I
AND
Prerequisite: NURS60B - LVN/Paramedic-to-RN Transition Concepts Part II
AND
Prerequisite: NURS60L - LVN/Paramedic-to-RN Transition Clinical
Definitions:
Prerequisite: A course that must be completed before enrolling in NURS23
Co-requisite: A course that must be completely concurrently with NURS23
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in NURS23, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Provider of Nursing Care/Nursing Process: Employs the Nursing Process to assist clients and their families who are experiencing crises associated with chronic illness, multiple medical disorders, complex surgery, and mental illness.
Provider of Nursing Care/Safety: Recognizes risk in provison of health care and applies safety-management strategies.
Manager of Nursing Care/ Clinical Reasoning: Draws warranted, judicious, valid conclusions, justifies actions taken, explaining assumptions and reasons, for prioritizing and delegating care for clients.
Manager of Nursing Care/Collegial Conduct: Participates in the coordination of care given by peers and/or other health care team members utilizing concepts of leadership and management.
Member of the Profession of Nursing: Demonstrates responsibility for professional behavior and identifies own beliefs and values and their impact on patient care.

NURS24: Nursing Science and Practice IV

10.0 Units / LEC-LAB
A course which synthesizes the major concepts of the client, environment, health, holism and the art and science of nursing. This course focuses on critical thinking and professional behaviors essential to enhancing a caring-collaborative relationship in nursing practice. The concepts of nursing management and leadership of other health care workers are incorporated within the provision and management of care of clients with complicated and critical pathophysiological conditions.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Enrollment Limitation:
Admission to the RN Program.
Prerequisites, Co-requisites & Advisories:
Prerequisite: NURS-23 -
Definitions:
Prerequisite: A course that must be completed before enrolling in NURS24
Co-requisite: A course that must be completely concurrently with NURS24
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in NURS24, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Provider of Nursing Care/Nursing Process: Employs the Nursing Process in care of clients with complicated and critical patho-physiological conditions with unpredictable outcomes. Uses advanced communication skills and teaching and learning principlesto ca
Provider of Nursing Care/Safety: Recognizes risk in provison of health care and applies safety-management strategies.
Manager of Nursing Care/ Clinical Reasoning: Demonstrates clinical reasoning to problem solve, organize, prioritize, and delegate care for a group of patients.
Manager of Nursing Care/Collegial Conduct: Employs leadership and management skills in providing efficient and effective patient care in collaboration with the health care team.
Member of the Profession of Nursing: Demonstrates accountability for the provision and evaluation of nursing care that conforms to professional standards and incorporates legal and ethical responsibilities of the nurse, especially the rights of patients.

NURS60A: LVN/Paramedic-to-RN Transition Concepts Part I

1.0 Units / LEC
This course explores practice concepts related to role transition for the Licensed Vocational Nurse or Paramedic seeking Registered Nurse licensure. Topics include but are not limited to role theory, distinction between LVN/Paramedic/RN roles, nursing process, clinical reasoning, theraputic communication, client teaching, and nursing skills related to nursing fundamentals and pharmacology. Students will be introduced to the RN Asssociate Degree curriculum model, and the roles and reponsibilities of the Registered Nurse. Note: Students must have waitlist number for the LVN/Paramedic-RN Career Mobility Program and current licensure as an LVN or Paramedic in order to enroll. Didactic and clinical competency will be assessed through standardized exams and skills testing.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Demonstrate understanding of the nursing process and conceptual differences between the LVN/Paramedic and the RN scope of practice.
Demonstrate knowledge and skills of fundamental nursing concepts equivalent to students completing NURS 21 (first year, first semester fundamental RN concepts).

NURS60B: LVN/Paramedic-to-RN Transition Concepts Part II

1.0 Units / LEC
This course explores nursing practice concepts related to role trasition for the Licensed Vocational Nurse or Paramedic seeking Registered Nurse licensure. Topics include but are not limited to nursing care plan development, RN licensure process and requirements, leadership, legal ethical issues, family centered and holistic nursing and nursing skills related to Maternal-Child Health and Pediatrics. Note: Students must have waitlist number for the LVN/Paramedic-RN Career Mobility Program, current licensure as an LVN or Paramedic and completion of NURS-60A in order to enroll. Didactic and clinical competency will be assessed through standardized exams and skills testing.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Enrollment Limitation:
Students must have waitlist number for the LVN/Paramedic-RN Career Mobility Program, current licensure as an LVN or Paramedic and completion of NURS-60A in order to enroll.
Prerequisites, Co-requisites & Advisories:
Prerequisite: NURS60A - LVN/Paramedic-to-RN Transition Concepts Part I
Definitions:
Prerequisite: A course that must be completed before enrolling in NURS60B
Co-requisite: A course that must be completely concurrently with NURS60B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in NURS60B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate understanding of the nursing process and conceptual differences between the LVN/Paramedic and the RN scope of practice.
Demonstrate knowledge of pediatric and maternal-child nursing concepts equivalent to students

completing NURS 22 (first year, second semester RN concepts).

NURS60L: LVN/Paramedic-to-RN Transition Clinical

1.0 Units

A course practicing nursing skills related to role transition for the licensed Paramedic or LVN seeking Registered Nurse Licensure. This course provides opportunity to demonstrate professional nursing skills typical for the fundamental RN student level including but not limited to: assessment, communication, electronic medical records, patient education, safety, patient mobility, hospital-based bedside care and medication administration, care of OB, uncomplicated geriatric, adult medical-surgical and pediatric patients. Note: This is a clinical lab course requiring College of the Redwoods nursing uniform attire and will be held in local acute care hospitals or community settings and the Simulation Lab.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass

Prerequisites, Co-requisites & Advisories:

Prerequisite: NURS60B - LVN/Paramedic-to-RN Transition Concepts Part II

Definitions:

Prerequisite: A course that must be completed before enrolling in NURS60L

Co-requisite: A course that must be completely concurrently with NURS60L

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in NURS60L, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Demonstrate skills consistent with the fundamental RN student level.

Demonstrate comprehension and application of nursing concepts at the fundamental RN student level including; basic nursing process, care plan development, pediatric care, obstetric care, and pharmacologic foundations.

Oceanography [OCEAN]

OCEAN10: Introduction to Oceanography

3.0 Units / LEC

An introduction to the Earth's ocean including marine environments, geology, plate tectonics, fundamental chemical and physical properties of seawater, atmospheric-oceanic relationships, oceanic circulation, coastal environments and biological productivity.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Use the formal methodology of the scientific method as an inquiry-based tool to critically evaluate oceanic phenomena.

Describe how energy is transferred between different elements of the Earth's geologic, oceanic, atmospheric and biological systems.

Apply oceanographic principles to describe how coastal materials and landscapes change over time.

Apply concepts of physics and chemistry to quantitatively explain variations in the characteristics of the oceanic environment.

OCEAN10L: Laboratory in Oceanography

1.0 Units

An exploration of the conceptual material presented in OCEAN 10. Students will acquire practical laboratory and field experience using oceanographic skills, tests, and procedures. Laboratory exercises focus on chart reading, measurements of seafloor movement, seawater chemistry, wave celerity, and microscopic analysis. Field experience includes examination of coastal geology, wave and beach processes, habitats and marine organisms. Note: This course includes field trips to various marine and coastal areas. The College does not provide transportation.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: OCEAN10 - Introduction to Oceanography

OR

Co-Requisite: OCEAN10 - Introduction to Oceanography

Definitions:

Prerequisite: A course that must be completed before enrolling in OCEAN10L

Co-requisite: A course that must be completely concurrently with OCEAN10L

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in OCEAN10L, unless they already have the knowledge and skills covered.

Student Learning Outcomes

1. Use the formal methodology of the scientific method as an inquiry-based tool to critically evaluate oceanic phenomena.
2. Demonstrate the skills necessary to utilize basic instruments, tools, and tests used in oceanography.
3. Apply classification systems to organize and identify marine features and organisms.

OCEAN12: Environmental Oceanography

3.0 Units / LEC

A study of the fundamental principles of oceanography and the resources available from the sea. The basic concepts of physical, chemical, geologic, and biological oceanography will be explored in discussions on marine mineral resources, ocean energy, living resources of the sea, marine pollution, and ocean management.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Use the formal methodology of the scientific method as an inquiry-based tool to critically evaluate oceanic phenomena.

Describe the transfer of energy between different elements of the Earth's, geologic, oceanic, atmospheric and biological systems.

Analyze changes to the global ocean and climate systems in the context of anthropogenic influence and societal impacts.

Describe the origin of oceanic resources (such as marine life, energy resources, and minerals) and the consequences of resource management choices.

Philosophy [PHIL]

PHIL1: Critical Thinking

3.0 Units / LEC

A study of thinking and its qualities with a focus on effective decision making and practical reasoning skills. Students will practice evaluating arguments and gathering and analyzing information and reasoning to justify a conclusion. The course examines the uses of language, formal and informal fallacies, argument forms, deductive and inductive logic, and methods for evaluating arguments.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

1. Analyze and evaluate complex arguments about philosophical, cultural, or aesthetic issues from a variety of oral and written sources.
2. Construct a logical, coherent argument with a justified conclusion.

PHIL2: Introduction to Political Philosophy

3.0 Units / LEC

A course examining the key texts and political thinkers of western political thought from Plato to the present. Students will be introduced to: (1) historical and contemporary debates about the most desirable cultural values, political regimes, institutional forms, economic systems, and laws to achieve "the good life;" and (2) political theorists' answers to contentious questions about the nature of justice, freedom, and equality.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: ENGL-150 -

Definitions:

Prerequisite: A course that must be completed before enrolling in PHIL2

Co-requisite: A course that must be completely concurrently with PHIL2

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PHIL2, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Identify the core concepts and contributions of thinkers such as Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Mill and Marx.

Compare and contrast modern political ideologies, such as liberalism, conservatism, Marxism, and feminism.

Apply the perspectives of thinkers from different eras to contemporary political problems.

PHIL10: Introduction to Philosophy

3.0 Units / LEC

An introduction to the central and enduring philosophical problems and the arguments historical and contemporary philosophers have made about them. Topics to be addressed include epistemology; metaphysics; the relation between the mind and the body; the nature of free will; the existence of God; the foundations of morality; aesthetics; and

justice. Emphasis is on using methods of philosophic inquiry to develop and defend individual responses to perennial questions.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Apply the methods of philosophical inquiry to philosophical questions.
2. Evaluate the theories and arguments of major philosophers in response to central and enduring philosophic questions.

PHIL12: Introduction to Logic

3.0 Units / LEC
An introduction to the nature of argument with emphasis on informal and formal logic. Students will practice inductive and deductive reasoning and learn to use Venn diagrams, squares of opposition, and truth tables to assess ordinary language arguments encountered in daily life and symbolic arguments. Topics such as justification, validity, language and thought, and formal and informal fallacies will be discussed.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ENGL102 - Developing Reading and Writing
OR
Prerequisite: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in PHIL12
Co-requisite: A course that must be completely concurrently with PHIL12
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PHIL12, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Define key concepts used in logic and argumentation, such as claim, premise, conclusion, deduction, induction, validity, contingency, contradiction, tautology, soundness, and well formed formulas (WFF).
Employ the logic operators and quantifiers in formalizing natural language arguments in the symbolic form.
Analyze and evaluate complex arguments encountered in daily life.

PHIL13: History of Ancient Philosophy

3.0 Units / LEC
An introduction to the development of Western philosophy focusing on its beginnings in ancient Greece and its development into the philosophy of the Medieval era (500BCE-1500CE). Emphasis is on the explication of primary philosophical texts by the Pre-Socratics, Plato, and Aristotle.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in PHIL13
Co-requisite: A course that must be completely concurrently with PHIL13
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PHIL13, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Critically evaluate the arguments, assumptions, principles, and methods of pre-Socratic philosophers, Socrates, Plato, Aristotle, and some of the major Hellenistic and medieval philosophers.
Describe the historical and cultural contexts in which ancient and medieval philosophies were developed.
Explicate ancient and medieval primary philosophical texts.

PHIL14: History of Early Modern Philosophy

3.0 Units / LEC
An introduction to the major philosophers of the Western tradition from the Renaissance through the Enlightenment (@1500-1800). Students will examine the problem of knowledge, reality, truth, freedom, agency, morality, and value theory. Emphasis is on the explication of primary texts by Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, and Kant.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in PHIL14
Co-requisite: A course that must be completely concurrently with PHIL14
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PHIL14, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Critically evaluate the arguments, assumptions, principles, and methods of key philosophers of the Renaissance and Enlightenment eras.
Describe the historical and cultural contexts in which modern philosophies were developed.
Explicate Renaissance and Enlightenment era primary philosophical texts.

PHIL15: Religions of the World

3.0 Units / LEC
An introductory examination of religious thought, experience, and expression associated with living religions of the world. Religions that may be studied include Hinduism, Jainism, Buddhism, Confucianism, Taoism, Sikhism, Zoroastrianism, Judaism, Christianity, Islam, and Primal.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Describe the historical, intellectual, and cultural contexts of various religious traditions and texts.
2. Analyze the philosophical and religious ideas that underlie and are reflected in the practices and sacred texts of various religions, including concepts of nature, ultimate reality, cosmology, and ethics.

