



# TAFT COLLEGE

West Kern Community College District

29 Emmons Park Drive • Taft, CA 93268  
www.taftcollege.edu



# CATALOG

# 2013-2014

## Phone Directory

Taft College	(661) 763-7700
Counseling Center	(661) 763-7748
Admissions	(661) 763-7741
Athletic Director	(661) 763-7779
Dental Hygiene	(661) 763-7706
Bookstore	(661) 763-7731
Financial Aid	(661) 763-7762
Student Support Services	(661) 763-7776
Extended Opportunities Programs & Services	(661) 763-7723
Housing Information	(661) 763-7741
Business/Cashier Office	(661) 763-7713
Testing Center	(661) 763-7783
Distance Learning Helpline	(661) 763-7812 or 1(866) 464-9229





# TAFT COLLEGE

West Kern Community College District

# CAMPUS MAP



-   
 Disabled accessible
-   
 Drinking fountains
-   
 Restrooms
-   
 Vending machines
-   
 Food/ Refreshment
-   
 Bookstore
-   
 Smoking Area
-   
 ATM

## **Taft College 2013-2014 Catalog**

### **Cover:**

*Library - Administration - Student Services building*

### **ACCREDITATION**

Taft College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard, suite 204, Novato, CA, 94949, (415) 506-0234, an institutional accrediting body authorized to operate by the U.S. Department of education through the Higher Education Opportunity Act of 2008.

### **ACCURACY STATEMENT**

The West Kern Community College District has made every reasonable effort to insure that information in this catalog/handbook is accurate and is available in an alternate format. Courses and programs that are offered, along with other matter contained herein, are subject to change without notice for reasons related to student enrollment, level of financial support, or for any other reason at the discretion of the district and the college. The district and the college further reserve the right to add to, amend, or repeal any rules, regulations, policies, and procedures, consistent with application laws.

### **TAFT COLLEGE**

A public community college

Founded in 1922

29 Emmons Park Drive,

Taft, California 93268

Phone: (661) 763-7700

Fax: (661) 763-7705

**Internet address:** <http://www.taftcollege.edu>

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# Superintendent/President's Welcome



Welcome to Taft College! Whether you are a first time college student, or are continuing your higher educational journey, Taft College is here to support you and your educational goals.

This college catalog provides information you will need to complete your Taft College application, participate in placement testing, seek academic counseling, register for courses, and navigate the Taft College system as you pursue your educational objectives.

A quick review of the catalog will help you see the breadth of programs and services available to you. The College offers a wide variety of programs in Basic Skills, transfer preparation and career-technical education. Taft College is known for its exceptional student support services, high quality of instruction, and small, close-knit campus community with a comprehensive array of resources needed to support student success.

This catalog is a road map to understanding the resources available to you along with descriptions of the Taft College programs of study which lead to our 39 Associate degrees and 31 certificates.

The College is fully accredited by the Western Association of Schools and Colleges (WASC) and is committed to a culture based on effective planning, implementation and evaluation of student learning. Our outstanding faculty and staff provide exceptional educational programs in a caring and supportive environment.

On behalf of the Board of Trustees, faculty and staff, welcome to Taft College. We wish you every success as you pursue your educational journey.

# College Calendar

## SUMMER SEMESTER, 2013

June 10	Instruction Begins
July 4	Independence Day Holiday
July 18	6-week Classes End
August 15	Instruction Ends

## FALL SEMESTER, 2013

August 26	Instruction Begins
September 2	Labor Day
November 11	Veterans Day Holiday
November 28-29	Thanksgiving Holidays
December 13	Dead Day
December 16-20	Final Examinations
December 20	Fall Semester Ends
December 23, 2013 through January 17, 2014	Winter Recess

## SPRING SEMESTER, 2014

January 20	Martin Luther King Holiday
January 21	Instruction Begins
February 14	Lincoln's Birthday Holiday
February 17	Washington's Birthday Holiday
April 14 - 18	Spring Break
May 16-22	Final Examinations
May 22	Spring Semester Ends
May 23	Commencement

# College Terms

The following terms or phrases are ones with which you may not be familiar, but are peculiar to the academic world. Students may encounter them in conversations with faculty and staff, in this catalog, or in other publications.

**Academic unit:** Academic probation: A state-mandated process to identify a student whose cumulative grade point average falls below 2.00 (or credit hours, or, simply, unit): Credit for courses offered by Taft College is awarded in terms of semester units. The value of a course is computed on the basis of one unit of credit for each hour of lecture or discussion, two-to-three hours of laboratory, or two hours of activity per week, for a 16-week semester. Courses meeting for fewer than 16 weeks will require an equivalent number of hours prorated on a per-week basis.

**Academic year:** Two semesters (fall and spring), plus summer semester and examination periods.

**Accredited:** Quality of academic programs has been approved by an outside rating agency.

**Admission:** Your acceptance for enrollment.

**Advisor:** Counselor or academic advisor who offers academic advice.

**Advisory:** A condition of enrollment suggested a student meet before or in conjunction with enrolling in a course.

**Associate Degree:** Awarded for completing an area of study. The typical amount of coursework to complete an Associate Degree in two years is 14-16 units per semester, for a total of 60 semester units, if a student begins coursework at the degree applicable level of English and math.

**Bachelor's Degree:** (baccalaureate degree): Awarded for a four-year degree.

**Calendar:** See "Academic Calendar" in this catalog. It includes important dates of the academic year.

**Catalog:** The catalog is your comprehensive guide and contract with Taft College.

**Certificate:** A document that verifies completion of a specific area of study.

**Class Schedule:** Published for the registration period for each semester and includes course details (when, where) and scheduling procedures.

**Competency Requirements:** Reading, writing and mathematics competency must be demonstrated before graduation.

**Co-requisite:** Course you must take concurrently with, or prior to, another course.

**Courses:** Listed in the "Course Descriptions" section of this catalog, showing the course number, title, description, and units.

**Credit:** See "Academic Unit"

**Pass/No Pass:** At the option of each academic division, some courses are offered on a pass/no pass (satisfactory/fail) grading basis as indicated in the Course Description section of this catalog (previously known as credit/no credit grading).

**Curriculum (program):** Courses required for a specific degree or certificate.

**Cut:** Deliberately missing a class without prior approval.

**Departments:** Academic areas in which courses are offered in one or more disciplines.

**Distance Learning:** Instruction provided outside the traditional classroom.

**Drop and add:** You may change your schedule by dropping or adding classes. Check the Academic Calendar for the drop/add deadlines for each term or check with the Counseling Center secretary.

**Elective:** Course distinguished from required course.

**E.O.P.S./C.A.R.E.** (Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education): A state-funded program that provides comprehensive support services designated to help students achieve their educational goal(s).

**Financial aid:** Various types of financial help including scholarships, work-study jobs or grants to eligible students.

**Full-time student:** A student enrolled in 12 or more units in one semester.

**GED** (General Education Development examination): An examination of high school diploma equivalency.

**General Education requirement:** A group of courses required to earn a degree; provides a broadly based education.

**Grade Point Average (GPA):** Number of grade points earned divided by the total units attempted.

**Major:** A concentration of courses in a specific educational area leading to transfer.

**Math/English Placement Tests:** Assessment tests (given free of charge) taken by any student planning to: take English or math courses; take six or more units; graduate; or transfer to a four year institution.

**Matriculation:** A process bringing the College and student into an agreement designed to achieve the student's educational goal(s).

**Part-time student:** A student taking less than 12 units in a semester.

**Professor:** General term for all faculty. If your professor has a doctoral degree, you may also refer to him/her as a "doctor".

**Prerequisite:** Specific courses you must successfully complete with a "C" or better before you can enroll for another specific course. Students must satisfy prerequisites and any other stated conditions before enrolling in a course.

**Registration:** Each semester you must register in specific classes for the next semester, pay tuition and fees, etc.

**Syllabus:** Written description of course content distributed by instructors to students.

**Special Admit Part-Time Student:** Special Admit student taking 11 units or less in a Fall or Spring semester. Summer semester is limited to 5 units.

**Term:** Semester

**Transcript:** Written record of all of your coursework maintained by the Registrar's Office.

**Two-for-one:** Most courses, will expect you to spend an average of two hours in preparation or study for each hour of lecture.



# General Information

## History of the College

Taft Junior College was established August 30, 1922 as part of the Taft Union High School District. Classes were held on the high school campus. The school title officially became Taft College on July 1, 1954 and in September of 1956, a separate campus opened on Emmons Park Drive adjacent to the high school.

The West Kern Junior College District was formed in an election on June 19, 1962, and became operative on July 1, 1963. Two years later, the Maricopa Unified District was annexed to the West Kern Junior College District, and on July 1, 1971, the district's name was changed to the West Kern Community College District. Taft College is a single-campus district under the guidance of a five-member Board of Trustees. The chief administrative officer is the superintendent/president of the district.

Taft College is located in the City of Taft in the southwestern corner of the San Joaquin Valley. The district contains 735 square miles and is composed of the elementary schools districts of Taft City, Midway, McKittrick, Elk Hills and the Maricopa Unified District. The services area of Taft College has a population base of about 27,000 people.

In March, 2004 residents of the West Kern Community College District approved a \$39.8 million bond for the construction and renovation of Taft College facilities. This approval makes the college eligible for over \$60 million in construction financing from other sources. In all, Taft College will have over \$100 million available for campus improvements.

Taft College has embarked on an ambitious modernization and construction project that will completely transform the campus. Virtually every existing campus building will be affected. Some buildings will be demolished to make way for new buildings; others will be remodeled to make them more efficient and attractive. This major facelift will be completed in increments over a period of years at a cost of about \$100 million, using local and state bond revenue.

The campus includes several facilities and programs that are unique in California Community Colleges. The first is a residence hall complex that houses nearly 200 students, virtually all of them from outside the Taft area. Another unique program is the Dental Hygiene Program that serves the community and is a focal point of a health program that is one of the best in the state. A third facility is the Children's Center that is the largest single-site child care facility in the California Community College system and in the entire county. A fourth program is our Transition to Independent Living Program (TIL). TIL is a two-year residential program that teaches individuals with intellectual disabilities to live independently. It has received national attention as a unique program. Finally, the Energy Technology Program is a new area of emphasis at Taft College – serving those students interested in joining the exciting field of energy technology.