PHIL16: Introduction to the Philosophy of Religion

3.0 Units / LEC
An introduction to the major philosophical issues related to religion and to the arguments offered in response to these issues by historical and contemporary philosophers. Using philosophical methods of inquiry, students will study issues such as the arguments for and against theism, the relationship between God and language, the problem of evil, the cognitive components of religious experience, the relationship between God and morality, and the distinctions between faith and reason. Emphasis is on the explication of traditional and contemporary primary philosophical works, including historical philosophers such as Boethius, Anselm, Aquinas, Leibniz, Hume, Calvin, Luther, Erasmus, Kierkegaard, and Kant and contemporary philosophers such as William Lane Craig, Richard Swineburne, Alvin Plantinga, Sam Harris, and Christopher Hitchens.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in PHIL16
Co-requisite: A course that must be completely concurrently with PHIL16
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PHIL16, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply the key concepts and methods of philosophical inquiry in response to the philosophical problems pertaining to religion.
Evaluate the arguments offered by philosophers in response to the philosophical problems pertaining to religion.
Develop and defend one's own philosophic positions in response to philosophical questions pertaining to religion.

PHIL20: Introduction to Ethics

3.0 Units / LEC
An introduction to major ethical theories and the practice of moral reasoning and decision making. Students will practice using ethical theories and methods of moral reasoning to reach justified ethical conclusions in response to a variety of current ethical issues related to stem cell research, war, computer technology, religious practice, the treatment of animals and the environment, etc.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes

1. Use the principles of major ethical theories to develop and defend ethical conclusions.

Physical Education [PE]

PE8A: Beginning Golf

0.5 - 1.0 Units

This course is designed to introduce students to the basic golf fundamentals of the grip, stance and swing. The basics in scoring and etiquette will be emphasized for a standard round of golf. Note: Students will be expected to provide their own transportation to the local golf course for a minimum of four class sessions. In addition, students with their own set of golf clubs will be expected to use them.

Transferable: Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Successfully execute the grip, stance and swing of a golf club based on different situations related to the lie of the golf ball and/or distance to the pin.
Understand and follow the rules and etiquette of golf play posted at any course and properly score a round of play.
Identify and execute the proper line and speed of a putt.
Display improvement in various skill shots.

PE9: Hiking

0.5 - 1.0 Units

A fun and challenging experience that explores our beautiful local Humboldt County trails and surrounding areas. This course will introduce safe hiking on terrain that will progress from easy and moderate to strenuous throughout the semester. Hikes will typically range from 3-8 miles on each outing and require a 20-minute per mile pace. Leadership and nature activities exploring safety, leave no trace, history, flora and fauna and emergency procedures will be introduced. Note: Field trip oriented class; hiking off campus occurs for all but the first class session. Students need to provide their own transportation to hiking locations.

Transferable: Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Exhibit the ability to plan for a safe day hike ranging 3-8 miles.
Demonstrate the ability to hike a mile in under 20 minutes.
Describe the types of conditions necessary for hiking.
Demonstrate how to leave no trace.

PE10: Running and Walking

1.0 Units

A course designed to increase the student's personal fitness through stretching, jogging and/or walking while ensuring a gradual, safe, and total physiological adaptation to exercise. Attention is given to increasing cardiovascular efficiency, muscular strength, and endurance.

Transferable: Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Improve cardiovascular endurance.
Strengthen specific muscle groups.
Perform the calculation for target heart rate.
Develop a personal fitness log by recording exercise sessions and creating an individual fitness program.

PE11: Tennis

Units

Transferable: Transferable to both UC and CSU

Student Learning Outcomes

This Course doesn't have data for this Section

PE12: Weight Training

1.0 Units

The application of resistance in the form of weight machines, free-weights, and body resistance exercises to condition the muscular system of the body. Training programs will be adapted to individual student's weight training level.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Construct an individualized strength training program.
Record completed workout in a weight training log and make program changes as indicated.
Identify the basic concepts and terms of resistance training.
Demonstrate proper exercise technique.

PE13: Boot Camp Fitness

0.5 - 1.0 Units

A course in fitness involving very high intensity, high energy cardiovascular workouts with minimal rest periods. Students will be required to perform plyometric jumping drills, sprints, core body movements, lunges, and many other movements. Exercise nutrition will be discussed and students will be required to create a personalized workout and nutrition plan. Note: This is a high intensity exercise course.

Transferable: Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Improve anaerobic and aerobic cardiovascular fitness.
Improve core muscular strength and endurance.
Analyze a food journal.

PE14: Defensive Tactics

0.5 - 1.0 Units

A course designed to include concepts and techniques of effective self-defense skills. Students will be required to take part in demonstrations and drills, and perform technical defensive skills.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Demonstrate knowledge of the safest and most effective way to protect oneself.
Apply self-defense skills in defensive situations.
React and move at an increased level through better physical fitness and skill development.

PE15: Women's Self Defense

1.0 Units / LEC-LAB

Introduction to self-defense course in which violence prevention education, assertiveness skills, and physical self-defense techniques are taught and practiced. Note: This course is open to all genders and all fitness levels.

Transferable: Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Analyze the societal problem of interpersonal violence and sexual assault. Identify common misconceptions.
Differentiate between aggressive, passive, and assertive communication.
Effectively employ avoidance, deterrence, and escape maneuvers.
Effectively employ verbal, psychological, and physical self-defense techniques.

PE17: Aerobic Kickboxing

0.5 - 1.0 Units

A study of the techniques of kickboxing and martial sports as the basis for aerobic exercise and strength training. Basic kicking, punching, and blocking techniques will be taught as well as footwork and combinations. The focus is on aerobic fitness, safe execution of kicks and punches, balance, flexibility, coordination, and timing.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Document measured improvement in levels of aerobic and physical fitness.
Demonstrate safe execution of moves, with sufficient control to engage in partner work with target bags.
Display an improved level of balance, coordination, timing, and body alignment.
Apply principles of martial arts to self-defense situations.

PE18: Pilates Mat

Units

Transferable: Transferable to CSU only

Student Learning Outcomes

This Course doesn't have data for this Section

PE19: Yoga

1.0 Units

Course is designed to explain, demonstrate, and provide practice of various basic and beginning yoga postures. Students will learn basic poses, basic breathing techniques, and relaxation techniques. Note: Students are responsible to bring their own mat.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Identify yoga postures by name and demonstrate basic yoga postures with proper form, body alignment and breathing pattern.

PE20: Baseball Conditioning

2.0 Units

A course designed to prepare to students for inter-

collegiate baseball competition. Students will learn how a variety of athletic conditioning activities promote individual skills necessary to compete successfully in baseball.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
1. Demonstrate proper throwing, catching and hitting mechanics specifically emphasized in baseball.
2. Execute correct running drills applied in base running, offensive strategy and defensive fielding for situational plays in baseball.
3. Demonstrate applied knowledge of conditioning skills specific to various individual positions in baseball.
4. Analyze a variety of situational strategies in baseball and then identify and execute the appropriate responses physically.

PE21: Basketball
0.5 - 1.0 Units
A course designed to teach the basic skill fundamentals of the game of basketball with emphasis on movement, rules of the game, strategies, and team play.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Apply a critical understanding of the rules of basketball.
Perform pre-test and post-test of skills demonstration, including passing, dribbling, rebounding, shooting the jump shot, defending, and performing a lay-up.

PE22: Soccer
0.5 - 1.0 Units
A course designed to teach the basic skills, techniques, rules, and strategies to play organized soccer. Note: Students should supply their own soccer cleats and shin guards.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Perform basic offensive and defensive soccer skills and strategies.
Demonstrate knowledge of soccer terminology.

PE23: Conditioning for Fastpitch Softball
2.0 Units
A course designed to prepare students for intercollegiate fastpitch softball competition. Students will learn individual skills and strategy tactics with an emphasis on athletic conditioning.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
1. Develop and demonstrate proper footwork techniques specific to fastpitch softball.
2. Apply intercollegiate fastpitch softball rules and terminology as well as intercollegiate CCCAA eligibility rules during competition.
3. Demonstrate proper form and technique executing various defensive drills for fastpitch softball.
4. Demonstrate proper form and technique executing offensive drills, such as hitting, bunting and base running.

PE24: Touch Football
1.0 Units
A course to teach the fundamental skills and principles of touch football including running, passing, receiving, blocking, and defending, as well as discussing offensive and defensive strategies in attacking principles of football theory.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Analyze and demonstrate an understanding of the rules of football.
Analyze and demonstrate the proper mechanics of various skills of football.

PE25: Volleyball
1.0 Units
A volleyball course that emphasizes movement, rules of the game, basic skill fundamentals, and team play. Note: All students participating must meet CCCAA eligibility requirements.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Identify and apply the basic terms/rules/concepts of volleyball.
Demonstrate volleyball skill techniques.

PE27: Power Weightlifting
0.5 - 1.0 Units
A course designed to introduce the application of resistance in the form of free-weights, Olympic Power Weight Lifting, and body resistance exercises in order to condition the muscular system. Training programs will be adapted to individual's weight training level.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
1. Safely demonstrate proper powerlifting techniques using free weights and Olympic platforms.
2. Construct and record a progression program that adheres to sound principles of powerlifting.
3. Identify the basic concepts and terms of power weightlifting.

PE30: Modern Dance
0.5 - 1.0 Units
A creative dance course providing instruction in the basic techniques of modern dance including warm ups, locomotor, center work, and choreography. Students will have the opportunity to create their own choreography as well as perform live on the theater stage at the end of the semester. Instruction varies with the skills and backgrounds of the individual student. Written critiques of dance performances and class experience is required.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Demonstrate basic modern dance techniques.
Demonstrate the ability to create content for choreography as well work within a group dynamic; perform group choreography.

PE31: Jazz Dance
0.5 - 1.0 Units
A course providing instruction in the basic techniques of jazz dance including isolations, locomotors, center work, and choreography. Students will learn various styles of jazz such as musical theater dance, lyrical jazz, modern jazz and more. Instruction varies with the skills and backgrounds of the individual student. A live performance on the CR Theater stage at the end of the semester and a written critique of a community dance performance are required. Note: Required to attend and critique a community dance production. Student will be responsible for own transportation.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
1. Create and demonstrate elements of jazz dance, exhibiting movement awareness, rhythm, style, and dance techniques.
2.Demonstrate acquired understanding and working vocabulary in jazz terminology.

PE32: Circuit Training
0.5 - 1.0 Units
A course designed to train students in cross-fit & timed interval exercise sessions. Sessions will train all major muscle groups and include the use of free weights, machines and aerobic conditioning activities at a variety of workloads and pace. Core abdominal work and flexibility will also be emphasized.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
1. Record and analyze a variety of measurements for cardiovascular fitness.
2. Demonstrate correct technique and movements for a variety of timed muscular and aerobic activities.
3. Compose, track and evaluate measurable physiological fitness goals.

PE36: Hip Hop Dance
0.5 - 1.0 Units
Introduction to the fundamentals of hip hop dance styles. The students will learn the history of hip hop dance and culture as well as study and perform current moves and trends in hip hop dance styles. Students will be required to perform in a live production at the end of the semester. Note: Attend and critique a live community performance. Students are responsible for their own transportation.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Identify and perform basic movement of hip hop dance styles.
Apply individual hip hop dance moves to hip hop music from different decades.

Perform correct posture and movement biomechanics to ensure safety and injury prevention. Co-choreograph and perform a group hip hop dance routine.

PE38: Dance Improvisation and Theater

1.0 Units

A course emphasizing improvisation and authentic dance movement. Students will gain an understanding between body/mind/spirit connection as they choreograph original dance movements. Students will choose a topic, compose a story (abstract or literal) and translate it through movement, bringing their story to life during a live performance.

Transferable: Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

1. Create and perform a movement story using elements of dance, choreography, writing and improvisation.
2. Describe similarities and differences in dance movements from various cultures and forms.

PE48: Intercollegiate Sand Volleyball

2.0 Units

A course designed for those participating in competitive sand volleyball at the intercollegiate level. This course provides opportunities for students to receive advanced-level instruction and training in sand volleyball skills, techniques, and strategies. Note: Field trips required for matches.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Analyze and follow CR and CCCAA intercollegiate sand volleyball decorum and eligibility policies.
Perform and demonstrate sand volleyball skills/drills at an advanced intercollegiate level of proficiency.
Demonstrate an accelerated level of cardiorespiratory endurance and/or core body strength.
Demonstrate collegiate-level sand volleyball knowledge and implementation of sand volleyball strategies.

PE49: Intercollegiate Soccer - Men

2.0 Units

Advanced level instruction for men interested in participating in competitive intercollegiate soccer. Note: Must meet all eligibility requirements of the State Athletic Code for participation. Consult class schedule for section information.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Use the skills, techniques and strategies of soccer with advanced proficiency in defensive and offensive game situations.
Follow coaching instruction, team rules and intercollegiate soccer decorum rules.
Utilize self-analysis and implement coaching suggestions to improve performance of specific skills individually and collectively.

PE50: Intercollegiate Baseball

2.0 Units

A course for experienced student baseball players that provides an opportunity to play competitive baseball at the intercollegiate level. This course provides advanced instruction and training in baseball skills, strategy, sportsmanship and teamwork. All students participating must meet State eligibility requirements provided by the CCCAA.

Transferable: Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: PE-20 -

Definitions:

Prerequisite: A course that must be completed before enrolling in PE50

Co-requisite: A course that must be completely concurrently with PE50

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PE50, unless they already have the knowledge and skills covered.