## Mission Statement

- Taft College is committed to student learning in transfer and career and technical education programs supported by pre-collegiate basic skills and a wide range of student services. All programs and services are focused on the educational needs of the community learners.

## Vision Statement

Our vision is that at Taft College all learners achieve their learning goals.

We value:

- Students and evidence of their success.
- A learning community with teaching excellence.
- An environment conducive to learning, fairness, and continuous improvement.
- A communicative, collaborative, collegial, and respectful culture.
- A partnership of students, faculty, and support services.
- Innovation, diversity, creativity, and critical thinking.
- A mutually beneficial relationship with the community we serve.
- Academic, financial, personal and professional integrity.
- A transparent, accessible governance structure that includes institutional-wide dialogue.
- Given our vision, mission and values, these are our goals:
- Taft College will continuously improve student learning outcomes, success, and achievement through a variety of programs and services and effective learning support processes.
- Taft College will ensure employee success for the long term health of the institution.
- Taft College will continue to engage the community at all levels in order to support its long term educational, social and economic development.
- Taft College will maximize both its short-term and long-term enrollment opportunities.
- Taft College will maximize resources to sustain future growth and development while linking planning to budget.
- Taft College will provide the necessary technology for institutional success.

**Academic Freedom (BP 4030)**

Reference: Title 5, Section 51023; Accreditation Standard II.A.7. Institutions of higher education are conducted for the common good and not to further the interest of either the individual instructor or the institution as a whole. The common good depends upon the free search for truth and its free exposition. In order to assure the academic integrity of the teaching-learning process, faculty will distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

1. The instructor is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. The instructor is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter which has no relation to his/her subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. The college or university instructor is a citizen, a member of a learned profession, and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public may judge his/her profession and his/her institution as his/her utterances. Hence he/she should at all times be accurate, should exercise appropriate restraint, should respect other's opinions, and should make every effort to indicate that he/she is not an institutional spokesperson.

**Semester System**

The College operates on a semester system. Each semester is 17 weeks, including a week for final exams. The fall semester begins in mid-August and ends in mid-December, and the spring semester begins in mid-January and ends in mid-May with annual commencement exercises.

**Summer Semester**

The college conducts a summer semester following the spring semester. Classes are a mixture of general education, transfer courses, and vocational, skill development courses for occupational training.

**Community Services Programs****Community Services**

Community Services offers films, forums, cable television programming, and workshops on subjects of concern and interest to the community.

**Community Use of Campus Facilities**

Off campus groups are encouraged to use campus facilities by making arrangements with the Vice President of Student Services.

**Advisory Committees**

Advisory committees composed of representatives from business, industry and professions in the district work with the college administration and instructors to develop technical-vocational curricula. They provide advice on the need or desirability of particular educational programs or courses, current employment standards and requirements, and trends in the job market. This information is vital to the college in meeting the needs of students who want to acquire employment skills in two years or less.

# Admissions and Registration

## Admission to the College

Individuals wishing to attend Taft College will be admitted to the college after completion of the current semester's application. Every student's application will be reviewed to determine residency status. Students who have not resided in California for the last 24 months or have taken action to establish residency outside of California in the last 24 months will be given a residency questionnaire. The appropriate enrollment and tuition fees will be administered based on the residency status determination. Please note: After a student's initial admissions application is processed, additional admission applications **will not** be required, if the student maintains continuous enrollment. Continuous enrollment is defined as enrollment in the Fall and Spring semesters. Students returning after an absence from a Fall or Spring semester will need to reapply for admission to Taft College. Special Admit students (Concurrent Enrollment students) from area high schools are required to provide a signed Special Admit Permit every semester regardless of continuous attendance.

## Admission to Noncredit Classes

Noncredit classes are open to adults and minors who, in the judgment of the Board of Trustees, may be qualified. The Board of Trustees delegates to the Superintendent/President or his/her designee(s) (Vice President of Student Services or the Director of Admissions) the authority to determine admissibility of minors.

## Admission to Community Service Classes

Community service classes are open to adults and minors who can benefit from them. The Board of Trustees delegates to the Superintendent/President or his/her designee(s) (Vice President of Student Services or the Director of Admissions) the authority to determine admissibility of minors.

## Application

All students desiring admission must file an application for admission in the Admissions Office online, providing complete and accurate information as requested. Applications may be found on-line at [www.taftcollege.edu](http://www.taftcollege.edu).

All previous college level attendance must be noted on the application. Failure to list any school, college or university attended by the applicant or deliberately falsifying information is grounds for dismissal from the college.

Applications and transcripts should be submitted well in advance of the start date of the semester for which the applicant wishes to be admitted.

Matriculating students who have enrolled in any other collegiate institution before applying at Taft College must provide an official transcript of record showing all work undertaken. All non-English transcripts submitted must be approved certified English translations. All transcripts become the permanent property of Taft College.

Applicants who do not submit their transcripts by the end of the first semester of attendance may not be allowed to enroll during subsequent semesters unless the required transcripts are submitted prior to the time of enrollment.

Students who believe that they have been unable to comply with this procedure due to extenuating circumstances may submit a written appeal to the Director of Admissions.

## Non-High School Graduates

Any person 18 years or older without a high school diploma, General Education Development (GED), high school certificate of proficiency or its equivalent and who, in the judgment of the Superintendent/President or his designee is capable of profiting from the instruction offered will be admitted to Taft College after completion of the current semester's application. These students will be admitted as provisional students, and shall be required to comply with the Districts rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.

This capability must be verified by standardized test scores, practicum examination results, or written recommendations from persons not affiliated with the college. The capability to benefit must be determined before a student is admitted. Additionally, such provisional students must declare a major upon registration and shall be required to comply with Taft College regulations pertaining to scholastic achievement.

These students must also comply with all rules and regulations prescribed by the Board of Governors of the California Community Colleges or the Chancellor's Office pertaining to scholastic achievement and any other standards to be met by provisional or probationary students as a condition of being readmitted in any succeeding semester.

The provisions of this policy shall not apply to persons determined to be exempt from the college's matriculation program or to those attending programs established for adults pursuant to part 48, chapter 3, and section 78401 of the California Education Code or to any persons attending on a part-time basis only.

College courses taken to meet high school graduation requirements cannot be counted as part of the 60 units of credit required for the Associate Degree.

### Transfer Students

Taft College welcomes transfers from other post-secondary institutions.

Matriculating students who previously have attended other collegiate institutions are required to submit official transcripts from each of these institutions to the Admissions Office within the first semester of attendance. All transcripts submitted become the permanent property of Taft College.

Students who do not submit their transcripts by the end of the first semester of attendance will have a hold placed on their ability to register for classes. If a student has extenuating circumstances a written appeal can be submitted to the Director of Admissions for review.

## SPECIAL ADMIT PART-TIME STUDENTS

High school students must be at least 16 years of age **AND** have completed their sophomore year of high school per California Education Code: 76002/48800.5. Students may take college level courses that are transferrable (courses numbered 1500 or higher) with the exception of Math 1060, (California Code of Regulations-Title 5: 55002(a)/76002(b)) on a seats-available basis with permission from a parent, their high school principal, and the instructor of the course. Students will receive college credit for the community college courses completed. **Arrangements for receiving high school credit for course work completed must be made with the student's respective high schools.**

It is expected that all special admit students enrolling in Taft College courses have the maturity to participate on a college campus. No special arrangements for additional supervision of underage students are available. In a very small number of disciplines, course content may be frank in order to deal with scholarly discussion of behavioral, artistic, human, or other issues. Unlike public schools, colleges do not contact parents in advance to inform them of these matters. Parents are hereby notified that it is their responsibility to ensure that their child is able to handle the college environment, as well as the content of the course in which he/she enrolls. Although special admit students may be minors, Taft College adheres to the student privacy laws set forth by FERPA. Special admit students are entitled to all of the privacy rights of a college student; therefore, any information regarding attendance, grades, behavior, etc., cannot be shared with the parent or legal guardian.

**Admission is subject to seat availability. The student must submit and meet the following requirements to the Admissions department:**

#### Step 1: How to enroll

- Completed the online application for admission to Taft College.
- Submit the **High School Special Admit Form**.
- The Special Admit Form must be filled out and signed by the student, the parent/legal guardian, the instructor(s) of the course(s) you wish to enroll, and the high school principal every semester regardless if the student gets into a class or not. **If the student is home schooled, he/she must provide verification that the homeschool program is recognized and approved by the county department of education.**
- Students must reapply for admission after a break in attendance for one semester.

#### Step 2: Take the Assessment and meet with a Taft College Counselor

- Placement testing is required for all special admit students under the age of 18. Kindergarten – 12<sup>th</sup> grade classes will not be used as the sole assessment to meet college prerequisites. Please make sure you have your Taft College A # before contacting the office. To schedule an appointment, contact the Testing Center at (661)763-7783.
- After completing placement testing, students can meet with a counselor to discuss options to determine the most appropriate course placement for each student. To schedule an appointment with an academic advisor or counselor, contact the counseling center at (661) 763-7748.

#### Step 3: Obtain Instructor Approval

- Students must obtain instructor approval before enrolling into his/her class.

#### Step 4: Register for Classes

- After receiving instructor approval, students may register during open registration. Students can refer to the priority registration schedule each semester to determine the open registration time period.
- High School Special Admit holds will be released on the first day of open enrollment.



- Special admit students may not enroll in any courses numbered below 1500, except for Math 1060. Students who enroll in non-approved courses will result in loss of High School Special Admit privileges.
- There is an 11 unit maximum limit per semester; 5 unit maximum limit for the Summer semester
- In accordance with SB338, enrollment in physical education courses have been restricted or excluded.
- Special admit students are eligible for membership in groups/clubs; however, membership does not change registration priority for enrollment purposes.

#### **Step 5: Pay Enrollment Fees**

- Special admit high school students **WILL PAY THE SAME ENROLLMENT FEE AS ANY OTHER REGULAR COMMUNITY COLLEGE STUDENT PER California Education Code 76300.**
- Exceptions: High school students in the West Kern Community College District service area are exempt from enrollment fees.
- The West Kern Community College service area is defined as those residing in zip codes 93268, 93224, 93258, 93276 and 93252.

#### **Limitations:**

- a. Students who have previously enrolled and who have dropped their courses and/or have not made satisfactory progress will not be allowed to continue in the Special Admit Program.
- b. Enrollment of non-public school aged children at the College is not permitted on full-time bases or as substitute for the student's K-12 educational program as required by the State of California.

## **ADMISSION OF INTERNATIONAL STUDENTS**

Application for Admissions – all items must be received on or before June 1st for Fall or November 1st for Spring.

- a. A fully completed International Student (F-1 Visa) Application for Admissions with the appropriate Application Processing Fee which is non-refundable.
- b. Provide confidential financial support documentation by completing the Financial Assurance form. In compliance with immigration requirements, applicants must be able to demonstrate access to the necessary funds to pay academic living expenses for the duration of their studies.
- c. Official Transcripts from all secondary schools, colleges or universities attended. The transcript must be a certified English translation and must indicate academic achievement at the equivalent of at least a United States high school education (12th grade). COLLEGE/UNIVERSITY transcript evaluations need to be "Detailed or Comprehensive" by NACES® (National Association of Credential Evaluation Services) or AICE® (Association of International Credential Evaluators) and include the following items: Course-by-Course Descriptions, General Statement, Grade Point Average, Lower and/or Upper Division Courses.
- d. Applicants must demonstrate English Language Proficiency-student must have a: (Test of English as a Foreign Language) TOEFL examination score of 450 Written Based Test (WBT) or better; A score of 133 or better is required on the Computer Based Test (CBT) and 45 on the Internet Based Test (IBT).
- e. All international students whose native language is not English must be enrolled continuously in an English course until completing English 1500. International students who present English placement scores that make them eligible to enroll in English 1500 may be exempt from the continuous English course enrollment requirement.
- f. All international students must file annually a proof of freedom of communicable diseases, including tuberculosis. This must be done within four weeks of the student's date of enrollment. Any expense incurred in obtaining this proof will be borne by the student.
- g. Each international student applicant accepted for admission will be required to show proof of health and accident insurance or purchase health and accident insurance coverage for a minimum of one year. This insurance can be purchased at the time of registration.
- h. Complete information regarding the residence halls and food service will be sent upon receipt of each application for admission. The cost of the residence halls and food service is listed under the fee schedule.
- i. A non-resident tuition fee will be charged for all international students enrolled. (Refer to fee schedule). This fee is in addition to the regular enrollment fee. International students are charged non-resident tuition for every unit taken.

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## MATRICULATION POLICY

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Matriculation is a comprehensive student success program involving the entire campus community. The goals of matriculation are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the matriculation process. It is Taft College's way of supporting the student's right to succeed in college. Matriculation is a partnership between students and Taft College.

The agreement includes the provision of an admission process, college orientation, pre-enrollment assessment, advisement and counseling for course selection, a suitable program of studies, and follow-up on student progress.

### **Student's responsibilities include:**

1. The expression of at least a broad educational intent upon enrollment.
2. The declaration of a specific educational objective after completion of 15 semester units of degree applicable credit coursework.
3. The pursuit of diligence in class attendance and completion of assigned coursework.
4. The completion of courses and maintenance of progress toward an educational goal, according to standards established by the college, the District, and the state.
5. The cooperation in the development of the student educational plan.

### **College responsibilities include:**

1. The processing of applications for admission in a timely manner.
2. Orientation services designed to provide, on a timely basis, needed information about instructional programs, course prerequisites, student services, college regulations, and student rights and responsibilities.
3. Assessment of students using State Chancellor-approved tests to determine student competency in computational and language skills; to identify aptitudes, interests, and educational objectives; and to evaluate study and learning skills;
4. Counseling and advising to assist students in interpreting test results and in developing, and updating their educational plans.
5. Post-enrollment evaluation of each student's progress, and required advisement or counseling for students who enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation.
6. An ongoing institutional research program to determine the effectiveness of matriculation programs, services and procedures.
7. Faculty and staff training to help implement matriculation requirements.

### **Matriculation exemption**

Students, who do not meet approved matriculation exemption criteria, but choose to be exempt from one or more components of the matriculation process, may do so by completing a waiver available from the Counseling Center.

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## REGISTRATION

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Exact registration dates, placement test dates, and registration procedures are contained in the schedule of classes printed each term and on the Taft College web page at [www.taftcollege.edu](http://www.taftcollege.edu).

### **Late Registration**

Registration may be accepted through the second week of all semester-length classes; however instructor permission is required for enrollment into classes as of the first meeting day of the class. Registration in classes of less than a semester's duration must be completed according to the specific deadlines set each term by the Registrar/Director of Admissions.

### **Inter-district Agreement**

Subject to Education Code, Section 78031, a district resident shall be admitted to a community college in another district without regard to district boundaries. No district shall restrict the admission of its residents into a community college of another district, nor shall it restrict the admission of residents of another district into its community college or colleges, except as authorized under Section 78032.

### **Determining Residency for Tuition Purposes**

Each student enrolled or applying for admission to any California community college will provide information and evidence deemed necessary by the district governing board to determine his or her classification. An oath of affirmation may be required in connection with taking testimony necessary to ascertain a student's classification.

The determination of a student's classification will be made in accordance with the provisions of residence policies and the residence determination date for the semester or intersession for which the student proposes to attend.

Each person enrolled in or applying for admission to a California Community College is, for the purposes of admission and/or tuition, classified as a "resident" or a "non-resident."

A "resident" is a student who has resided in California for more than one year immediately preceding the residence determination date, coupled with the intent to remain in California.

A "non-resident" is a student who has not established residence in California for one year as of the residence determination date.

"Residence determination date" is the day immediately preceding the first day of instruction of the semester that the student proposes to attend.

Generally, residence requires actual physical presence in California, coupled with intent to make one's home here. The requirements necessary to demonstrate intent to become a California resident are available in the Admissions Office.

**Right to Appeal:** Students who have been classified as non-residents have the right to a review of their classification (Title 5, Section 54010 (a)). Any student, following a final decision of residence classification by the Admissions Office, may make written appeal to the Vice President of Student Services within 30 calendar days of notification of final decision by the college regarding classification.

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## **FEES**

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### **Enrollment Fee**

Enrollment fees are determined each year by the State Legislature. Contact the Admissions Office (661-763-7741) or the Taft College web page at [www.taftcollege.edu](http://www.taftcollege.edu) for the current fees.

### **Non-resident Tuition**

The Board of Trustees sets non-resident tuition annually. Non-resident students pay non-resident tuition in addition to the resident enrollment fees. The college reserves the right to increase tuition at any time if required by the law to do so. As of the first census date, the individual tuition charges will be reviewed and fees adjusted accordingly.

### **Exceptions**

The Board of Trustees may waive any portion of this fee for no more than 10 percent of the international students registered who are not on extended exemption and who demonstrate financial need to the Financial Aid Office.

Undocumented students who have attended a California High School for 3 years and graduated from a California High School may be eligible for a non-resident tuition fee waiver.

A student classified as a non-resident, shall be required, except as otherwise indicated in the tuition refund procedure, to pay non-resident tuition.

### **Materials Fees**

Occasionally students may be required to purchase materials to supplement specific courses, i.e., workbooks, folders, computer disks, etc. The materials may be purchased through the Book Store.

### **Fines**

In laboratory courses, students are charged actual cost of items lost or broken. Fines are assessed in the bookstore for lost or overdue books.

### **Instructional Materials**

Students are expected to purchase required instructional materials when the materials have "continuing value" to the student as defined in Chapter 7, Section 59402(d), Title 5, or the materials are not solely or exclusively available from the district.

Prior to each term, instructors will file a statement for approval to the appropriate Vice President explaining the materials needed for a particular class.

The list of materials, their approximate costs, and possible sources of purchase will be included in the registration information given to students at the beginning of each term. All instructional material fees are published in the class schedule.

### Student Body Fees

The Associate Student Body (ASB) fee, which is currently \$15 per academic year, is established by the members of the student body for the social and cultural activities supported entirely or in part by the students and is subject to change by vote of the Associated Students. These voluntary dues are payable on the day of registration. Every student is encouraged to become a member of the ASB to be able to more fully participate in student affairs and receive discounts at local participating businesses and discounts in the Taft College Bookstore (see "Textbook Program").

### Residence Halls

Student housing is available for students enrolled in a minimum of 12 semester units. A residence hall application must be completed and a \$125 security deposit paid to get on the waiting list. When a student leaves the residence halls, all or any part of the security deposit not due the college for damage to or loss of residence hall property or food service charges will be refunded.

A resident must participate in the Food Service Program. The food service plan consists of 15 meals per week. The cafeteria is open for – three meals per day Monday through Friday and two meals on Saturday and Sunday. Refer to the fee schedule for the cost of this service.

### E-Mail Address Procedure

Obtain your free Taft College e-mail address from the Business Office. If you cannot come to the office, call the Business Office to set up your account at (661) 763-7713. If you are a Distance Learning Student, you must provide an email address. You may use an existing account or set up a free Taft College account.

## 2012-2013 ACADEMIC YEAR FEES

### Enrollment Fees

Enrollment fees are determined each year by the State Legislature. All other fees are subject to change without notice.