Student Learning Outcomes

1. Demonstrate knowledge of rules and skills at an advanced proficiency in competitive baseball.
2. Analyze performance statistics and make necessary adjustments to improve.
3. Uphold decorum and eligibility rules throughout season of play.
4. Execute necessary changes for play based on coaching instructions.

PE51: Intercollegiate Basketball - Women

1.0 Units

A course for those participating in competitive basketball at the intercollegiate level. Students will learn advanced level basketball skills and techniques, game strategies, and leadership skills, then apply them in intercollegiate competitions. Note: All students participating must meet California Community College Athletic Association eligibility requirements.

Transferable: Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Follow CR and CCCAA intercollegiate basketball decorum and eligibility policies.
Perform and demonstrate basketball skills/drills at a collegiate level of proficiency.
Demonstrate an accelerated level of cardio-respiratory endurance and core body strength.
Demonstrate collegiate level basketball knowledge and implementation of basketball strategies.

PE52: Intercollegiate Basketball Men

1.0 Units

A course for those participating in competitive basketball at the intercollegiate level. Students will learn advanced level basketball skills and techniques, game strategies, and leadership skills, then apply them in intercollegiate competitions. Note: All students participating must meet California Community College Athletic Association eligibility requirements.

Transferable: Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

Follow CR and CCCAA intercollegiate basketball decorum and eligibility policies.
Perform and demonstrate basketball skills/drills at a collegiate level of proficiency.
Demonstrate an accelerated level of cardio-respiratory endurance and core body strength.
Demonstrate collegiate level basketball knowledge and implementation of basketball strategies.

PE53: Intercollegiate Cross Country

2.0 Units

Advanced level instruction for men and women interested in participating in competitive intercollegiate cross country. Note: Must meet all eligibility requirements of the State Athletic Code for participation. Consult class schedule for section and traveling information.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Employ proper running technique and tactics of cross country running.
Demonstrate an increased level of physical conditioning based on improvement in race performance.
Identify and describe eligibility requirements and scoring procedures used in cross country competitions.

PE54: Intercollegiate Football

2.0 Units

A course which is designed for those participating in competitive football at the intercollegiate level. This course provides opportunities for students to receive advanced-level instruction and training in football skills, techniques, strategies, and leadership. Note: All students participating must meet state eligibility requirements provided by the CCCAA.

Transferable: Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

1. Follow CR and CCCAA intercollegiate football decorum and eligibility policies.
2. Perform and demonstrate football skills/drills at an advanced intercollegiate level of proficiency.
3. Demonstrate an accelerated level of cardiorespiratory endurance.
4. Demonstrate collegiate-level football knowledge and implementation of football strategies.

PE56: Intercollegiate Fastpitch Softball

2.0 Units

A course for experienced women's fastpitch softball players that provides an opportunity to play competitive women's fastpitch softball at the intercollegiate level. This course provides advanced instruction and training in softball skills, strategy, sportsmanship and teamwork. Note: All student athletes participating must meet State eligibility requirements provided by the CCCAA.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes
1. Follow CR and CCCAA intercollegiate fastpitch softball decorum and eligibility policies.
2. Perform and demonstrate fastpitch softball skills/drills at an advanced intercollegiate level of proficiency.
3. Demonstrate an accelerated level of cardiorespiratory endurance and/or core body strength.
4. Demonstrate collegiate-level fastpitch softball knowledge and implementation of fastpitch softball strategies.

PE57: Intercollegiate Track and Field

2.0 Units

Advanced level instruction for men and women interested in participating in competitive intercollegiate track and field. Note: Must meet all eligibility requirements of the State Athletic Code for participation. Consult class schedule for section information.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes
Demonstrate the ability to make improvements over time in skill and conditioning for track & field skills and events.
Demonstrate knowledge of track & field rules, safety precautions and abilty to apply them in various competitions.
Apply specific principles of biomechanics of movement to various skills and competitions.

PE58: Intercollegiate Volleyball

2.0 Units

A course designed for those participating in competitive volleyball at the intercollegiate level. This course provides opportunities for students to receive advanced-level instruction and training in volleyball skills, techniques, and strategies. Note: All students participating must meet state eligibility requirements provided by the CCCAA.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes
Analyze and follow CR and CCCAA intercollegiate volleyball decorum and eligibility policies.
Perform and demonstrate volleyball skills/drills at an advanced intercollegiate level of proficiency.
Demonstrate collegiate-level volleyball knowledge and implementation of volleyball strategies.

PE59: Intercollegiate Women's Soccer

2.0 Units

Advanced-level instruction for women interested in participating in competitive intercollegiate soccer. Note: Must meet all eligibility requirements of State Athletic Code for participation. Consult class schedule for section information.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes
Follow coaching instruction and team rules that pertain to attendance, punctuality, communication, equipment and intercollegiate soccer decorum.
Demonstrate proficiency and improvement in ball control techniques.
Identify and execute appropriate responses in practice and games to opponent's tactical offensive and defensive strategies.

PE67: Theory of Football

1.0 Units

An intercollegiate football course focusing on theory, practice, and game performance of football. Through lecture, discussion, and DVD analysis, students will focus on advanced-level theories of football skills, techniques, and strategies. Note: All student-athletes participating must meet all state eligibility requirements provided by the CCCAA.

Transferable: Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Recognize and evaluate offensive and defensive formations, their strengths and weaknesses and then determine the best strategy in game situations.
Analyze individual offensive and defensive player's strengths and weaknesses and then determine the best strategy in game situations.
Recognize offensive, defensive, and special teams strategies based upon down, distance, and field position.

PE67B: Theory of Football 2

1.0 Units

An advanced course in the continued development of theory, practice, and game performance of football. Through lecture, discussion, and DVD analysis, students will focus on advanced-level theories of football skills, technique, and strategies. Note: This is a class related to a varsity intercollegiate sport requiring coach's or academic advisor's approval.

Transferable: Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: PE67 - Theory of Football
Definitions:
Prerequisite: A course that must be completed before enrolling in PE67B
Co-requisite: A course that must be completely concurrently with PE67B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PE67B, unless they already have the knowledge and skills covered.

Student Learning Outcomes
Demonstrate an overall improvement in their specified conditioning goals.
Analyze and select appropriate physical goals in the presence of a disability.
Complete a Measurable Progress Document.

PE80: Athletic Conditioning

0.5 - 2.0 Units

Physical conditioning through exercises, skills, and drills related to specific intercollegiate sport activities.

Transferable: Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Demonstrate proper mechanics in sport-specific skills and drills.
Create goals to improve physical conditioning.
Apply conditioning concepts to improve cardiovascular endurance/speed, agility, and power/strength.
Demonstrate the roles and responsibilities of a student-athlete (i.e. academic progress, decorum policies).

PE90: Adaptive Resistive Training

0.5 - 1.0 Units

A comprehensive fitness course designed for students with disabilities. The class is in a weight room setting with access to adaptive equipment. Individual and group instruction will be provided. Areas to be covered include: lifetime fitness programs, flexibility-range of motion, cardiovascular conditioning, and general strength training. An individual goal for each student will be closely monitored by the instructor with the use of a pre- and post-semester physical assessment.

Transferable: Transferable to both UC and CSU

Grading Options:

- Pass/No Pass

Student Learning Outcomes
Maintain and update an exercise workout log that progresses in pounds, repetitions, and sets.
Analyze and demonstrate safe use and correct posture during use of exercise equipment.
Work to fulfill individual goals determined in pre-semester assessment.

PE98: Adaptive Physical Education

1.0 Units

A comprehensive fitness course designed for students with disabilities. This is an activity course which allows for late entry and access to adaptive physical education. Contractual goals will be set between instructor and student. The major components of this activity lab may include but are not limited to: cardiovascular conditioning, flexibility-range of motion, lifetime fitness programs, and general strength training.

Transferable: Transferable to both UC and CSU

Grading Options:

- Pass/No Pass

Student Learning Outcomes
Enhance cardiovascular endurance.
Analyze and demonstrate safe use and correct posture during use of exercise equipment.
Work to fulfill individual goals determined in pre-semester assessment.

PE298: Adaptive Physical Education

0.0 Units

A comprehensive fitness course designed for students with disabilities. This is an activity course which allows for access to adaptive physical education. Contractual goals will be set between instructor and student. The major components of this activity lab may include but are not limited to: cardiovascular conditioning, flexibility-range of motion, lifetime fitness programs, and general strength training.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes
1. Enhance cardiovascular endurance.
2. Analyze and demonstrate safe use and correct posture during use of exercise equipment.

3. Work to fulfill individual goals determined in pre-semester assessment.

PE300: Aquatic Calisthenics

0.5 - 1.0 Units

A course designed to enable the student with disabilities to become independent and aware of his/her individual abilities through appropriate aquatic activities.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Demonstrate an overall improvement in physical conditioning.

Demonstrate safe and appropriate use of pool equipment.

Analyze and assess abilities to develop an individualised Student Educational Contract.

PE302: Adaptive Conditioning

0.5 - 1.0 Units

A comprehensive fitness course designed for students with disabilities. This is an activity course which allows for late entry and access to adaptive physical education. Contractual goals will be set between instructor and student. The major components of this activity lab may include by are not limited to: cardiovascular conditioning, flexibility-range of motion, lifetime fitness programs, and general strength training.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Demonstrate an overall improvement in their specified conditioning goals.

Analyze and select appropriate physical goals in the presence of a disability.

Complete a Measurable Progress Document.

Physics [PHYS]

PHYS2A: General Physics I

4.0 Units / LEC-LAB

An introduction to the structure and language of physics through the study of mechanics, thermodynamics, and vibrations and waves.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: MATH25 - College Trigonometry

Definitions:

Prerequisite: A course that must be completed before enrolling in PHYS2A

Co-requisite: A course that must be completely concurrently with PHYS2A

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PHYS2A, unless they already have the knowledge and skills covered.

Student Learning Outcomes

1. Solve motion problems using kinematics and force laws.
2. Use conserved quantities and other appropriately defined quantities to analyze systems including those involving oscillation, rotation and wave motion.
3. Analyze thermal systems in terms of thermal quantities and the laws of thermodynamics.
4. Proficiently work with laboratory equipment to verify theory within estimated errors as part of the scientific method and convey results using appropriate scientific communication.

PHYS2B: General Physics II

4.0 Units / LEC-LAB

A continuation of the study of the structure and language of physics. The subject matter includes electricity and magnetism, optics, and modern physics.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: PHYS2A - General Physics I

Definitions:

Prerequisite: A course that must be completed before enrolling in PHYS2B

Co-requisite: A course that must be completely concurrently with PHYS2B

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PHYS2B, unless they already have the knowledge and skills covered.

Student Learning Outcomes

1. Analyze and solve problems with the principles of electricity and magnetism involving Coulomb's law, electric fields, electric potential, capacitance, DC circuits, RC circuits, permanent magnets, electric currents, and the induction of electromotive force and electric fields.
2. Analyze and solve problems in physical and geometric optics involving reflection, refraction, interference, and diffraction.
3. Answer basic questions in modern physics involving special relativity, the quantum hypothesis, and the photon model of electromagnetic radiation.
4. Proficiently work with equipment to set up experiments, take measurements, analyze the data with graphs when appropriate and explain what happened based on physical concepts of this course.

PHYS4A: Calculus-Based Physics: Mechanics

4.0 Units / LEC-LAB

An introductory course in calculus-based physics for physical science and engineering majors. The subject matter of the course is classical mechanics, including analysis of motion, force, momentum, and energy.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: MATH50A - Differential Calculus

Definitions:

Prerequisite: A course that must be completed before enrolling in PHYS4A

Co-requisite: A course that must be completely concurrently with PHYS4A

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PHYS4A, unless they already have the knowledge and skills covered.

Student Learning Outcomes

1. Solve motion problems using kinematics, calculus, and force laws.
2. Apply specific forces, energy, and momentum to analyzing systems, including harmonic motion.
3. Analyze rotational systems using quantities defined for these kinds of systems.
4. Proficiently work with laboratory equipment, taking careful measurements and analyzing data with error propagation, to precisely verify theory within estimated errors as part of the scientific method and convey results using appropriate scientific communication.

PHYS4B: Calculus-Based Physics: Electricity and Magnetism

4.0 Units / LEC-LAB

A continuation of the introductory course in calculus-based physics for physical science and engineering majors. The subject matter of the course is electricity and magnetism, including static electricity, magnetic phenomena, direct and alternating current circuits, and electromagnetic waves.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: MATH50B - Integral Calculus

AND

Prerequisite: PHYS4A - Calculus-Based Physics: Mechanics

Definitions:

Prerequisite: A course that must be completed before enrolling in PHYS4B

Co-requisite: A course that must be completely concurrently with PHYS4B

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PHYS4B, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Analyze electrostatic charge distributions and resulting electric and potential fields, and apply to capacitor combinations, particle trajectories in uniform electric fields, and DC circuit systems.

Find magnetic force and fields from currents and permanent magnets, predict the trajectories of particles affected by uniform fields, and find induced electromotive force from changing magnetic fields

Use dynamic electric and magnetic field principles to analyze AC circuits and electromagnetic waves, including power dissipation, energy, and pressure.

Proficiently work with electrical equipment to set up experiments and build simple circuits, correctly take electrical measurements using multimeters and oscilloscopes, record the results with correct units and significant figures, and relate the results

PHYS4C: Calculus-based Physics: Heat, Optics, Waves, and Modern Physics

4.0 Units / LEC-LAB

A continuation of the introductory treatment of physics for physical science and engineering majors. The subject matter includes geometric and physical optics, the mechanics of solids and fluids, wave motion, thermal physics, and an introduction to relativity and quantum physics.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: MATH50B - Integral Calculus

AND
Prerequisite: PHYS4A - Calculus-Based Physics: Mechanics
Definitions:
Prerequisite: A course that must be completed before enrolling in PHYS4C
Co-requisite: A course that must be completely concurrently with PHYS4C
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PHYS4C, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Use principles of refraction and reflection to predict the path of a light ray, and use the properties of interference and diffraction to analyze situations involving single slits, double slits, diffraction gratings, and wide slits.
Analyze thermal systems, using the ideal gas laws, latent heats, and the laws of thermodynamics.
Apply concepts from special relativity to analyze physical situations, including time dilation, length contraction, the Lorentz transformation, and relativistic momentum and energy.
Apply basic concepts of quantum mechanics to analyze basic physical setups, including a particle in a box and simple atomic models.
Analyze real-world experimental data, recording with appropriate units and significant figures, and relate results to theoretical concepts learned in the lecture portion of this course.

PHYS10: Introduction to Physics

3.0 Units / LEC
A conceptual course in physics with an emphasis on the ideas of physics, how they can be used to understand phenomena in the real world, and how they were discovered. Topics may include motion, energy, electricity and magnetism, heat and temperature, waves, Einstein's relativity, and quantum physics.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in PHYS10
Co-requisite: A course that must be completely concurrently with PHYS10
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PHYS10, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate an understanding of modern and antiquated theories of astronomy and motion, the scientific method, and how it led to the Newtonian description of the universe by contrasting modern theories to antiquated ideas and describing motion in terms of
Describe systems using the physical quantities of energy, work, momentum, entropy, charge, and/or fields, as well as the atomic hypothesis, and identify types of energy, heat engines, and fields in nature and in technology.
Describe corrections to classical physics coming from relativity and quantum theory, as well as their implications to physical systems that fall outside the description of classical physics.
Analyze issues in physics and science in general using written arguments based on scientific evidence, theory, and/or ideas.

Political Science [POLSC]

POLSC1: Political Controversies

3.0 Units / LEC
An introduction to current controversies in US politics. Students will become familiar with contemporary issues, critique different viewpoints, and construct policy solutions while learning about constitutional principles and government institutions.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in POLSC1
Co-requisite: A course that must be completely concurrently with POLSC1
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in POLSC1, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify and critique major contemporary political issues in American politics.
Describe the role of US political institutions in contemporary political problems.
Analyze how responses to political issues differ from the local, state, to national level.
Construct policy solutions to political problems.

POLSC2: Introduction to Political Philosophy

3.0 Units / LEC
A course examining the key texts and political thinkers of western political thought from Plato to the present. Students will be introduced to: (1) historical and contemporary debates about the most desirable cultural values, political regimes, institutional forms, economic systems, and laws to achieve "the good life;" and (2) political theorists' answers to contentious questions about the nature of justice, freedom, and equality
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in POLSC2
Co-requisite: A course that must be completely concurrently with POLSC2
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in POLSC2, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify the core concepts and contributions of thinkers such as Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Mill and Marx.
Compare and contrast modern political ideologies, such as liberalism, conservatism, Marxism, and feminism.
Apply the perspectives of thinkers from different eras to contemporary political problems.

POLSC3: Modern World Problems

3.0 Units / LEC
An introductory analysis of international political systems emphasizing the causes and ramifications of contemporary international issues such as war, proliferation of weapons of mass destruction, ethnic and religious conflict, peace keeping, terrorism, political and economic globalization, and environmental conflict.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in POLSC3
Co-requisite: A course that must be completely concurrently with POLSC3
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in POLSC3, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe the major theories of international relations and apply them to contemporary issues in international politics.
Analyze the role of major international political and economic institutions in international political problems.
Outline the causes and processes of modern international issues such as war, proliferation of weapons of mass destruction, ethnic conflict and peace keeping, terrorism, globalization and international trade and finance, and environmental conflict.

POLSC10: U.S. Government & Politics

3.0 Units / LEC
A course addressing both the philosophic roots and the contemporary operation of American national, state, and local government. Specific topics include constitutional development, federal-state relations, and the rights and obligations of citizens under both the federal and the California constitutions.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL-102 -
AND
Advisory: ENGL-150 -

Definitions:
Prerequisite: A course that must be completed before enrolling in POLSC10
Co-requisite: A course that must be completely concurrently with POLSC10
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in POLSC10, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Explain the history and philosophy of the Constitution, politics, and government in the United States.
Identify the major provisions of the California and US Constitution.
Compare the three branches of California and US Government, and related political institutions.
Outline the relationship between the states and national government (ie. federalism).
Analyze contemporary issues facing California and the US system of government.

POLSC12: State and Local Politics

3.0 Units / LEC
An introduction to state and local politics and government with emphasis on California. Students will examine the structure and political processes of state and local governments. Some of the specific topics include the three branches of state government, local governments, current issues in state and local politics, California political history, and the California Constitution.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
AND
Advisory: POLSC10 - U.S. Government & Politics
Definitions:
Prerequisite: A course that must be completed before enrolling in POLSC12
Co-requisite: A course that must be completely concurrently with POLSC12
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in POLSC12, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Explain the relationship between the national and state/local governments (federalism).
Describe the functions of the three branches of state government and their interaction with one another.
Analyze contemporary issues facing state and local governments.
Describe the functions of local units of government (e.g. cities, counties, special districts) and their relationship to state governments.
Chart the historical role of individual citizens, interest groups, the mass media, and political parties in the formation and operation of state and local governments.

POLSC20: Comparative Politics/ Government

3.0 Units / LEC
A course examining the similarities and differences among political systems. Students will be introduced to diverse theoretical approaches and concepts in Comparative Politics in order to understand the political, economic, and social development of a variety of states.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
AND
Advisory: POLSC10 - U.S. Government & Politics
Definitions:
Prerequisite: A course that must be completed before enrolling in POLSC20
Co-requisite: A course that must be completely concurrently with POLSC20
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in POLSC20, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Outline historical, cultural, environmental, and economic differences of various states on different continents.
Analyze how historical, cultural, environmental, and economic differences influence national policies and governmental systems.
Analyze the political processes and political institutions in different states and global governance.
Describe and elaborate on basic ideas and theoretical approaches used in comparative political studies.

POLSC30: Campaigns & Elections

3.0 Units / LEC
An introduction to the theory and practice of U.S. political campaigns and elections. Students will learn about the purpose, significance, and impact of campaigns and elections through exploring and participating in political campaigns. Emphasis will be placed on electoral structures and institutions; changes in process and outcomes over time; and the determinants of vote choice.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
AND
Advisory: POLSC10 - U.S. Government & Politics
Definitions:
Prerequisite: A course that must be completed before enrolling in POLSC30
Co-requisite: A course that must be completely concurrently with POLSC30
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in POLSC30, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Outline and explore the importance of the electoral process, voting, democracy, and citizenship in the U.S.
Analyze both historical and contemporary election reforms.
Analyze and compare the roles of money and non-governmental actors (such as media, political parties, and interest groups) on political campaigns and elections.

Psychology [PSYCH]

PSYCH1: General Psychology

3.0 Units / LEC
A course focusing on the scientific study of behavior and mental processes. The content of the course focuses on the exploration of major theories and concepts, methods, and research findings in psychology. Topics include biological foundations, perception, learning, cognition, emotion, motivation, development, personality, social psychology, psychological disorders and therapies, and applied psychology. This course is transferable to four-year colleges and is a prerequisite for most upper division psychology courses.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in PSYCH1
Co-requisite: A course that must be completely concurrently with PSYCH1
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PSYCH1, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Explain concepts in areas of psychological theory and research while representing appropriate breadth and depth of knowledge within the context of historical trends in psychology.
Recognize and understand the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation.
Demonstrate critical thinking skills and information competence as applied to psychological topics.
Analyze how experience, culture, learning and biology affect behavior and cognitive processes.

PSYCH2: Research Methods in Psychology

3.0 Units / LEC
This course surveys various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, and the collection, analysis, interpretation, and reporting of research data. Research design and methodology will be examined through a review of research in a variety of the subdisciplines of psychology.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: PSYCH1 - General Psychology
AND
Prerequisite: MATH15 - Introduction to Statistics
AND
Advisory: ENGL1A - College Composition
Definitions:
Prerequisite: A course that must be completed

before enrolling in PSYCH2
Co-requisite: A course that must be completely concurrently with PSYCH2
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PSYCH2, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Explain the basic principles of the scientific method including developing and testing hypotheses, and choosing a research design.
Critically evaluate research reports and synthesize research findings in a paper written in APA format.
Demonstrate knowledge of general research designs, experimental and non-experimental methods, and standard research practices.
Explain the ethical treatment of human and animal participants in research and the institutional requirements for conducting research.
Assess the generalizability of study results.

PSYCH2L: Research Methods in Psychology Lab

1.0 Units
A lab course that applies real-life application of various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, and the collection, statistical analysis, interpretation, and reporting of research data. Actual data collected from research conducted during laboratory sessions will be analyzed with statistical software.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: PSYCH1 - General Psychology
AND
Prerequisite: MATH15 - Introduction to Statistics
AND
Prerequisite: PSYCH2 - Research Methods in Psychology
AND
Advisory: ENGL1A - College Composition
OR
Prerequisite: PSYCH1 - General Psychology
AND
Co-Requisite: MATH15 - Introduction to Statistics
AND
Co-Requisite: PSYCH2 - Research Methods in Psychology
AND
Advisory: ENGL1A - College Composition
Definitions:
Prerequisite: A course that must be completed before enrolling in PSYCH2L
Co-requisite: A course that must be completely concurrently with PSYCH2L
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PSYCH2L, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Conduct scientific research in psychology.
Conduct analyses of the data collected in this research using statistical software.
Interpret the results of these analyses.
Communicate these research findings using APA style.

PSYCH3: Psychology of Sexuality

3.0 Units / LEC
A comprehensive study of sexuality with an emphasis on individual differences. Sexuality is examined through a biopsychosocial perspective. The course includes a study of sexual anatomy, neurobiology of love and sexual response, communication, establishing of relationships, sexual orientations, gender, STI's, sexual dysfunctions as well as maturation and transitions throughout the lifespan. The course is a scientific one and students are encouraged to apply research findings to their own lives. Note: This course involves explicit discussions of sex and sexuality.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in PSYCH3
Co-requisite: A course that must be completely concurrently with PSYCH3
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PSYCH3, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze the interaction between environment, biology and learning in shaping sexual behavior.
Analyze current research in sexuality and synthesize information in writing.
Analyze how knowledge regarding types of love, communication, development, relationships, sexually transmitted infections, attraction and gender impacts relational choices and sexual behavior.

PSYCH11: Life Span Development

3.0 Units / LEC
A course in the scientific study of human development across the lifespan. The content takes an integrative approach that includes the biological foundations and major theories: psychodynamic, behavioral, social cognitive, contextual (e.g., sociocultural), and cognitive. Topics include prenatal, infant, child, adolescent, and adult development.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Analyze how biological, psychological, and social processes affect human development.
Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of prenatal, infant, child, adolescent, and adult development.
Analyze and/or apply developmental research in writing.
Identify and describe classic and contemporary theories and research in lifespan psychology.
Identify and describe the techniques and methods used by developmental psychologists to study human development.
Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

PSYCH20: Biological Psychology

3.0 Units / LEC
This course introduces the scientific study of the biological bases of behavior and its fundamental role in the neurosciences. Physiological, hormonal, and neurochemical mechanisms, and brain-behavior relationships underlying the psychological phenomena of sensation, perception, regulatory processes, emotion, learning, memory, and psychological disorders will be addressed. The course also notes historical scientific contributions and current research principles for studying brain-behavior relationships and mental processes. Ethical standards for human and animal research are discussed in the context of both invasive and non-invasive experimental research.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: PSYCH1 - General Psychology
AND
Advisory: ENGL1A - College Composition
Definitions:
Prerequisite: A course that must be completed before enrolling in PSYCH20
Co-requisite: A course that must be completely concurrently with PSYCH20
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PSYCH20, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze how biological processes affect human mind and behavior.
Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of biological psychology.
Analyze and/or apply biopsychological research in writing.

PSYCH30: Social Psychology

3.0 Units / LEC
The scientific study of how thoughts, feelings, and behaviors, are influenced by the actual, imagined, or implied presence of others. Relevant research theory and practical applications will be covered. This course addresses social issues using current events to illustrate social psychological concepts. These issues include,social disparities between groups and individuals as these relate to gender, gender identity, sexual orientation, religion, race, age, economic status, family status, and education. The course canvasses how social influences impact internal cognitive events and, thereby, shape behaviors. The course covers the history of the field of social psychology.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL-150 -
Definitions:
Prerequisite: A course that must be completed before enrolling in PSYCH30
Co-requisite: A course that must be completely concurrently with PSYCH30
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PSYCH30, unless they already have the knowledge and skills

covered.
Student Learning Outcomes
Identify and differentiate central processes of social cognition and their roles in at least one of the following: the construction of self and identity, the experience of emotions; intimacy and attraction, group process; social influence, attitude form
Analyze the impact of society and culture on human diversity; especially as it relates to gender, self and identity, ethnicity, socioeconomic status, sexuality, worldview, collective behavior, and/or values.
Demonstrate a familiarity with at least one of the findings from research in social psychology and the ability to apply them to hypothetical and/or real life situations found in a variety of contexts.
Demonstrate an understanding of research methodologies and tools utilized in social psychology including, the experimental method, the quasi-experimental methods, the descriptive methods, and fundamental research instrumentation.