<b>Enrollment fee</b>	\$46 per unit (no maximum)
<b>Credit by Exam Fee</b>	\$46 per unit (no maximum)
<b>Class Audit Fee</b>	\$15 per unit
<b>Non-resident tuition fee</b> (in addition to \$46 per unit enrollment fee and credit by exam fee)	
0 through 14 units	\$190 per unit
15 units or more	\$2850 per semester
<b>International Student</b>	
Admissions application fee	\$100
<b>Textbook rental fees*</b>	
Rental fee w/paid ASB fee	= On average 30% of the new Book price
<b>Associated Student Body ASB fee</b>	\$15 per academic year
<b>Residence Room rent</b>	\$788 per semester
<b>Meal plan</b> (15 meals per week for dorm students)	\$1298 per semester
<b>Residence Hall security deposit</b>	\$125
<b>Transcripts</b>	
First two (2)	No charge
More than two (each)	\$4 each
Rush processing fee	\$8 per recipient
<b>Enrollment verification fee</b>	
First two (2)	No charge
More than two (each)	\$4 each
Rush processing fee	\$8 per recipient
<b>Returned Check Fee</b>	
Service charge per check	\$18

\*\* In order to participate in the textbook rental program, students must purchase an ASB sticker and have a copy of their current class schedule.



### **Dental Hygiene Program Fees**

In addition to normal student expenses (enrollment fee, non-resident tuition, and parking fee), the dental hygiene program requires a Program Fee expenditure of approximately \$11,889 during the two-year program. Approximately \$7,170 will be needed at the beginning of the first semester for uniforms, textbooks, instructional equipment and supplies.

### **Parking Fees**

All students will be given a parking sticker for the academic year. Parking fines are as follows:

Illegal Parking or curb violation - \$27

Parking near a Fire Hydrant (within 15 ft.) - \$27

Stopping, Standing, or Parking prohibited - \$27

Parking prohibited in Fire Lane - \$73

Handicapped/Disabled Space Violation - \$282

### **Bad Check Charge**

A service charge of \$18 will be assessed for any check returned to the college Business Office or the bookstore by a bank. Any student who has not paid for a returned check after notification by the Business Office will not be able to receive a transcript, nor will any of the student's records from the college be provided to any other institution.

### **Deposits**

No deposits are required other than for students living in the residence halls.

### **Enrollment/Tuition Fee Refund Policy**

All students are required to abide by the published add/drop deadline schedule which determines when students can add and drop classes, avoid W's and get refunds. If you add or drop a class after the published refund deadline (which is 10% of the course) you will be responsible for the enrollment fees associated with that course. Even if you have postponed your fees and have not yet technically "paid" for the class, you will not get a refund. The fees will remain on your account, because you failed to drop the course before the published refund deadline. All deadline dates are available online.

### **AB540**

AB540 allows qualified students to be exempt from paying non-resident tuition fees at Taft College. Students are eligible for the AB540 exemption if they meet each of the following requirements:

Attended a California high school (public or private) for 3 or more years;

Graduated from a California high school or received the equivalent, such as a GED, prior to the start of the term;

Any Taft College student wishing to use the AB540 non-resident tuition fees exception must first submit an unofficial high school transcript and provide a complete and signed AB540 affidavit\* (available online) to the Admissions Office. The Admissions Office will not consider the use of the AB540 exception for any particular student until each of the student's aforementioned documents has been received.

Any student, other than a nonimmigrant alien, who meets the above requirements, shall be exempt from paying non-resident tuition at Taft College. Students who are non-immigrant (for example, those who hold F (student) visas, B (visitor) visas, etc.) are not eligible for this exemption. Non-resident students meeting the criteria will be exempted from the payment of non-resident tuition, but they will not be classified as California residents. They continue to be "non-residents." If you have any questions regarding your eligibility for the AB540 non-resident tuition fees exception, please contact the Admissions Office, your Taft College Counselor or your Taft College Advisor.

\*One section of the affidavit requires that any alien student without lawful immigration status must declare that he or she has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so. Documented students may disregard this section, but must still complete, sign and submit the other sections of the affidavit.

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## COUGAR CORNER BOOKSTORE

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The Cougar Corner Bookstore is located at 515 Finley Drive, Taft, CA 93268. We are located in the Pilot Shopping Center (directly across 6<sup>th</sup> Street from the Al Baldock Sports Center).

### TEXTBOOK RENTAL PROGRAM

Taft College is unique in that many textbooks are available to students on a rental basis. Participation in the Rental Textbook Program is only a fraction of the cost of purchasing your textbooks. On the average rental, the Taft College student will save 70% off the new book price. In order to participate in the Rental Textbook Program, you must have a current copy of your class schedule, current ASB sticker and Taft College Student ID Card.

Students must purchase an ASB Sticker to participate in the rental program from the Cashier office, bookstore or bookstore website ([bookstore@taftcollege.edu](mailto:bookstore@taftcollege.edu)). The ASB stickers are available for \$15.00 per academic year.

### CHECKOUT PROCEDURE FOR TEXTBOOK RENTALS

1. Rental textbooks may be checked out approximately three weeks prior to the beginning of each new semester depending on availability.
2. Students must purchase an ASB Sticker to participate in the rental program
3. Students must take their class schedule to the Bookstore to rent applicable books.
4. Remote or off-campus students may order all textbooks (rental and supplemental) on-line at <http://bookstore.taftcollege.edu> and have them shipped via UPS Ground for a fee determined by package weight and address of delivery.
5. Rental textbooks must be returned to obtain transcripts or to register for classes for any subsequent semester.

### RETURN PROCEDURE FOR TEXTBOOK RENTALS

1. Students who drop a class should immediately return rental textbooks to the Bookstore.
2. All other rental textbooks must be returned within 2 days of the end of each current semester to avoid being charged a late fee of \$5.00 per book late fee.
3. To avoid being charged full replacement cost, all rental books must be returned to the Bookstore no later than 10 business days after the end of the current semester. All rental books unreturned after 10 business days will become the property of the student and the student becomes responsible for the full replacement cost of the textbook.
4. Some instructors may require proof of textbook return before final exam can be taken.

### BOOKSTORE RETURN POLICY

1. All refunds and exchanges require the original cash register receipt.
2. Fall and spring textbooks can be returned for a refund during the first seven (7) business days of the semester. All summer and short term session textbooks can be returned for a refund during the first three (3) business days of the session. **All textbook sales are final after these dates.** Please make sure you have the correct textbooks and materials by checking with your professor on the first day of class.
3. Textbooks being returned for a refund or exchange must be in the original condition in which they were purchased. Textbooks containing any markings, damage or that is unwrapped will be treated as a used book and will be credited at 70% of the new book price.
4. All access codes or e-books that have been opened or activated are **not returnable**. Please check with your professor before you purchase these items.
5. Clothing, emblematic merchandise, trade books, electronics, and art supplies can be returned fourteen (14) business days after purchase with receipt. Clearance items are not returnable.
6. Incorrect or defective books and course materials may be returned to the bookstore within the refund period with your receipt for an exchange.
7. All credit card refunds require the original charge card used for the purchase.
8. Check refunds will be made by mail in approximately ten (10) to fourteen (14) business days.

\*\*\* The manager reserves the right to make the decision on the condition or salability of the merchandise.

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## TRANSCRIPTS

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The first two transcripts are free of charge with a \$4.00 charge for additional requests. In order to get your first two transcripts free of charge, they must be ordered through the Academic Records Office at Taft College. The Clearinghouse will not give the first two transcripts free.

By Submitting a Request on Paper (in person, by mail or fax):

Students are expected to submit a signed request to the Academic Records Office.

Transcript orders are processed within five workdays. Rush transcripts can be prepared in two hours for an additional \$8.00 fee per recipient. To receive a transcript with same day service, the request may be made between 7:30 a.m. and 1:00 p.m. Monday through Friday. Students who are faxing requests must make arrangement for payment of fees by calling the Academic Records Office at (661) 763-7756.

Please allow additional time for initial requests of CSU General Education and IGETC Certifications. Request must include direction to hold for grade change, certification or degree posting.

By ordering online through the National Student Clearinghouse (NSCH):

Taft College has authorized the National Student Clearinghouse to provide transcript ordering via the web. Transcripts may be requested 24 hours a day, 7 days a week. Online transcript requests submitted on the weekends or while the College is closed will be processed in the order received when Taft College re-opens.

Ordering transcripts this way is in full compliance with the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of students' educational records. The National Student Clearinghouse only handles your transcript order. The Clearinghouse does not have access to your academic history and does not print your transcript.

NSCH online processing fee: \$2.25 per recipient

Taft College Transcript fee: \$4.00 per copy

Rush fee: \$8.00 per recipient

**Unofficial Copies:** An unofficial copy of a student's academic record, reflecting courses taken during or after the Summer 1990 session, is available via Cougar Tracks. Transcripts prior to Summer 1990 are not available on-line. To obtain these prior records, please visit or contact the Academic Records Office.

### IMPORTANT REMINDERS

Request must include original signature.

Transcripts will not be issued until all outstanding accounts with the college are paid.

ID is required if picking up transcripts in person. (Note: Transcripts **will not** be released to a second party without signed, written permission from the student.)

Please include appropriate fees.

The transcript will be in a sealed envelope and may only be considered official if the seal remains unbroken.

*In accordance with the Federal Education Rights and Privacy Act of 1974, student written authorization is REQUIRED to release ANY information, no matter what the students AGE.*

# Academic Policies and Procedures

## Academic Policies and Procedures Committee

The Academic Policies and Procedures Committee review petitions regarding academic policies and procedures. The following petitions include permission to withdraw from a course after the deadline, extension of the period for completing work for an incomplete grade, and petition to allow substitution for graduation. Information regarding petitions is available in the Counseling Center and forms are also available at the Taft College website.

## Attendance Requirements

Students are expected to attend all sessions of each class in which they are enrolled. Since regular attendance is one of the most important factors contributing to student success in college work, the student will enhance his/her own performance by eliminating all unnecessary absences.

Instructors may drop a student from a class for excessive absences. A student is considered to be excessively absent when his/her cumulative absences exceed the total number of hours that the class meets during one week. Individual instructors may establish more stringent regulations at their discretion. However, if they do, each student involved is to be given a written notice of explanation by the instructor at the beginning of each semester. Otherwise, the general attendance policy applies.

Faculty members should give full consideration to excusing students from classes to participate in scheduled college activities such as athletics and field trips. The student must make arrangements in advance to make up the work to be missed.

**Students are responsible for officially withdrawing from any class or classes in which they no longer wish to be enrolled. Non-attendance DOES NOT release the student from this responsibility.**

## Student Responsibility

College students are considered adults and are expected to assume adult responsibilities in planning and carrying out an educational program. It is of the utmost importance that students realize their responsibility to become efficient in the use of their time and develop an attitude of self-direction and self-reliance.