PSYCH33: Personal Growth and Adjustment

3.0 Units / LEC
A course focusing on applied psychology. This course surveys psychological theories and empirical research in personal growth, personality development and adjustment. Topics covered include: personality development, self esteem, stress and coping, health, psychology of love and sex, gender roles, mental health diagnoses, work and group behavior. Students will learn to apply psychological theories and principles to their own lives while examining personal barriers to learning, personal effectiveness and interpersonal relationships.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
1. Explain concepts in areas of psychological theory and research while utilizing appropriate terms to represent the biopsychosocial perspective for development across the lifespan.
2. Describe specific research methods and the general principles of research ethics for the study of human beings, including the safeguards and the peer-review process in science.
3. Analyze psychological research and apply concepts to self and others in writing for life-long personal growth.
4. Differentiate between individual and sociocultural differences as applied to psychology of adjustment.

PSYCH38: Abnormal Psychology

3.0 Units / LEC
A course in the scientific study of abnormal behavior. Various theoretical frameworks to evaluate behavior will be presented including biological, psychological, and sociocultural approaches. An integrative survey of theory and research will be applied to psychological and cognitive disorders, including diagnostic criteria, prevalence, etiology, and treatment.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL-150 -
AND
Advisory: PSYCH1 - General Psychology
OR
Advisory: ENGL102 - Developing Reading and Writing
AND
Advisory: PSYCH1 - General Psychology
Definitions:
Prerequisite: A course that must be completed before enrolling in PSYCH38
Co-requisite: A course that must be completely concurrently with PSYCH38
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in PSYCH38, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze the differences between biological and psychosocial models in explaining the etiology, diagnosis and prognosis of abnormal behavior.
Analyze the historical, ethical, legal and societal concerns when defining abnormal behavior.
Describe the DSM classification system and discuss its strengths and weaknesses.
Analyze research in the area of abnormal psychology and synthesize information in a written paper.

Reading [READ]

READ10: Book of the Year Discussion Group

1.0 Units / LEC
A discussion-driven study and exploration of selected topics related to the current Book of the Year selection. Students will analyze and discuss different aspects of the diverse viewpoints represented and raised by the book.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Critically read, interpret, evaluate, and respond to a variety of texts.
Develop effective, thesis-driven arguments and appropriately incorporating feedback in revision.

READ260: Developing Literacy

0.0 Units
A noncredit course that develops basic skills in reading and writing for students at all levels.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Analyze main ideas and support in nonfiction and fictional texts.
Apply reading-comprehension strategies.
Develop focused written responses to nonfiction and fictional texts.
Demonstrate critical reflection in the reading and writing process.

Recreation Administration [REC]

REC60: Leisure in Society

3.0 Units / LEC
A course in the examination of leisure experiences and their effect on individual and community wellbeing. Focus will be on how the development of historical, philosophical and theoretical concepts in leisure lead to an understanding of the human experience and the recreation and leisure service professions.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Differentiate the basic concepts of recreation, play, and leisure, the motivation and value of participants, and trends in the overall field of organized community services.
Explore leisure services as a representation of understanding, learning and creativity on an individual and societal level, including historical and current perspectives.

REC62: Leisure Programming

3.0 Units / LEC
Course that focuses on theory, content, and design of a leisure program. Course is designed to aid student in gaining the knowledge, skills and strategies necessary to provide quality leisure programs through the design, planning, implementation, and evaluation process.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Examine principles and outline strategies that determine key program design elements (goals, budget, marketing) of high-quality leisure programs.
Create a professional recreation program plan.

Restaurant & Hospitality Management [RHM]

RHM1: Introduction to the Hospitality Industry

3.0 Units / LEC
A course offering an historical perspective of the hospitality industry including industry globalization, technology, and ecotourism/green hospitality. The course covers all lodging and food service areas to provide students with understanding of each department and how it operates. Emphasis is placed on quality customer service and a positive guest experience.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in RHM1
Co-requisite: A course that must be completely concurrently with RHM1
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in RHM1, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe the scope of the travel and tourism indus-

try and its economic impact on local, national, and international levels.
Compare and discuss major factors, developments, and trends that have affected lodging and food service operations in recent years and that will continue to affect the industry in the future.
Identify the general classifications of hotels and food service operations, their organization and structure, and how quality customer service affects repeat business and the profit line.

RHM3: Food and Beverage Management

3.0 Units / LEC
A course exploring the legal aspects of alcoholic beverage service in the hospitality industry. Examines professional beverage service, bar management and responsible beverage product marketing. Production of beer, wine, and spirits is explained. ServSafe Alcohol certificate from National Restaurant Association is awarded upon successful completion of exam.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in RHM3
Co-requisite: A course that must be completely concurrently with RHM3
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in RHM3, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify legal restrictions and liability issues affecting the service of alcoholic beverages.
Describe procedures and issues involved with purchasing, receiving, storing, issuing, and controlling beverage products.
Explain the importance of serving alcohol responsibly.

RHM6: Hospitality & Restaurant Marketing

3.0 Units / LEC
A course exploring the practical applications of marketing and themes unique to hospitality and tourism. The course provides students with tools they need to successfully execute marketing campaigns for hospitality and restaurant business, including the market environment, customer behavior, marketing plans, product pricing, communications, and advertising and sales programs
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in RHM6
Co-requisite: A course that must be completely concurrently with RHM6
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in RHM6, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Outline successful marketing strategies within a hospitality operation.
Explain the importance of the economic environment in understanding market conditions.
Describe the value of assessing marketing-related return on investment (ROI).
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RHM8: Controlling Foodservice Costs
3.0 Units / LEC
A course providing comprehensive resources and specific tools needed to maintain cost controls in a food and beverage operation. The course provides students with the skills necessary to apply standard cost control procedures in all aspects of operations.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: BUS10 - Introduction to Business
AND
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in RHM8
Co-requisite: A course that must be completely concurrently with RHM8
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in RHM8, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe the relationship between revenue, expense, and profit in conjunction to the overall success of the operation.
Construct accurate sales records: historical, current, and projected.
Analyze income statements as they relate to cost effectiveness and overall profitability.

RHM10: Culinary Fundamentals

3.0 Units / LEC-LAB
Introduction to the professional kitchen. The emphasis of the course is on classical cooking techniques and the study of and training on commercial equipment, tools, ingredients, and basic cooking methods of the modern professional kitchen. Note: Instructional materials fee of $200.00 due at registration. Student also needs to supply own culinary knife set, chef's coat, and non-slip shoes.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Enrollment Limitation:
ServSafe certification
Prerequisites, Co-requisites & Advisories:
Prerequisite: RHM17 - Sanitation - Serve Safe Certification
Definitions:
Prerequisite: A course that must be completed before enrolling in RHM10
Co-requisite: A course that must be completely concurrently with RHM10
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in RHM10, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate knife skills.
Perform cooking skills as applied to a professional cooking environment.
Name and describe key cooking methods.

RHM14: Restaurant & Hospitality Management

3.0 Units / LEC
A course examining the dynamics of leadership in the hospitality industry including facilitation in the planning process, effective communications, employee performance, teamwork concepts, scheduling, daily operations, effective meeting management, managing compensation programs, and employee retention and terminations.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: BUS52 - Business Communications
AND
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in RHM14
Co-requisite: A course that must be completely concurrently with RHM14
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in RHM14, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Demonstrate differences between leadership and management in the hospitality industry.
Discuss basic principles of building and maintaining effective teams related to the hospitality industry.
Explain procedures for conducting effective meetings.

RHM17: Sanitation - Serve Safe Certification

3.0 Units / LEC
A course utilizing the National Restaurant Association ServeSafe program, the industry standard in food-safety training. Course provides up-to-date information for all levels of employees and students on all aspects of handling food, from receiving and storage to preparation and service. Completion of certified exam meets the nation-wide food handler permit requirement.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: RHM17 - Sanitation - Serve Safe Certification
Definitions:
Prerequisite: A course that must be completed before enrolling in RHM17
Co-requisite: A course that must be completely concurrently with RHM17
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in RHM17, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe foodborne illnesses, outline characteristics of potentially hazardous foods, and recognize time-temperature abuse, proper personal hygiene, cross-contamination, and key purchasing practices

for ensuring food safety.
Analyze conditions that can occur during food service that are hazardous to food safety and explain how to prevent them.
Identify the HACCP principles for food safety and the regulatory agencies and regulations that require food safety compliance.

RHM24: Hospitality Human Resource Management and Supervision

3.0 Units / LEC
A course detailing the rapid changes in human resource management in the hospitality industry. The course examines employment laws, employee orientation and training, work performance evaluations, compensation/labor issues, workplace safety, and ethical concerns in hospitality employment.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in RHM24
Co-requisite: A course that must be completely concurrently with RHM24
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in RHM24, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Explain the importance of "Human Resources" in hospitality management.
Evaluate effective recruitment, orientation, and training programs.
Develop effective performance appraisals and progressive discipline procedures.

RHM32: Hospitality Business Ownership

3.0 Units / LEC
A course examining aspects of hospitality small business ownership including forms of ownership, legal operations, business plans, mission and vision statements, finances, market potentials, sales, customer service, and revenue streams. Special emphasis is placed on purchasing, vendor selection, quality and quantity requirements, and effective ordering procedures.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: CIS100 - Basic Computer Skills
Definitions:
Prerequisite: A course that must be completed before enrolling in RHM32
Co-requisite: A course that must be completely concurrently with RHM32
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in RHM32, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Analyze steps needed to operate a hospitality business responsibly and legally.
Demonstrate the importance of a comprehensive business plan.
Evaluate the importance of purchasing ethics and vendor relationships.

RHM42: Restaurant & Hospitality Management Cooperative Work Experience Education

4.0 Units
This work experience course of supervised employment is designed to assist students to acquire career awareness, work habits, attitudes and skills related to their Restaurant Hospitality career goals. To participate in this course, student's job placement and course objectives must be related to their career goals and/or college course work. Additionally, students must work 75 paid hours or 60 non-paid hours per unit earned. Note: During fall and spring, students must be enrolled in at least 7 units (including CWE) to enroll in CWE. If enrolling in the summer, student must have been enrolled in at least 12 units (including CWE) in the previous spring semester. Students must take primary responsibility in finding a work experience opportunity and are strongly advised to find such an opportunity before enrolling in the class. Some employers or programs may require fingerprinting, drug testing, and/or background checks.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Successfully complete objectives that are site specific and related to career goals or degree / certificate requirements.
Demonstrate job retention skills identified as critical by an employer or supervisor.

Senior [SR]

SR210: Introduction to Drawing for Older Adults

0.0 Units
A course designed to introduce older adults to drawing. Students will learn to use materials, work within the principles and elements of art, and complete a project.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Complete a drawing project.
Demonstrate an understanding of the medium of drawing.

SR220: Senior Chorus

0.0 Units
A course introducing older adults to a broad spectrum of choral music. Students will learn correct posture, breathing, enunciation and basic musical concepts.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Demonstrate an understanding of how to sing in a group.
Demonstrate an understanding of basic musical concepts.

SR222: Music Ensemble for Older Adults

0.0 Units
A course in the study and performance skills required for a music ensemble. The focus may be on traditional, contemporary, or jazz literature. Course addresses development of rehearsal techniques, sight-reading, public performance skills, historical background, and improvisation skills. Note: Students should have mastered the fundamental techniques of their instruments prior to joining the ensemble.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Demonstrate an acceptable level of instrumental technique in performance.
Identify appropriate interpretative nuances and conventions in performance.
Exhibit effective collaborative skills within the ensemble.

Sign Language [SNLAN]

SNLAN1A: Elementary American Sign Language I

4.0 Units / LEC
A course introducing the basics of American Sign Language (ASL) through exposure to questions, commands, and other simple sentence structures. It is expected that students will develop a rudimentary conversational skill in ASL. Additionally, information about Deaf culture will be introduced. Note: This course is not appropriate for students who have taken and passed two or more years of American Sign Language within the past three years.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Demonstrate basic linguistic skills in American Sign Language to communicate utilizing expressive and interpretive (receptive) skills.
Demonstrate awareness of Deaf culture and community.

SNLAN1B: Elementary American Sign Language II

4.0 Units / LEC
A course building on skill development begun in Elementary American Sign Language I by refining the use of basic sentence types. Students will learn intermediate ASL skills used in a variety of situations. Deaf cultural themes are examined throughout the course. Note: This course is not appropriate for students who have taken and passed three or more years of SNLAN within the past three years.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: SNLAN-1A -
Definitions:
Prerequisite: A course that must be completed before enrolling in SNLAN1B
Co-requisite: A course that must be completely concurrently with SNLAN1B
Advisory on Recommended Preparation: A

course that is recommended (not required) for students to complete before enrolling in SNLAN1B, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Engage in increasingly complex conversations in American Sign Language while demonstrating common communication etiquette in a signing environment.

Organize basic conversational strategies, including getting attention, asking for repetition, interrupting, providing feedback, and opening and closing conversations.

Demonstrate cross cultural communication strategies in interactions with Deaf individuals in the classroom, on campus, and in the community.

Sociology [SOC]

SOC1: Introduction to Sociology

3.0 Units / LEC

An introduction to the discipline of sociology including major theories, concepts and methods. Topics include: Sociological imagination, social structure and interaction, culture, social groups and organizations, and social institutions. Also includes inquiry into social inequalities such as race/class/gender/global stratification.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL-102 -

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in SOC1

Co-requisite: A course that must be completely concurrently with SOC1

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in SOC1, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Employ a sociological perspective to critically evaluate a social issue related to social identity, differentials of power and privilege, or multicultural relations.

Explain the relationship between socialization and culture.

Use sociological concepts to evaluate complex ideas.

SOC1H: Introduction to Sociology - Honors

3.0 Units / LEC

An introduction to the discipline of sociology including major theories, concepts and methods. Topics include: Sociological imagination, social structure and interaction, culture, social groups and organizations, and social institutions. Also includes inquiry into social inequalities such as race/class/gender/global stratification. Honors work challenges students to be more analytical and creative through expanded assignments involving more in-depth engagement with, and application of the sociological imagination.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in SOC1H

Co-requisite: A course that must be completely concurrently with SOC1H

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in SOC1H, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Employ a sociological perspective to critically evaluate a social issue related to social identity, differentials of power and privilege, or multicultural relations.

Explain the relationship between socialization and culture.

Use sociological concepts to evaluate complex ideas.

SOC2: Social Problems

3.0 Units / LEC

Students learn to identify and examine social problems using a sociological perspective. Sociological concepts and theories are used to analyze social problems. Social movements such as global environmental, US civil, womens, LGBTQ and disability rights are explored with consideration of solutions for social change. This course requires critical reading and analysis.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Employ a sociological perspective to evaluate a major social problem.

Explain how two or more social problems are related.

Use course tools to propose a potential solution for a social problem related to gender, self-identity, ethnicity, race, socio economic status, sexuality, world view, collective behavior and/or values.

SOC2H: Social Problems - Honors

3.0 Units / LEC

Students learn to identify and examine social problems using a sociological perspective. Sociological concepts and theories are used to analyze social problems. Social movements such as global environmental, US civil, womens, LGBTQ and disability rights are explored with consideration of solutions for social change. For Honor's students, this course includes overview, macro-level intersectional analysis, and review of current social policy or political campaigns related to a social problem of the student's choosing. Honors students will be expected to write longer versions of any assigned papers or projects and to conduct more in-depth research using library and online resources, including professional publications. Note: This course is for Honors credit and contains additional requirements for academic rigor. Students accepted into CR's Honors program are eligible to take this class.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Employ a sociological perspective to evaluate a major social problem.

Explain how two or more social problems are related.

Use course tools to propose a potential solution for a social problem related to gender, self-identity, ethnicity, race, socio economic status, sexuality, world view, collective behavior and/or values.

SOC3: Human Sexuality

3.0 Units / LEC

Introduction to the study of sexuality. Includes topics of media context, anatomy and sexual response systems, communication, gender and sexual identity, sexual orientation and variations, violence, lifespan development, sex work, contraception, and STI's. Social psychological, socio-political, gender variance and sexual diversity are themes emphasized throughout the course. The class framework includes development of personal sexual philosophy.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Employ sociological perspective to explain relationships between culture and sexuality in a diverse world.

Relate personal sexual philosophy to statements about sexual choice, behavior, love, violence, sexual politics, or social policy.

Identify relationships between major course concepts.

SOC3H: Human Sexuality - Honors

3.0 Units / LEC

Introduction to the study of sexuality. Includes topics of media context, anatomy and sexual response systems, communication, gender and sexual identity, sexual orientation and variations, violence, lifespan development, sex work, contraception, and STI's. Social psychological, socio-political, gender variance and sexual diversity are themes emphasized throughout the course. The class framework includes development of personal sexual philosophy. Honors students will be expected to manage a heavier reading load, write longer versions of any assigned papers or projects and to conduct more in-depth research using library and online resources, including professional publications. Note: This course is for Honors credit and contains additional requirements for academic rigor. Students accepted into CR's Honors program are eligible to take this class.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Employ sociological perspective to explain relationships between culture and sexuality in a diverse world.

Relate personal sexual philosophy to statements about sexual choice, behavior, love, violence, sexual politics, or social policy.

Identify relationships between major course concepts.

SOC5: Introduction to Race and Ethnic Relations

3.0 Units / LEC

An introduction to the social construction of race and ethnic relations using an historical-comparative approach in global perspective. Examines the cultural, political, and economic practices and institutions involved in racial formation, racial and ethnic inequalities, and patterns of interaction among ethnic groups in the United States and abroad. This course requires critical reading and analysis.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Identify cultural, political, economic, historical, or institutional factors affecting the social construction of race and ethnicity.

Critically engage theories of prejudice and discrimination.

Analyze intersections of race and ethnicity with gender, class and other locations of social identity.

SOC5H: Introduction to Race and Ethnic Relations - Honors

3.0 Units / LEC

An introduction to the social construction of race and ethnic relations using an historical-comparative approach in global perspective. Examines the cultural, political, and economic practices and institutions involved in racial formation, racial and ethnic inequalities, and patterns of interaction among ethnic groups in the United States and abroad. For honor's students, this course includes focus on multiple tools used for intersectional analysis, additional history sources and rigorous review of current social policy or political campaigns related to recent or current issues regarding racial inequality. Honors students will be expected to write longer versions of any assigned papers or projects and to conduct more in-depth research using library and online resources, including professional publications. Note: This course is for Honors credit and contains additional requirements for academic rigor. Students accepted into CR's Honors program are eligible to take this class.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Identify cultural, political, economic, historical, or institutional factors affecting the social construction of race and ethnicity.

Critically engage theories of prejudice and discrimination.

Analyze intersections of race and ethnicity with gender, class and other locations of social identity.

SOC9: Introduction to Women's Studies

3.0 Units / LEC

Introduction to concepts and analytical tools used within a feminist framework to study intersections of social oppressions such as class, race and ethnicity, sexuality, age, dis/ability, and gender. Course focuses on the central roles played by socialization, social institutions, resistance movements, sociopolitical practices, and cultural representations of gender. This course requires critical reading and analysis.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Employ a sociological imagination to relate individual level experiences of oppression to national and global trends or social issues.

Evaluate the utility of the feminist theory of intersectionality for understanding the relationship between or among social inequalities.

Demonstrate the relationship between social change activism and the empowerment of individuals or communities.

SOC9H: Introduction to Womens Studies - Honors

3.0 Units / LEC

Introduction to concepts and analytical tools used within a feminist framework to study intersections of social oppressions such as class, race and ethnicity, sexuality, age, dis/ability, and gender. Course focuses on the central roles played by socialization, social institutions, resistance movements, sociopolitical practices, and cultural representations of gender. For Honors students, this course includes focus on multiple tools used for intersectional analysis, additional history sources and rigorous review of current social policy or political campaigns related to gender equality in the US. Honors students will be expected to write longer versions of any assigned papers or projects and to conduct more in-depth research using library and online resources, including professional publications. Note: This course is for Honors credit and contains additional requirements for academic rigor. Students accepted into CR's Honors program are eligible to take this class.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

Employ a sociological imagination to relate individual level experiences of oppression to national and global trends or social issues.

Evaluate the utility of the feminist theory of intersectionality for understanding the relationship between or among social inequalities.

Demonstrate the relationship between social change activism and the empowerment of individuals or communities.

SOC10: Sociology of Family and Intimate Relationships

3.0 Units / LEC

An introduction to the sociology of families and intimate relationships, primarily through an examination of changing family forms and household structures in the United States and abroad. The course examines historical, cross-cultural, and socioeconomic variation in families and intimate relationships. Students will learn to use a comparative perspective in the assessment of the relationship between social policy and family resilience.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in SOC10

Co-requisite: A course that must be completely concurrently with SOC10

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in SOC10, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Differentiate between ethnocentric and multicultural understandings of the institutions of marriage, kinship, and family structure.

Describe how changing gender role socialization in cross-cultural and socioeconomic context affects at least one or more of the following: intimate relationships, marriage and cohabitation patterns, employment, housework, parenting decisions, childrearing

Engage one's sociological imagination in reflecting on personal experiences with intimate relationships and family life.

Make connections between social policy and its effects on family resilience.

SOC10H: Sociology of Family and Intimate Relationships - Honors

3.0 Units / LEC

An introduction to the sociology of families and intimate relationships, primarily through an examination of changing family forms and household structures in the United States and abroad. The course examines historical, cross-cultural, and socioeconomic variation in families and intimate relationships. Students will learn to use a comparative perspective in the assessment of the relationship between social policy and family resilience. Honors work challenges students to be more analytical and creative through expanded assignments involving more in-depth engagement with, and application of the sociological imagination.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in SOC10H

Co-requisite: A course that must be completely concurrently with SOC10H

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in SOC10H, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Differentiate between ethnocentric and multicultural understandings of the institutions of marriage, kinship, and family structure.

Describe how changing gender role socialization in cross-cultural and socioeconomic context affects at least one or more of the following: intimate relationships, marriage and cohabitation patterns, employment, housework, parenting decisions, childrearing

Engage one's sociological imagination in reflecting

on personal experiences with intimate relationships and family life.
Make connections between social policy and its effects on family resilience.

SOC13: Environment, Culture, Society

3.0 Units / LEC
A comprehensive introduction to the critical and scientific study of societies in their environments. This course covers the basics of a comparative approach to the social mediation of sustainability, including the construction, analysis, and decision making involved in applying sociological knowledge to environmental issues. Topics include the study of institutions, development, labor, technology, population, governance, culture, conflict, inequalities, and social change.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in SOC13
Co-requisite: A course that must be completely concurrently with SOC13
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in SOC13, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Describe the major theoretical and empirical approaches to understanding the society-environment nexus.
Identify the multiple and contested perspectives surrounding environmental issues, including those issues related to class, gender, identity, race/ethnicity, geography, culture, liberation, and/or health.
Analyze the relationship between elements such as population, social organization, culture, technology, and institutions and their relation to environmental impact.
Apply interpretive, scientific, and critical frameworks in proposing solutions to environmentally-related social problems.

SOC15: Introduction to Social Research Methods

3.0 Units / LEC
An introduction to qualitative and quantitative methods used in the social sciences. Includes an overview of the relationships between social inquiry and research design, ethics and standards, the connections between social theory and methods, implications of sampling procedures for social inclusion, issues of validity and reliabilty, and the critical analysis and interpretation of professional research findings. Students will conduct and independentliterature review and develop their own research project as part of the course.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: SOC1 - Introduction to Sociology
AND
Prerequisite: MATH15 - Introduction to Statistics
AND
Prerequisite: ENGL1A - College Composition
OR
Prerequisite: SOC1 - Introduction to Sociology
AND
Prerequisite: ENGL1A - College Composition
AND
Co-Requisite: MATH15 - Introduction to Statistics
Definitions:
Prerequisite: A course that must be completed before enrolling in SOC15
Co-requisite: A course that must be completely concurrently with SOC15
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in SOC15, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Identify the strengths and weaknesses of research designs.
Explain the differences between or uses for qualitative and quantitative research methods.
Discuss the ethics and politics involved in conducting social research.
Develop a research proposal.

SOC33: Death and Dying: Transition and Growth

3.0 Units / LEC
A cultural, psychosocial, medical, and spiritual examination of the process of dying. Sociological Imagination is used with a multicultural approach in focusing on death, dying and bereavement in US society. Topics include euthanasia, suicide, the stages of dying, children and death, and the funeral industry. This course requires critical reading and analysis.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Identify cultural norms, values, and beliefs relevant to multicultural experiences of death, dying, and bereavement in a diverse world.
Employ sociological perspective to critique the U.S. funeral industry.
Use legal decisions and personal values to explain the rationale for euthanasia or suicide.

SOC33H: Death and Dying: Transition and Growth - Honors

3.0 Units / LEC
A cultural, psychosocial, medical, and spiritual examination of the process of dying. Sociological Imagination is used with a multicultural approach in focusing on death, dying and bereavement in US society. Topics include euthanasia, suicide, the stages of dying, children and death, and the funeral industry. Note: This course is for Honors credit and contains additional requirements for academic rigor. Students accepted into CR's Honors program are eligible to take this class.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Identify cultural norms, values, and beliefs relevant to multicultural experiences of death, dying, and bereavement in a diverse world.
Employ sociological perspective to critique the U.S. funeral industry.
Use legal decisions and personal values to explain the rationale for euthanasia or suicide.

SOC34: Introduction to Social Work

3.0 Units / LEC
An introduction to the central ideas, values and methods of social work practice, studied from the historical background and contemporary fields of service. The generalist method of social work will be introduced and human diversity will be emphasized. Note: Field trips may be required. The college does not provide transportation.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in SOC34
Co-requisite: A course that must be completely concurrently with SOC34
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in SOC34, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Apply basic social work ethical principles as outlined by the NASW Code of Ethics to various dilemmas/issues.
Explain the basic theoretical concepts supporting social work practice and the historical developments that define today's practices.
Analyze how differences in ethnicity, lifestyle, sexual preference, gender, race, disability, mental health, and class influence the social worker and the client.