The student's responsibility to the college includes a proper standard of conduct at all student body activities both on and off campus. Failure to do so will be sufficient cause for dismissal from the college.

More information can be found in the Student Handbook in the back of this catalog.

## Leave of Absence

In exceptional cases a student may be granted a leave of absence and re-enter with the same standing as at the time of withdrawal.

## Withdrawing After the Deadline

A student may withdraw from a course or courses after the final withdrawal date if there are extenuating circumstances. The procedure for students or their representatives to petition for withdrawal after the deadline is available in the Counseling Center.

**The petition must be submitted to the Academic Policies and Procedures Committee no later than the last day of the fourth week of the fall or spring semester following the semester in which the student was enrolled in the course(s) of concern.**

Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student. Withdrawal after the end of the fourteenth week (or 75 percent of a term, whichever is less) when the district has authorized such withdrawal in extenuating circumstances, after consultation with appropriate faculty, shall be recorded as a "W" for withdrawal.

## Grading Symbols

The instructor of the course shall determine the grade to be awarded each student. The instructor is required in each case to assign a definite grade based upon the work actually accomplished, regardless of the circumstances which have contributed to the results achieved. The determination of the student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetence. When a grade is corrected, the incorrect grade will be expunged from the student's record and replaced with the correct grade.

Grades are earned in each course on a semester basis and are recorded on the student's permanent record. A copy of this record becomes the transcript forwarded to colleges of transfer or other agencies.



**EVALUATIVE GRADES**

Symbols	Definitions
A	Excellent
B	Good
C	Satisfactory
D	Passing, less than satisfactory
F	Failing
FW	Failing for non-attendance withdrawal

**NON EVALUATIVE GRADES**

Symbols	Definitions	
AU	Audit	Audit Class
I	Incomplete	Work not completed in semester
IP	In Progress	Course not completed by end of semester
MW	Military Withdrawal	Withdrawal by reason of military duty – counted as withdrawal
NG	Non-Gradable	A non-gradable course
NP	No Pass	Non satisfactory
P	Pass	Indicates satisfactory or better
RD	Report Delayed	Grade not reported
UG	Ungraded	Not graded
W	Withdrawal	Withdrawal from class – no penalty

**Course Numbering System - Effective Summer II 2008**

Courses 1-999 are non-degree applicable and are included in the computation of the cumulative GPA. Courses 1000-1499 are degree applicable and 1500 and above are transferable.

Disclaimer: Not all transfer level courses are transferable to the UC system.

**Grade Changes**

The instructor of the course shall determine the grade earned by each student in accordance with grading symbols authorized for use by the California Education Code. The determination of the student's grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetency and shall become a part of the student's permanent record. The removal or change of an incorrect grade from a student's record shall only be done upon authorization by the instructor of the course. In the case of fraud, bad faith, or incompetency, the final determination concerning removal or change of grade will be made by the Vice President of Instruction.

Grade change requests made a year or more after the submission of the original grade will go to the Academic Policies and Procedures Committee for approval.

**INCOMPLETE**

It is the student's responsibility to contact the instructor in such cases of incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term which may result in an "I" symbol being entered in the student's record. Conditions for removing the incomplete shall be stated by the instructor in a written record that must contain the conditions for removing the "I" and the grade assigned in lieu of its removal. This record must be given to the student and a copy filed with the Academic Records Office until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed.

The "I" may be made up no later than one semester following the end of the term in which the instructor assigned it, unless a petition for a time extension is granted. (Summer semester does not count.) Ex: If "I" is assigned in the spring semester, the student has until the end of the fall semester to complete the coursework. The coursework must be completed within one semester or the "I" will default to the alternate grade indicated by the instructor. The "I" symbol shall not be used in calculating units attempted or for grade points.

**IP (IN PROGRESS)**

The "IP" symbol denotes that the class extends beyond the normal end of an academic term. It indicates that work is "in progress" but that the work must be completed before a grade is assigned. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative grade and unit credit shall be assigned and appear on the student's record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages.

**RD (Report Delayed)**

The "RD" is a symbol assigned by the Academic Records Office. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

**W (Withdrawal)**

Students can drop classes via Cougar Tracks or by bringing a completed Drop Form to the Counseling Office in the Student Services Building. An instructor's signature is not required to drop a class. Students will receive a W grade, if they drop a class after the last day to drop without a W. W grades are not considered punitive, though a student's subsequent Financial Aid eligibility may be affected. Classes cannot be dropped after the deadline to receive a W; students who are still enrolled after the last day to drop must receive a letter grade (A-F or P/NP). Please see current schedule for your withdraw deadline dates.

Students may be dropped from classes by the instructor if they do not attend the first or second class meeting or for excessive absences. However, students are ultimately responsible for withdrawing from a class that they no longer plan to attend. Failure to do so can result in a failing grade being issued by the instructor and charges being issued for the class.

Per Title 5 of the California Education Code, students are restricted in the number of W grades they may receive in the same course. Once a student has earned three W's in the same course at Taft College the student will be restricted from registering for the course again. The student will need to meet with the Coordinator of Counseling for other options available.

**MW (Military Withdrawal)**

The "MW" shall be assigned when a student is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, this symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The "MW" shall not be counted in progress probation and dismissal calculations. The "MW" shall not be counted in the permitted number of withdrawals.

**Pass/No Pass Classes (formerly known as Credit/No Credit)**

Courses may be offered in either or both of the following categories:

- a) Courses in which all students are evaluated on a "Pass/No Pass" basis; and
- b) Courses in which each student may elect upon registration, or before the end of the 24<sup>th</sup> school day of the semester for semester-length courses, to take the course on a Pass/No Pass" basis.

A student electing to be evaluated on the "Pass/No Pass" basis will receive both course credit and unit credit upon satisfactory completion of the course. In computing a student's grade-point average, grades of "Pass/No Pass" are omitted from the calculation. A Pass grade is granted for performance that is equivalent to the letter grade of "C" or better. A student who fails to perform satisfactorily will be assigned a "No Pass" grade.

The student is held responsible for all assignments and examinations required in the course. The standards of evaluation are identical for all students in the course.

**Procedures for Pass/No Pass Grading**

Students must file a "Request for a Pass/No Pass Grade" in the Counseling Center before the end of the 24<sup>th</sup> school day of the semester for semester-length courses. For courses of less than a semester's duration, requests must be filed according to the specific deadlines set for each term by the Vice President of Instruction. For courses where a combination grading system is available (letter grading or Pass/No Pass grading), a letter grade will be assigned unless a request has been filed. Once a request has been filed, no additional change in the grading system will be permitted.

In courses in which Pass/No Pass is authorized, the "P" grade is granted for performance that is equivalent to the letter grade of "C" or better.

Pass/No Pass grades and units earned will be recorded on the student's grade report and permanent record. These units will not be used in computing the student's grade point average but will be considered a part of the student's cumulative unit total. Units attempted in which a grade of "NP" is recorded shall be considered in progress probation and dismissal procedures.

All units earned on a Pass/No Pass basis in accredited California institutions of higher education or equivalent out-of-state institutions shall meet community college curriculum requirements.

**Courses Eligible for Pass/No Pass Grading**

**Learning Support Division:** All Direct Support Education and all Learning Skills courses listed in the catalog.

**Liberal Arts Division:** All courses listed in catalog except Journalism 2005 and 2010.

**Social Sciences Division:** All courses listed in the catalog except CJA 1549, ECEF 0282 and ECEF 0283.

**Science and Mathematics Division:** All life science, physical science and mathematics courses listed in the catalog; all one-unit physical education activity courses listed in the catalog; and Health Education 1510 and Recreation 1510.

**Applied Technologies Division:** All business, computer science, management, and energy technology courses listed in the catalog; and Industrial Education Automotive 1010, 1011, 1020, 1030, 1031, 1040, 1060, 1080, 1090, and 1500.

### **Awarding of Alternative Credit**

Only students who have completed twelve (12) units at Taft College may receive Advance Placement, Credit by Exam, CLEP, DANTES, Military Credit, or Tech Prep (2+2) Credit on their Taft College transcript.

A maximum of 30 semester units can be earned toward graduation combining any of the following: Advanced Placement, Credit by Exam (maximum of 12 units), Military Credit (maximum 20 units), CLEP, DANTES, and/or Tech Prep (2+2) Credit.

### **Credit by Examination**

A student may petition to take an examination for course credit, if a minimum of 12 semester units has been completed at Taft College with a minimum 2.5 cumulative grade point average. Students desiring to challenge a course by examination may obtain a petition and information regarding eligible courses, limitations, and procedures from the Counseling Center. The results of such examination, with grades and grade points, are entered on the student's permanent record to reflect that credit was earned as Credit by Examination. The maximum number of units that may be earned as Credit by Examination is 12. Students may not challenge courses in which they are currently enrolled or have received a grade of A, B, C, D, F, W, P, NP or I. No student will be allowed to challenge a course less advanced than that which the student has already completed.

### **Courses Eligible for Credit by Examination**

**Learning Support Division:** Direct Support Education; 1501, 1502, 1503, 1504, 1505, and 1506.

**Liberal Arts Division:** All Foreign Languages listed in the catalog; Art 1631, 1625, 1820, 2010; Humanities 2010; Information Competency 1548; and Music 1510.

**Social Sciences Division:** All Social Sciences courses listed in the catalog.

**Science and Mathematics Division:** Biology 1503, 2203, 2250, 2255, 2260, 2370; Astronomy 1511; Chemistry 2108; Health Education 1510; Recreation 1510; Math 1050, 1070, 1060, 1520, 1530, 1540, 1560, 2100, 2120, 2130, 2140; and Statistics 1510.

**Applied Technologies Division:** All Business courses (except Management), Computer Science, Industrial Education Automotive 1500, 1010, 1011, 1020, 1030, 1031, 1040, 1050, 1060, 1080, 1090.