SOC38: Field Placement Seminar I

2.0 Units / LEC
A focused exploration of case studies utilizing social work theory, emphasizing the development of social work skills, the principles of agency organization, and the nature of community social need and problems.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Co-Requisite: SOC34 - Introduction to Social Work
AND
Co-Requisite: SOC42 - Supervised Occupational Work Experience I
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
OR
Prerequisite: SOC34 - Introduction to Social Work
AND
Co-Requisite: SOC42 - Supervised Occupational Work Experience I
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in SOC38
Co-requisite: A course that must be completely concurrently with SOC38
Advisory on Recommended Preparation: A

course that is recommended (not required) for students to complete before enrolling in SOC38, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Compare and contrast the structure, function, and population served of several social service agencies and how they serve the common needs of their clients.
Identify and describe the "professional role" of the social worker within various social work fields of practice.
Interpret and analyze case studies applying Social Work Theory.

SOC42: Supervised Occupational Work Experience I

3.0 Units
A supervised work experience at a local community or campus social service agency providing the opportunity for the integration of social work theory, developing hands-on skills, understanding agency organization, and creating a knowledge base regarding community social need and problems. Note: Field trips are required. The college does not provide transportation. The student, with assistance from the instructor, is responsible for locating and arranging for the contracts with the agency to complete the 150 hours of unpaid or 185 hours of paid internship hours.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Co-Requisite: SOC34 - Introduction to Social Work
AND
Co-Requisite: SOC38 - Field Placement Seminar I
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
OR
Prerequisite: SOC34 - Introduction to Social Work
AND
Co-Requisite: SOC38 - Field Placement Seminar I
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in SOC42
Co-requisite: A course that must be completely concurrently with SOC42
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in SOC42, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Write objective reports based on observation of clients.
Communicate with people from a variety of socio-economic, racial and cultural backgrounds.
Demonstrate professional boundaries while establishing effective relationships with clients.
Integrate social work theory into a real life case.

Spanish [SPAN]

SPAN1A: Elementary Spanish I

4.0 Units / LEC
A beginning course that presents the fundamentals of Spanish and provides the tools for students to acquire elementary linguistic proficiency. The course emphasizes the communicative use of all language skills: listening, speaking, reading, and writing. Special emphasis is placed on providing insights into the cultural diversity of the Spanish-speaking world.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in SPAN1A
Co-requisite: A course that must be completely concurrently with SPAN1A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in SPAN1A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Comprehend basic spoken Spanish and use appropriate beginning level vocabulary and grammar to express oneself and communicate in the target language orally.
Comprehend basic (oral or written) questions in Spanish and answer in writing, demonstrating accuracy and control of fundamental grammatical concepts.
Comprehend, and answer questions about, the content of short, basic texts in Spanish.
Demonstrate a basic knowledge of the diverse cultures that make up the Hispanic World.

SPAN1B: Elementary Spanish II

4.0 Units / LEC
A continuation of Spanish 1A, this course presents the fundamentals of Spanish and provides the tools for students to improve linguistic proficiency. The course emphasizes the communicative use of all four language skills: listening, speaking, reading, and writing. Special emphasis is placed on providing insights into the cultural diversity of the Spanish-speaking world. Note: This course is not appropriate for students who have taken and passed three or more years of Spanish within the past three years.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: SPAN1A - Elementary Spanish I
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in SPAN1B
Co-requisite: A course that must be completely concurrently with SPAN1B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in SPAN1B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Comprehend basic spoken Spanish and use appropriate beginning to intermediate level vocabulary and grammar to expand ability to express oneself and communicate in the target language orally.
Comprehend beginning to intermediate level (oral or written) questions in Spanish and answer in writing, demonstrating accuracy and control of fundamental grammatical concepts.
Comprehend, and answer questions about, the content of short, basic texts in Spanish.
Demonstrate a basic knowledge of the diverse cultures of the Hispanic World, in areas that could include topics such as geography, diet, history, lifestyles, traditions and customs.

SPAN2A: Intermediate Spanish I

4.0 Units / LEC
An intermediate interactive course that emphasizes real and meaningful communication to develop and refine students' speaking, listening, reading and writing Spanish language skills. It provides the tools for students to acquire intermediate linguistic proficiency. Special focus is placed on cultural awareness and appreciation of the diversity of the Spanish-speaking world.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: SPAN1B - Elementary Spanish II
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in SPAN2A
Co-requisite: A course that must be completely concurrently with SPAN2A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in SPAN2A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Comprehend spoken Spanish and use appropriate intermediate level vocabulary and grammar to expand ability to communicate in the target language in intermediate level conversations of daily situations.
Comprehend intermediate level (oral or written) questions in Spanish and demonstrate accuracy and control of fundamental grammatical concepts through writing composition-length narrative.
Comprehend, and answer questions about, the content of intermediate level texts in Spanish.
Analyze and discuss the geography, history, literature, and traditions regarding the diversity of the Hispanic world.

SPAN2B: Intermediate Spanish II

4.0 Units / LEC
A continuation of Intermediate Spanish 2A, this course emphasizes real and meaningful communication to develop and refine students' speaking, listening, reading and writing Spanish language skills. It provides the tools for students to acquire mid to high intermediate linguistic proficiency. Special focus is placed on cultural awareness and appreciation of the diversity of the Spanish-speaking world.
Transferable: Transferable to both UC and CSU
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: SPAN2A - Intermediate Spanish I
AND
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in SPAN2B
Co-requisite: A course that must be completely concurrently with SPAN2B
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in SPAN2B, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Comprehend spoken Spanish and use appropriate intermediate to advanced level vocabulary and grammar to expand ability to communicate in the target language in intermediate to advanced level conversations of daily situations.
Comprehend intermediate to advanced level (oral or written) questions in Spanish and demonstrate accuracy and control of fundamental grammatical concepts through writing composition-length narrative.
Comprehend, and answer questions about, the content of intermediate to advanced level texts in Spanish.
Analyze and discuss the geography, history, literature, and traditions regarding the diversity of the Hispanic world.

SPAN9: Latin American Cinema

1.0 Units / LEC
An introduction to the culture and social issues of Latin America through its films. The course will also further the student's insight into everyday language usage as it relates to Latin American identities, mores, and customs.
Transferable: Transferable to both UC and CSU
Grading Options:
- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes
Analyze common themes in Latin American films.
Identify and analyze some of the issues affecting present-day Latin American societies.

SPAN11A: Beginning Conversational Spanish I

3.0 Units / LEC
A beginning course in conversational Spanish that emphasizes pronunciation, vocabulary building, and speaking. Students acquire elementary linguistic proficiency through situational practice. The concepts and vocabulary presented are designed to be useful in routine communication with Spanish speakers. Additional emphasis is placed on providing insights into the cultural diversity of the Spanish-speaking world.
Transferable: Transferable to CSU only
Grading Options:
- Pass/No Pass
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Advisory: ENGL102 - Developing Reading and Writing
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
Definitions:
Prerequisite: A course that must be completed before enrolling in SPAN11A
Co-requisite: A course that must be completely concurrently with SPAN11A
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in SPAN11A, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Comprehend basic spoken and written Spanish and answer simple questions.
Demonstrate a basic knowledge of the diverse cultures that make up the Hispanic World.

Vocational Training [VOC]

VOC230: Starting a Home-based Business

0.0 Units
A noncredit course providing instruction in the basics of how to set up and run a successful home-based business. Students will sharpen entrepreneurial skills and learn how to make the most out of self-employment opportunities. Topics include legal structure, permits, start-up costs, financing options, tax planning, sound book-keeping practices, marketing strategies and creating an online presence.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Demonstrate knowledge of small business operations and procedures.
Create a basic business plan for a home-based business.

VOC251: Keep Track of Finances in Excel

0.0 Units
A course introducing students to the basics of Excel in order to track income and expenses. Students learn how to design and create clear and easily navigable spreadsheets. Topics include creating simple formulas, using tables, and sorting and filtering data. The focus is on harnessing the abilities of Excel to increase productivity and maximize savings for those who are self-employed or on fixed or limited incomes.
Transferable: Not transferable
Grading Options:
- Pass/No Pass

Student Learning Outcomes
Create a spreadsheet that supports efficient tracking of income and expenses.
Determine the most useful purposes and ways to organize data.

Welding Technology [WT]

WT40: Independent Study in Welding Technology

0.5 - 2.0 Units
Individual research and special projects in Welding Technology. Specific projects will be determined upon consultation with instructor. Note: Students taking an independent study course must have an approved contract on file.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Perform specialized tasks and demonstrate skills acquired as a result of individualized work.

WT53: Basic Gas and Arc Welding

2.0 Units / LEC-LAB
An introduction to basic oxyacetylene (OAW) and electric arc welding (SMAW) theory, equipment, and processes. Students will produce and analyze welds and cuts to accepted industry standards. No prior experience in welding is needed. Includes coordinated lab experience. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA approved safety glasses required by second class meeting.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Safely weld mild steel with OAW and SMAW processes.
Explain the gas and arc welding processes.

WT54: General Gas, Braze (emphasis) Welding, and Soldering

2.0 Units / LEC-LAB
An introduction to and practice in oxyacetylene (OAW), braze welding (OABW), soldering (AAW), and repair welding theory, equipment, and processes. Students will produce, analyze and test welds to accepted industry standards. No prior experience in welding is needed. Includes coordinated lab experience. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA approved safety glasses required by second class meeting.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Safely weld mild steel with OABW and OAW processes, and solder copper pipe.
Explain the gas welding processes.

WT56: Intermediate Arc and Gas Welding Lab

1.0 Units
An intermediate skill level lab in oxyacetylene welding (OAW), cutting (OAC), and shielded metal arc welding (SMAW). Students will produce, analyze, and test flat and out of position welds on mild steel. Note: Students must provide required safety gear and equipment (list of requirements given first class meeting). OSHA approved safety glasses needed first class meeting.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: WT53 - Basic Gas and Arc Welding
OR
Prerequisite: WT54 - General Gas, Braze (emphasis) Welding, and Soldering
OR
Prerequisite: WT60 - Welding Gas and Arc (emphasis E6013), and Gas Cutting
OR

Prerequisite: WT61 - Welding and Gouging, Gas and Arc (emphasis E7018, Braze)
OR
Prerequisite: WT63 - Weld inspection, testing, resistance, and pattern cutting
OR
Prerequisite: WT64 - Welding (emphasis cored wire), Surfacing, Lancing, Alloy and Automated Cutting
OR
Co-Requisite: WT53 - Basic Gas and Arc Welding
OR
Co-Requisite: WT54 - General Gas, Braze (emphasis) Welding, and Soldering
OR
Co-Requisite: WT60 - Welding Gas and Arc (emphasis E6013), and Gas Cutting
OR
Co-Requisite: WT61 - Welding and Gouging, Gas and Arc (emphasis E7018, Braze)
OR
Co-Requisite: WT63 - Weld inspection, testing, resistance, and pattern cutting
OR
Co-Requisite: WT64 - Welding (emphasis cored wire), Surfacing, Lancing, Alloy and Automated Cutting
Definitions:
Prerequisite: A course that must be completed before enrolling in WT56
Co-requisite: A course that must be completely concurrently with WT56
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in WT56, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Safely weld and cut mild or low alloy steel in flat and out of position (emphasis SMAW).

WT60: Welding Gas and Arc (emphasis E6013), and Gas Cutting

4.0 Units / LEC-LAB
A course in oxy-acetylene welding (OAW) and cutting (OAC), and stick welding (SMAW). Students will produce and analyze welds and cuts on mild steel. Coordinated lab experience is included, and no prior experience in welding is needed. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA approved safety glasses required by second class meeting.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Safely weld and/or cut mild steel with oxyacetylene gas, electric arc welding (emphasis E6013).
Explain the arc and gas welding processes, related to OAW, OAC, and SMAW.

WT61: Welding and Gouging, Gas and Arc (emphasis E7018, Braze)

4.0 Units / LEC-LAB
A course in oxy-acetylene welding (OAW, OABW), cutting (OAC), arc welding (SMAW) and gouging (CAC). Students will produce and analyze welds and cuts on mild steel. Coordinated lab experience is included, and no prior experience in welding is needed. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA approved safety glasses required by second class meeting.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Safely weld and/or cut mild steel with oxyacetylene gas, electric arc welding (emphasis E7018 and braze).
Explain the arc and gas welding processes, related to OAW, OAC, and SMAW.

WT63: Weld inspection, testing, resistance, and pattern cutting

4.0 Units / LEC-LAB
A course in repair and qualification procedures, inspection, testing, layout, pattern cutting, and resistance welding. Students will produce and analyze welds (emphasis E7018) and cuts on mild, low alloy, and sheet steel to accepted industry standards. Coordinated lab experience is included, and no prior experience in welding is needed. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA approved safety glasses required by second class meeting.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Safely weld mild and low alloy steel with oxyacetylene gas and electric arc welding (emphasis E7018).
Explain the arc and gas welding processes, related to SMAW, OAW, testing, pattern, and resistance.

WT64: Welding (emphasis cored wire), Surfacing, Lancing, Alloy and Automated Cutting

4.0 Units / LEC-LAB
A course in hard surfacing, FCAW, automated torch and plasma cutting, oxygen lance piercing. Students will produce and analyze welds and cuts on mild and alloy steels. Coordinated lab experience is included, and no prior experience in welding is needed. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA approved safety glasses required by second class meeting.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Safely weld and/or cut mild and alloy steel with oxyacetylene gas, electric arc welding (emphasis innershield or cored wire), and plasma.
Explain the arc and gas welding processes, related to FCAW, SMAW, OAW, plasma, and automated cutting.