### **College-Level Examination Program (CLEP)**

Taft College welcomes students from a wide variety of backgrounds and learning experiences. Often students come to us with a firm grounding in many of the disciplines we teach. We recognize and honor their prior learning by accepting a wide range of College-Level Examination Program (CLEP) tests, which measure their mastery of college-level, introductory course content in a wide range of disciplines. Students meeting the credit-granting score standard will earn the credits and course exemptions listed in this policy. Transfer students can earn credit through prior CLEP exams, if their scores meet these credit-granting standards.

**PLEASE NOTE EACH INSTITUTION HAS ITS OWN CLEP POLICIES. YOU MUST CONTACT EACH PARTICULAR INSTITUTION TO FIND OUT WHAT IS ACCEPTED IN ACCORDANCE WITH THEIR CURRENT POLICIES.**

#### **What is CLEP?**

CLEP (College-Level Examination Program) is the most widely accepted credit-by-examination program in the nation. With CLEP a student can earn college credit for what he or she already knows by passing a 90-minute, multiple-choice examination.

#### **What Subjects are offered for Credit?**

CLEP offers subject specific examinations. The **Subject Examinations** measure knowledge in specific introductory college courses in particular fields.

#### **Where Can the Examinations Be taken?**

Exams are administered by test centers nationwide. You can contact the Counseling Center to find out what local institutions offer testing or visit [www.collegeboard.com/clep](http://www.collegeboard.com/clep).

**General Guidelines:**

Units of credit received through CLEP do not apply toward residence requirements for graduation.

Because grades are not given, CLEP does not affect a student's grade point average.

In order to receive credit the student must have an official CLEP transcript sent to Taft College.

Subject Examinations Policy:

- By successfully completing the Subject Examinations, a student can receive the amount of credit indicated in the CLEP matrix.
- The Council on College-Level Examinations recommends the minimum scores required for successful completion of each of these Subject Examinations. These are mean scores achieved by students in the national norms sample who earned a grade of a "C" in a regular college course in the subject.

**Defense Activity for Non-Traditional Education Support (DANTES)**

Taft College will award students the use of DANTES credit as elective credit. Credits are awarded per the ACE guidelines. DANTES credits cannot be used to clear IGETC or GE Breadth requirements. Please see a counselor or advisor for additional information. Official DANTES transcripts can be obtained by request at Prometric, Attn: DSST Program, 1260 Energy Lane, St. Paul, MN 55108; or call toll free 651.603.3011.

**Advanced Placement Examination Credit**

Taft College grants credit towards its associate degree for the successful completion of examinations of the Advanced Placement Program (AP) of the College Entrance Examination Board (CEEB). Students who score a three, four or five may be granted up to six semester units of college credit per examination in accordance with established college standards. Students must have the College Board send AP exam results to the Taft College Admissions Office (hand carried copies will not be accepted). AP credit can be used to meet IGETC and GE requirements (please see IGETC and CSU GE sheets for details on how to apply credit). Units granted at Taft College DO NOT reflect units granted by a transfer institution.

Twelve semester units of satisfactory work must be completed at Taft College prior to granting of credit under this program.

Students may earn credit for College Entrance Examination Board (CEEB) Advanced Placement (AP Tests with scores of 3, 4, or 5) AP credit can be used to meet IGETC, CSU GE and A.A. or A.S. general education (GE) and/or major requirements.

Students must have the College Board send AP exam transcripts to the Admissions Office (hand carried copies will not be accepted) for use on the A.A./A.S. or GE patterns.

Course credit and units granted at Taft College may differ from course credit and units granted by a transfer institution.

**COLLEGE CREDIT FOR COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)**

CLEP Examination	Minimum Score	AA/AS Degree at Taft College					
		Taft College GE Area	GE Unit Value	Maximum Units Awarded towards AA/AS	Major / Course Equivalency	Competency Requirement	Course Requirement
American Government	50	Social/ Behavioral Science	3	3	POSC 1501	-	B
American Literature	50	Humanities	3	6	-	-	-
Analyzing & Interpreting Literature	50	Humanities	3	6	-	-	-
Biology	50	Natural Sciences	3	6	BIOL 1500	-	-
Calculus	50	Communication & Analytical Thinking	3	3	MATH 2100	3	-
Chemistry	50	Natural Sciences	3	6	-	-	-
College Algebra	50	Communication & Analytical Thinking	3	3	-	3	-
College Mathematics	50	N/A	0	6	-	-	-
English Literature	50	Humanities	3	6	-	-	-
Financial Accounting	50	N/A	0	3	BUSN 1051	-	-
French Level I	50	N/A	0	6	FRNC 1501	-	-
French Level II	59	Humanities	3	12	FRNC 1501 & FRNC 1502	-	-
Freshman College Composition	50	N/A	0	6	-	-	-
German Level I	50	N/A	0	6	GRMN 1501	-	-
German Level II	60	Humanities	3	12	GRMN 1501 & GRMN 1502	-	-
History, United States I	50	Social/ Behavioral Science	3	3	HIST 2231	-	B
History, United States II	50	Social/ Behavioral Science	3	3	HIST 2232	-	B
Human Growth & Development	50	N/A	0	3	-	-	-
Humanities	50	Humanities	3	6	HUM 1500	-	-
Information Systems & Computer Applications	50	N/A	0	3	COSC 2020	-	-
Introduction to Educational Psychology	50	N/A	0	3	-	-	-
Introductory Business Law	50	N/A	0	3	BUSN 2275	-	-
Introductory Psychology	50	Social/ Behavioral Science	3	3	PSYC 1500	-	-
Introductory Sociology	50	Social/ Behavioral Science	3	3	-	-	-
Natural Sciences	50	Natural Sciences	3	6	-	-	-
Pre- Calculus	50	Communication & Analytical Thinking	3	3	MATH 1540	3	-
Principles of Macroeconomics	50	Social/ Behavioral Science	3	3	ECON 2210	-	-
Principles of Management	50	N/A	0	3	-	-	-
Principles of Marketing	50	N/A	0	3	-	-	-
Principles of Microeconomics	50	Social/ Behavioral Science	3	3	ECON 2120	-	-
Social Sciences & History	50	N/A	0	6	-	-	-
Spanish Level I	50	N/A	0	6	SPAN 1601	-	-
Spanish Level II	63	Humanities	3	12	SPAN 1601 & SPAN 1602	-	-
Western Civilization I	50	Humanities or Social /Behavioral Science	3	3	HIST 2202	-	-
Western Civilization II	50	Social/ Behavioral Science	3	3	HIST 2204	-	-

Course Equivalency is for Taft College Major ONLY as transfer credit may differ from course credit and units granted by a transfer institution.

Class substitutions for AA-Transfer Degrees are under review and are not guaranteed.

Students must submit Official CLEP exam transcripts to the Admissions Office for use on the A.A./A.S. or GE patterns.

**COLLEGE CREDIT FOR COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)**

CLEP Examination	Minimum Score	CSU GE		
		Total Semester Units Allowed Toward Admission <sup>1</sup>	Total GE Breath Units Allowed	GE Breath Area
American Government	50	3	3	D8
American Literature	50	3	3	C2
Analyzing and Interpreting Literature	50	3	3	C2
Biology	50	3	3	B2
Calculus	50	3	3	B4
Chemistry	50	3	3	B1
College Algebra	50	3	3	B4
College Algebra-Trigonometry	50	3	3	B4
College Mathematics	50	0	0	N/A
English Composition (no essay)	50	0	0	N/A
English Composition with Essay	50	0	0	N/A
English Literature	50	3	3	C2
Financial Accounting	50	3	0	N/A
French <sup>7</sup> Level I	50	6	0	N/A
French <sup>7</sup> Level II	59	12	3	C2
Freshman College Composition	50	0	0	N/A
German <sup>7</sup> Level I	50	6	0	N/A
German <sup>7</sup> Level II	60	12	3	C2
History, United States I	50	3	3	D6+US-1
History, United States II	50	3	3	D6+US-1
Human Growth and Development	50	3	3	E
Humanities	50	3	3	C2
Information Systems & Computer Applications	50	3	0	N/A
Introduction to Educational Psychology	50	3	0	N/A
Introductory Business Law	50	3	0	N/A
Introductory Psychology	50	3	3	D9
Introductory Sociology	50	3	3	D0
Natural Sciences	50	3	3	B1 or B2
Pre- Calculus	50	3	3	B4
Principles of Accounting	50	3	0	N/A
Principles of Macroeconomics	50	3	3	D2
Principles of Management	50	3	0	N/A
Principles of Marketing	50	3	0	N/A
Principles of Microeconomics	50	3	3	D2
Social Sciences and History	50	0	0	N/A
Spanish <sup>7</sup> Level I	50	6	0	N/A
Spanish <sup>7</sup> Level II	63	12	3	C2
Trigonometry	50	3	3	C2
Western Civilization I	50	3	3	C2 or D6
Western Civilization I I	50	3	3	D6

*The above chart is based on the most current information from CSU and UC systems. Changes may occur.*

*Course Equivalency is for Taft College Major ONLY as transfer credit may differ from course credit and units granted by a transfer institution. Class substitutions for AA-Transfer Degrees are not guaranteed.*

*Students must submit Official CLEP exam transcripts to the Admissions Office for use on the A.A./A.S. or GE patterns.*



**COLLEGE CREDIT FOR ADVANCED PLACEMENT (AP)**

AA/AS (MAJOR AND/OR GE) FOR TAFT COLLEGE						
AP Examination	Minimum Score	Units/GE Area	Total Units Allowed	Course Equivalency <sup>1</sup>	Competency Requirement	Course Requirement
Art History	3	3 - Humanities & 3 - Elective	6	ARTH 1510	-	-
Biology	3	3 - Natural Science & 3 - Elective	6	BIOL 1500 & 1501	-	-
Calculus AB	3	3 - Communications & Analytical Thinking	3	MATH 2100	3	-
Calculus BC	3	3 - Communications & Analytical Thinking & 3 - Elective	6	MATH 2120	3	-
Chemistry	3	3 - Natural Science & 3 - Elective	6	CHEM 1510	-	-
Chinese Language & Culture	3	3 - Humanities & 3 - Elective	6	N/A	-	-
Comparative Government & Politics	3	3 - Social/Behavioral Science	3	POSC 2005	-	-
Computer Science A*	3	3 - Communications & Analytical Thinking	3	N/A	-	-
Computer Science AB*	3	3 - Communications & Analytical Thinking & 3 - Elective	6	N/A	-	-
English Language	3	3 - English Composition & 3 - Elective	6	ENGL 1500	1 & 2	C
English Literature	3	3 - English Composition & 3 - Elective	6	ENGL 1500	1 & 2	C
Environmental Science	3	3 - Natural Science & 1 - Elective	4	BIOL 1513	-	-
European History	3	3 - Humanities & 1 - Elective	4	HIST 2204	-	-
French Language & Culture	3	3 - Humanities & 3 - Elective	6	FRNC 2001	-	-
German Language & Culture	3	3 - Humanities & 3 - Elective	6	GRMN 2001	-	-
Human Geography	3	3 - Social/Behavioral Science	3	N/A	-	-
Italian Language & Culture	3	3 - Humanities & 3 - Elective	6	N/A	-	-
Japanese Language & Culture	3	3 - Humanities & 3 - Elective	6	N/A	-	-
Latin: Vergil	3	3 - Humanities	3	N/A	-	-
Macroeconomics	3	3 - Social/Behavioral Science	3	ECON 2210	-	-
Microeconomics	3	3 - Social/Behavioral Science	3	ECON 2120	-	-
Music Theory	3	3 - Humanities & 3 - Elective	3	MUSC 1510	-	-
Physics B	3	3 - Natural Science & 3 - Elective	6	N/A	-	-
Physics C (electricity/magnetism)	3	3 - Natural Science & 1 - Elective	4	PHYS 2201	-	-
Physics C (mechanics)	3	3 - Natural Science & 1 - Elective	4	N/A	-	-
Psychology	3	3 - Social/Behavioral Science	3	PSYC 1500	-	-
Spanish Language	3	3 - Humanities & 3 - Elective	6	SPAN 2001	-	-
Spanish Literature	3	3 - Humanities & 3 - Elective	6	N/A	-	-
Statistics	3	3 - Communications & Analytical Thinking	3	STAT 1510	-	-
Studio Art-2D	3	3 - Humanities	3	N/A	3	-
Studio Art-3D	3	3 - Humanities	3	N/A	-	-
Studio Art-Drawing	3	3 - Humanities	3	N/A	-	-
U.S. Government & Politics	3	3 - Social/Behavioral Science	3	POSC 1501	-	B
U.S. History	3	3 - Social/Behavioral Science & 3 - Elective	6	HIST 2231	-	B
World History	3	3 - Social/Behavioral Science & 3 - Elective	6	N/A	-	-

\*AP Computer Science Limitation: maximum 6 units for both.

<sup>1</sup>Course Equivalency is for Taft College Major ONLY as transfer credit may differ from course credit and units granted by a transfer institution.

Class substitutions for AA-Transfer Degrees are under review and are not guaranteed.

Students must have the College Board send AP exam transcripts to the Admissions Office (hand carried copies will not be accepted) for use on the A.A./A.S. or GE patterns.

**COLLEGE CREDIT FOR ADVANCED PLACEMENT (AP)**

AP Examination	Minimum Score	CSU GE			IGETC			
		Total Semester Units Allowed Toward Admission	Total GE Breath Units Allowed	GE Breath Area	Total Quarter Units Allowed	Total Semester Units Allowed	IGETC Applicability	UC Transfer Subject Area
Art History	3	6	3	C1 or C2	8	5.3	3A/3B	UC-H
Biology	3	6	4	B2 + B3	8	5.3	5B + lab	UC-S
Calculus AB/AB Subscore	3	3 <sup>1</sup>	3	B4	4 <sup>3</sup>	2.7	2A	UC-M
Calculus BC	3	6 <sup>1</sup>	3	B4	8 <sup>3</sup>	5.3	2A	UC-M
Chemistry	3	6	4	B1 + B3*	8	5.3	5A + lab	UC-S
Chinese Language & Culture	3	6	3	C2	8	5.3	3B & 6A	UC-H
Comparative Government & Politics	3	3	3	D8	4	2.7	4H	UC-B
Computer Science A	3	3 <sup>1</sup>	0	N/A	2	1.3	N/A	N/A
Computer Science AB	3	6 <sup>1</sup>	0	N/A	N/A	N/A	N/A	N/A
English Language/Composition	3	6	3	A2	8 <sup>4</sup>	5.3	1A	UC-E
English Literature/Composition	3	6	6	A2 + C2	8 <sup>4</sup>	5.3	1A/3B	UC-E/UC-H
Environmental Science	3	4	4	B1 + B3*	4	2.7	5A + lab	UC-S
European History	3	6	3	C2 or D6	8	5.3	3B /4F	UC-H/UC-B
French Language & Culture	3	6	3	C2*	8	5.3	3B & 6A	UC-H
German Language & Culture	3	6	3	C2*	8	5.3	3B & 6A	UC-H
Human Geography	3	3	3	D5	3	3	4E	UC-B
Italian Language & Culture	3	6	3	C2	8	5.3	3B & 6A	UC-H
Japanese Language & Culture	3	6	3	C2	8	5.3	3B & 6A	UC-H
Latin: Vergil	3	3	3	C2*	4	2.7	3B & 6A	UC-H
Macroeconomics	3	3	3	D2	4	2.7	4B	UC-B
Microeconomics	3	3	3	D2	4	2.7	4B	UC-B
Music Theory	3	3	3	C1*	8	5.3	N/A	UC-H
Physics B	3	6 <sup>2</sup>	4	B1 + B3*	8 <sup>5</sup>	5.3	5A + lab	UC-S
Physics C (electricity/magnetism)	3	4 <sup>2</sup>	4	B1 + B3	4 <sup>5</sup>	2.7	5A + lab	UC-S
Physics C (mechanics)	3	4 <sup>2</sup>	4	B1 + B3	4 <sup>5</sup>	2.7	5A + lab	UC-S
Psychology	3	3	3	D9	4	2.7	4I	UC-B
Spanish Language	3	6	3	C2*	8	5.3	3B & 6A	UC-H
Spanish Literature	3	6	3	C2*	8	5.3	3B & 6A	UC-H
Statistics	3	3	3	B4	4	2.7	2A	UC-M
Studio Art- 2D	3	3	0	N/A	8 <sup>6</sup>	N/A	N/A	N/A
Studio Art-3D	3	3	0	N/A	8 <sup>6</sup>	N/A	N/A	N/A
Studio Art-Drawing	3	3	0	N/A	8 <sup>6</sup>	N/A	N/A	N/A
U.S. Government & Politics	3	3	3	D8 + US-2	4	2.7	4H	UC-B
U.S. History	3	6	3	(C2 or D6)+US-1	8	5.3	3B /4F	UC-H/UC-B
World History	3	6	3	C2 or D6	8	5.3	3B /4F	UC-H/UC-B

The above chart is based on the most current information from CSU and UC systems. Changes may occur.

\*Tests prior to Fall 2009 may award credit in area different than stated above. Verify area of General Education Breath and/or U.S. History, Constitution, and American Ideals with the CSU Office of the Chancellor.

<sup>1</sup>If a student passes more than one AP exam in calculus or computer science, only one examination may be applied to the CSU baccalaureate.

<sup>2</sup>If a student passes more than one AP exam in physics, only six units of credit may be applied to the baccalaureate, and only four units of credit may be applied to a certification in GE Breath.

<sup>3</sup>8 quarter/5.3 units max for all exams, 4 quarter/2.7 semester units max between AB and AB subscore

<sup>4</sup>8 quarter/5.3 units max for both English Language and Literature Composition

<sup>5</sup>8 quarter/5.3 units max for all three Physics exams

<sup>6</sup>8 quarter/5.3 units max for all Studio Art exams

### **Tech Prep Credit**

Taft College maintains a Tech Prep program with high schools within the West Kern Community College District. Articulation agreements allow Taft Union High School students to receive college credit for articulated courses upon completion of 12 units at Taft College. Students need to provide their counselor or advisor with a copy of their high school transcripts in order to verify their eligibility for 2+2 credit.

The college is a member of the Kern/South Tulare Tech Prep Consortium and receives funding from the Carl Perkins Act. Tech Prep encourages students to further their education and engage in rewarding work. Contact the Tech Prep site coordinator in the Career/Transfer Center for more information.

### **Military Service Schools Credit**

Taft College will grant credit to veterans for active military service. The maximum general credit allowed is eight semester units – four for having completed basic training, and two for each of the first two years of service. Credit is also granted for educational work completed in the various service schools in accordance with the recommendations of the American Council on Education. This credit will be applied to help meet the requirements for graduation but is subject to acceptance by any other college to which the student transfers. The maximum credit allowed for all military service experience is 20 units. Duplicate credit will not be given in both high school and college. If a veteran uses service credits to complete high school graduation requirements, these same units may not be used to fulfill college graduation requirements. Students must complete twelve (12) units at Taft College before Military Credit will be posted. For further information, please refer to "Training for Veterans" in the Student Services section.

### **Unit Value**

A conventional college unit of credit represents three hours of the student's time each week for one semester; one hour in scheduled classroom lecture or discussion and two hours in outside preparation. For laboratory classes, the college unit normally represents three hours of work in the lab or in comparable experience under classroom supervision. Unit value may differ in certain courses where field experience is involved.

### **Student Load**

The class load for a typical student at Taft College is 14-16 units. Students who wish to take more than 19 units will be required to file a Petition for Overload Request and obtain approval from their counselor or advisor and approval from the Coordinator of Counseling within three days of their registration. Denied petitions for overload may be appealed to the Vice President of Student Services and presented to the Academic Policies and Procedures Committee for reconsideration.

### **Classification of Students**

**Freshman:** a student who has earned fewer than 30 units.

**Sophomore:** a student who has earned 30 or more units but fewer than 60 units, or has completed 60 units but does not hold a degree.