WT67: Special Welding Laboratory (emphasis AWS certification)

2.0 Units
A lab only course prepares students to take the American Welding Society (AWS) welder certification exam. Students will produce, analyze and test welds to accepted industry standards. Note: Students must provide required safety gear and equipment (list of requirements given first class meeting). OSHA approved safety glasses needed first class meeting.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Prerequisites, Co-requisites & Advisories:
Prerequisite: WT53 - Basic Gas and Arc Welding
OR
Prerequisite: WT54 - General Gas, Braze (emphasis) Welding, and Soldering
OR
Prerequisite: WT60 - Welding Gas and Arc (emphasis E6013), and Gas Cutting
OR
Prerequisite: WT61 - Welding and Gouging, Gas and Arc (emphasis E7018, Braze)
OR
Prerequisite: WT63 - Weld inspection, testing, resistance, and pattern cutting
OR
Prerequisite: WT64 - Welding (emphasis cored wire), Surfacing, Lancing, Alloy and Automated Cutting
OR
Co-Requisite: WT53 - Basic Gas and Arc Welding
OR
Co-Requisite: WT54 - General Gas, Braze (emphasis) Welding, and Soldering
OR
Co-Requisite: WT60 - Welding Gas and Arc (emphasis E6013), and Gas Cutting
OR
Co-Requisite: WT61 - Welding and Gouging, Gas and Arc (emphasis E7018, Braze)
OR
Co-Requisite: WT63 - Weld inspection, testing, resistance, and pattern cutting
OR
Co-Requisite: WT64 - Welding (emphasis cored wire), Surfacing, Lancing, Alloy and Automated Cutting
Definitions:
Prerequisite: A course that must be completed before enrolling in WT67
Co-requisite: A course that must be completely concurrently with WT67
Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in WT67, unless they already have the knowledge and skills covered.
Student Learning Outcomes
Safely weld and cut mild or low alloy steel in flat and out of position (emphasis SMAW).

WT80: Welding Fabrication

2.0 Units / LEC-LAB
An introductory level practice of welding fabrication and weld print reading. The student will learn how steel is made, processed, formed, typed, gauged. The student will also learn how to choose structural shapes and weld with appropriate techniques to industry standards. Includes coordinated lab experience. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA approved safety glasses required by second class meeting.
Transferable: Transferable to CSU only
Grading Options:
- Letter Grade methods

Student Learning Outcomes
Safely weld and cut mild or low alloy steel (emphasis fillet joints).

Explain the arc and gas welding processes related to materials and fitups, SMAW, OAW, MIG-MAG, and FCAW.

WT90: Gas Metal Arc and Gas Tungsten Arc Welding

2.0 Units / LEC-LAB

A course in metal inert-active gas (MIG-MAG), tungsten inert gas (TIG) welding, and plasma cutting (PAC) theory, equipment, and processes. Students produce, analyze, test welds and cut both ferrous and nonferrous materials such as mild steel, aluminum and stainless steel. Includes coordinated lab experience. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA approved safety glasses required by second class meeting.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Enrollment Limitation:

Prior oxyacetylene welding experience, safety test, and instructor approval may substitute for the pre-requisite course.

Prerequisites, Co-requisites & Advisories:

Prerequisite: WT53 - Basic Gas and Arc Welding

OR

Prerequisite: WT54 - General Gas, Braze (emphasis) Welding, and Soldering

OR

Prerequisite: WT60 - Welding Gas and Arc (emphasis E6013), and Gas Cutting

Definitions:

Prerequisite: A course that must be completed before enrolling in WT90

Co-requisite: A course that must be completely concurrently with WT90

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in WT90, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Safely weld and cut mild or low alloy steel and nonferrous material.

Explain the arc and gas welding processes related to materials and fitups, SMAW, OAW, MIG-MAG, GMAW, and FCAW.

WT91: Gas Metal Arc and Gas Tungsten Arc Welding Lab

1.0 Units

A lab only course in gas metal arc (GMAW) and gas tungsten arc (GTAW) welding, and plasma arc cutting (PAC) providing students more time to develop skills. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA approved safety glasses required by second class meeting.

Transferable: Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Prerequisite: WT90 - Gas Metal Arc and Gas Tungsten Arc Welding

OR

Co-Requisite: WT90 - Gas Metal Arc and Gas Tungsten Arc Welding

Definitions:

Prerequisite: A course that must be completed before enrolling in WT91

Co-requisite: A course that must be completely concurrently with WT91

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in WT91, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Safely weld and cut mild or low alloy steel and nonferrous material.

Explain the arc and gas welding processes related to materials and fitups, GMAW/MIG-MAG-FCAW, and GTAW/TIG.

Work Skills [WORK]

WORK201: Work Readiness Skills for the 21st Century

0.0 Units

A course in developing 21st-century career readiness skills. The focus is on career preparation and improving workplace skills such as effective communication and teamwork. Topics include writing resumes and cover letters, and the essentials for preparing for job interviews. Instruction is individualized according to student need.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Demonstrate awareness of some career requirements and pathways.

Demonstrate work readiness skills.

WORK220: Excellent Customer Service

0.0 Units

A course on the key skills and attitudes required for effectively delivering internal and external customer service in the workplace. Students will study how to understand and exceed customer expectations, how to better communicate with customers, and how to deal with unrealistic customer expectations.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Identify and define outstanding customer service.

Demonstrate the key elements of outstanding customer service in order to effectively meet customer needs and provide outstanding customer service.

Develop an action plan to implement excellent customer service in the workplace.

WORK221: Stress Management

0.0 Units

A study of the key elements of stress management. Topics will include the recognition of stress, causes of stress, and the benefits of stress management. Various stress management techniques will be covered.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Describe stress and its impact on the workplace.

Examine one's own stressors, both internal and external.

Differentiate between the various stress management techniques.

WORK222: Communication in the Workplace

0.0 Units

A study of the key elements of communication within business organizations. Topics will include verbal and nonverbal communication, listening skills and specific workplace communication skills, including telephone and email communication.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Describe the communication process.

Demonstrate various methods of communication (e.g. nonverbal, spoken, email, and telephone).

Distinguish between the various obstacles to effective communication.

Experiment with and apply different effective listening techniques.

WORK223: Happiness and Success at Work

0.0 Units

A study of personal attitude and its effects in the workplace and at home. Students will explore how attitudes are communicated and how to turn negative thinking into positive thinking. This course enhances cooperation, loyalty, and productivity so that students can become happy and successful in their lives and careers.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Describe various ways attitudes are communicated.

Analyze key skills in attitude adjustment.

Develop an action plan to address the attitudes needing to overcome challenges on the job.

WORK224: Conflict Management

0.0 Units

An introduction to conflict management, including strategies for dealing with difficult people and interpersonal discord.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Describe the meaning of conflict.

Compare and contrast the different conflict styles and be familiar with one's own style.

Name the causes of conflict in the workplace.

Design strategies for resolving interpersonal conflict.

WORK225: Decision Making and Problem Solving

0.0 Units

An introduction to decision-making and problem-solving techniques in the workplace. Specific strategies for making decisions and solving problems will be presented, as well as the use of creativity in identifying solutions.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Identify problem-solving and decision-making techniques.

Differentiate between the elements involved in individual decision-making and group deci-

sion-making.

WORK226: Handling Organizational Change

0.0 Units

Provides an overview of the effect change has on an organization and the individuals in it. Topics will include understanding organizational change, stages of change, and how to manage organizational change.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Describe the stages of change and how to effectively deal with each stage.

Explain the symptoms of resistance to change and how to effectively deal with that resistance.

WORK227: Team Building

0.0 Units

An introduction to workplace teamwork and team building strategies. Students will learn to recognize various personalities and how their strengths and weaknesses impact a team. Guided classroom activities will build skills in effective team management.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Analyze the influence of different personalities in the workplace.

Define the characteristics of an effective team.

Evaluate common team problems and discuss methods to solve them.

WORK228: Ethics and Values

0.0 Units

An introduction to the importance of professional values and ethics in the workplace. Emphasis will be placed on how values influence actions, evaluating one's ethical behavior, and behaving ethically in the workplace.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Explain how ethical values influence our actions in the workplace.

Apply the three-step check list for identifying unethical behavior.

WORK229: Time Management

0.0 Units

An introduction to time management principles and specific tools that assist in making maximum use of time. Emphasis will be placed on prioritizing, identifying time wasters, and goal setting.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Describe various techniques for managing time.

Explain the principles of effective delegation.

Apply S.M.A.R.T. principles in a goal-setting exercise.

WORK230: Anger Management for the Workplace

0.0 Units

A course in anger and the various forms of aggression in the work environment. This course addresses the differing types and definitions of forms of anger and how these are manifested in the workplace. Topics include looking at causes of anger and ways to deal with anger. Students will also explore methods for controlling and preventing workplace anger and violence.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

List a number of things that can be done to avoid or minimize problems of anger in the workplace.

Describe warning signs that might indicate employees who are at high risk for aggression and/or violence.

Create a plan for organizational management of anger in the workplace considering appropriate responses to anger in the workplace, prevention programs, and guidelines for reducing threats of violence.

WORK250: Custodian Training

0.0 Units

A course covering the major aspects of custodial and janitorial work. Course includes general cleaning techniques, cleaning equipment use and maintenance, cleaning chemicals, window care, maintaining hard floors, carpet and upholstery care, chemical hazards, Cal OSHA regulations, and handling of infectious waste as they apply to the janitorial industry.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Explain and demonstrate general safety rules and proper use of chemicals and various machines and equipment in accordance with OSHA and EPA regulations.

Demonstrate the proper techniques and procedures for cleaning and restoring various flooring surfaces, as well as cleaning walls, windows and bathrooms on a routine basis.

WORK252: Custodian: Basic Maintenance

0.0 Units

A course in preventative maintenance and simple repair for residential and light commercial buildings. Topics include repairing flooring, painting, heating and cooling, roofing, plumbing, electrical, framing, installation, drywall, concrete, safety, tools, etc., as they apply to custodial maintenance and repair duties.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Safely and responsibly perform maintenance and repair work while minimizing the negative impact on the environment.

Identify needed preventative maintenance and execute procedures as they apply to roofing, painting, flooring, plumbing, heating and cooling.

WORK271: Cash Handling

0.0 Units

A course providing training in accurate and efficient cash handling at work. Students will learn about the main responsibilities of an employee who is required to handle cash or other transactions. Topics include reconciling cash receipts, theft prevention, and what to do when you are over or short at the end of the shift.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Explain the principles of good cash handling.

Describe the different types of monetary transactions.

WORK274: Hotel Front Desk Clerk

0.0 Units

A course providing training in exemplary customer service as a hotel front desk clerk. Students will learn about the operations of the front desk and how to offer a quality guest experience from registration to check-out. Topics include processing guest arrivals and departures, handling guest complaints, and dealing with safety and security issues at the hotel.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Describe hotel front desk operations.

Identify benefits of professional service and the quality guest experience.

WORK280: Working with Seniors

0.0 Units

A noncredit course providing instruction in the knowledge, skills, and appropriate standards of conduct required for working with seniors. This is vocational training for anyone who works on a regular basis with older adults including service providers, business owners, or community members. Topics include the social and physical changes that accompany aging, the use of common assistive devices, and common myths related to aging.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Describe the common needs and adaptations that occur along with social and physical changes that accompany aging.

Describe appropriate standards of conduct when working with older adults.

WORK282: Communicating in American Sign Language

0.0 Units

A noncredit course for educators, service providers and community members who need to communicate with deaf, hard of hearing, or nonverbal people on a regular basis. Students will be introduced to the basics of American Sign Language (ASL) and the signs most commonly used in daily life. Topics include vocabulary related to everyday life situations, simple questions, and key cultural differences and expectations when communicating with people who are deaf or nonverbal. The emphasis is on functional language and communication skills.

Transferable: Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

Demonstrate an understanding of simple, clearly signed language.

Identify core norms and etiquette of Deaf culture.

Yurok [YUR]

YUR1A: Elementary Yurok I

4.0 Units / LEC

An interactive, beginning course that builds vocabulary and presents the fundamentals of Yurok conversation. Yurok I provides the tools for students to acquire basic linguistic proficiency that aligns with the Novice Yurok speaking competency level in accordance with the ACTFL performance descriptors. The course teaches interpersonal, communicative use of all language skills, but places a particular emphasis on listening and speaking. Note: This course is not appropriate for students who have taken and passed three or more years of Yurok within the past three years.

Transferable: Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisites, Co-requisites & Advisories:

Advisory: ENGL102 - Developing Reading and Writing

OR

Advisory: ENGL150 - Precollegiate Reading and Writing

Definitions:

Prerequisite: A course that must be completed before enrolling in YUR1A

Co-requisite: A course that must be completely concurrently with YUR1A

Advisory on Recommended Preparation: A course that is recommended (not required) for students to complete before enrolling in YUR1A, unless they already have the knowledge and skills covered.

Student Learning Outcomes

Comprehend basic spoken Yurok and use appropriate beginning level vocabulary and grammar to express oneself and communicate using cultural awareness.

Use the Yurok alphabet to compose simple, written communication.

Comprehend, and answer questions about, the content of short, basic texts.

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