**Graduate:** a student who has been awarded the Associate Degree or a higher degree.

**Full-time:** a student enrolled in 12 or more units however a student with documented disabilities may qualify as full-time with a reduced load.

**Part-time:** a student enrolled in fewer than 12 units.

**Regular:** a student who has completed all admission and matriculation forms, has completed the assessment process, and has a high school and/or collegiate transcript on file.

**Provisional:** a student who is a non-high school graduate or had a high school grade point average below 2.0 may have the kinds of courses prescribed and limits placed on the number of units in which he/she may enroll.

**Special (Admit) Part-Time Student:** a student currently attending grades 11-12 and is 16 years of age and older and who desires to enroll for college credit.

### **Minimum Load**

- The college does not specify a minimum load except when the student desires to meet requirements such as:
- Certification to the Department of Health and Human Services that the student is attending full-time (12 or more units a semester with an average of 24 units a year).
- The load requirement for Chapter 30, 32, 33 and 1606 (Veterans), Federal Veteran Education Act, and for Chapter 35 (Dependents Educational Assistance) is 12 units per semester for full-time status, 9 -11 1/2 units per semester for three-fourths time, and 6-8 1/2 units for one-half time.
- Full-time load requirement to maintain status as an "F-1" visa (international) student is 12 or more units per semester.

- Eligibility to participate in intercollegiate athletics which requires passing 24 or more units between the seasons of the sport to be eligible for a second season. Other eligibility requirements are available from the Director of Athletics or Vice President of Student Services.

### **Standards for Probation**

Students on probation will lose their priority registration and can register during open registration.

**ACADEMIC PROBATION** – Students' who have attempted at least 12 semester units at Taft College (A, B, C, D, F, FW, or CR) as shown on the official academic record, shall be placed on academic probation if the student's institutional grade point average is below 2.0 in all units.

**CONTINUED ACADEMIC PROBATION** – A student who has earned an institutional cumulative grade point average of less than 2.0 for two consecutive semesters shall be placed on continued academic probation.

**PROGRESS PROBATION** – A student who is enrolled in at least 12 semester units at Taft College (A, B, C, D, F, FW, or CR, W, I, or NC) as shown on the official academic record, shall be placed on progress probation when the percentage of all Taft College units in which a student has enrolled and for which entries of W, I, or NC are recorded reaches or exceeds 50 percent.

**CONTINUED PROGRESS PROBATION** – A student who has earned a grade of W, I or NC in 50 percent or more of all Taft College units for two consecutive semesters, shall be placed on continued progress probation.

### **REMOVAL FROM PROBATION**

**ACADEMIC PROBATION** – A student on academic probation shall be removed from probation when the student's institutional accumulated grade point average is 2.0 or higher.

**PROGRESS PROBATION** – A student on progress probation shall be removed from probation when the percentage of W, I, or NC graded units drop below 50 percent in Taft College work.

### **STANDARDS FOR DISMISSAL**

**ACADEMIC DISMISSAL** – A student who is on academic probation is subject to dismissal if their earned institutional cumulative grade point average is less than 2.0 in all units attempted in each of three consecutive semesters. Semesters are considered consecutive on the basis of the student's enrollment. For example, a fall semester followed by a fall semester will be considered consecutive if the student was not enrolled in the spring semester of that academic year. The first semester will be deemed completed when the student has attempted a total of 12 semester units (A, B, C, D, F, FW, or CR).

**PROGRESS DISMISSAL** – A student who is on progress probation is subject to dismissal if the percentage of Taft College units with entries of W, I, NC reaches or exceeds 50 percent in at least three consecutive semesters. For purposes of progress probation, the first semester will be deemed completed when the student has enrolled in a total of 12 semester units (A, B, C, D, F, FW, CR, W, I, or NC).

### **APPEAL OF DISMISSAL**

A student who feels he/she has reason(s) to be exempt from the dismissal policy must submit a "Petition for Appeal of Academic or Progress Dismissal Status" to the Admissions and Attendance Committee.

### **Reinstatement**

A student who has been dismissed may be reinstated after a lapse of one semester by petitioning the Admissions and Attendance Committee. The petition must include sufficient evidence to indicate the likelihood of academic success for the reinstatement to be granted. A lapse of one semester does not guarantee reinstatement.

In unusual circumstances, a student may be reinstated without the lapse of a semester by petitioning the Admissions and Attendance Committee for a hearing.

Students who have been reinstated following academic dismissal must earn a grade point average of at least 2.0 during the first semester following reinstatement in order to enroll for the subsequent semester.

Students who have been reinstated following progress dismissal must have fewer than 50 percent of all units at Taft College in which they enroll recorded with entries of W, I, and NC during the first semester following reinstatement in order to enroll for the subsequent semester.

Students that have been reinstated after dismissal will lose their priority registration and can register during open registration.

### **Course Repetition**

A student who has earned a substandard grade of D, F, FW, and/or NP in a credit course at Taft College may repeat the course two times for the purpose of grade alleviation. A student who has earned a standard grade of A, B, C, and/or P in a credit course at Taft College may petition to repeat the course when certain circumstances apply. W's are counted in attempts for repeat purposes. A student may repeat a course for which standard or substandard work has been recorded by obtaining the written permission of the Registrar, **PRIOR TO THE TIME OF REGISTRATION.**

Courses repeated under this policy will be counted as part of the student's maximum study load. Nothing can conflict with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5 or district procedures relating to retention and destruction of records.

The following may be excluded from this policy: Activity courses and other repeatable courses. Please contact the Counseling Center for details.

Reason to repeat:	Will this petition be approved?
1. Student received an A, B, C, P in a credit class and wants to improve grade.	No, unless reasons #3, 4 or 5 apply. 55042 (b)
2. Student received a D, F, FW, NP, or a W after attempting a credit class a total of three times.	No, unless reasons #3 or #6 applies. 55024 (a)(9), 55040, 58161
3. Course is mandated for training requirements as a condition of continued paid or volunteer employment. 55041(b)	Yes – student can repeat unlimited number of times. Must provide statement from employer or a signed affidavit that the course is necessary to meet legally mandated training as a condition of paid or volunteer employment. Regardless of whether or not a substandard grade was previously earned, the grades and unit credit shall be included each time for the purpose of calculating the GPA.
4. Significant Lapse of Time (55043)	Yes, for students with standard grades (A, B, C, P) and (3) three years have elapsed since the last satisfactory grade was posted at Taft College. Previous grade and credit will be alleviated by the rule. Course repetition based on significant lapse of time may only occur once.
5. Recency requirement is mandated for current coursework or degree.	Yes, for students with standard grades (A, B, C, P) and 3 years have elapsed at Taft College. Student must provide documentation of recency requirement mandate. Previous grade and credit will be alleviated by the rule
6. Extenuating Circumstances (55045) accident, illness, or other life changing events beyond the control of the student.	Yes, for students with substandard grades. Valid documentation is required to support circumstances that specifically relate to the date of the course. Previous grade and credit will be alleviated by the rule.
7. Three (3) withdrawals have been processed for the same course.	No, unless #6, extenuating circumstances, existed. Valid documentation is required to support the circumstance.
8. Repeated a course taken at another college	No, substandard grades earned at another institution will be alleviated by repeating a course at Taft College. There are no exceptions.
9. Special Course Repetition (56029) for Students with Disabilities.	Yes, there is no limit as long as the course has a "Special Class" designation for students with disabilities; and the class is required due to a disability related accommodation. Students must be receiving accommodations through DSPS. Previous grade and credit will be alleviated by the rule.

### Academic Renewal

Students may petition to have their academic record reviewed for academic renewal of substandard academic performance under the following conditions:

- A. Students must have achieved a grade point average of 2.4 in 24 units or 3.0 in 12 completed at Taft College since the substandard work; the most recent work will be evaluated and
- B. At least three years must have elapsed from the time the coursework at Taft College to be removed was completed.

Up to two semesters or three quarters of course work may be eliminated from consideration in the grade point average. No work taken during the disregarded terms, even if satisfactory, may apply toward the Associate Degree.

Academic renewal actions are irreversible.

The student obtains the Academic Renewal Petition form in the Counseling Center or on-line.

If the petition for academic renewal is granted, the student's permanent academic record will be annotated to clearly indicate that none of the disregarded units apply to academic requirements for any degree or program offered at Taft College. All work will remain legible on the record to insure a true and complete academic history. This policy does not guarantee that an improvement in grade point average through Academic Renewal will be evaluated by other colleges and universities in accordance with Taft College's policy on Academic Renewal. Taft College will not take into account courses taken at another college to meet any requirements for academic renewal. Only classes taken at Taft College can be disregarded through this academic renewal process.

### **Prerequisite/Corequisite Challenge**

A prerequisite challenge requires written documentation, explanation of alternative course work, and background or abilities which adequately prepare the student for the course. *A Prerequisite Challenge Form can be obtained in the Counseling Center or online.* Reasons for challenging a prerequisite may include one or more of the following:

A prerequisite is not reasonably available.

The student believes the prerequisite was established in violation of regulation or in violation of the District-approved process.

The student believes the prerequisite is discriminatory or being applied in a discriminatory manner.

The student has documented knowledge or ability to succeed in the course without meeting the prerequisite.

Upon filing the *Prerequisite Challenge Form*, the student will be permitted to follow standard registration procedures and enroll in the challenged class. If the challenge is not upheld, the student will be dropped from the class.

### **Adding Classes**

Courses of semester length may be added during the first two weeks of the semester. Permission of the instructor is required starting on the first day of instruction. The deadlines for enrolling late in courses that are less than a semester (17 weeks) in length are determined by the Vice President of Instruction. No student will be allowed to enroll after the census date. All add dates are posted on the Taft College website.

### **Dropping Classes**

Following registration, students may drop any class in which they no longer wish to be enrolled by completing a drop form and returning it to the Counseling Center. **Non-attendance does not release the student from this responsibility and could result in failing grades being awarded.** Withdrawals, or drops, are authorized through the last day of the tenth week of instruction or 60% of the term, whichever is less. Withdrawal from a class after the drop deadline shall be authorized in the event of extenuating circumstances. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the control of the student. The student must file a petition at the Admissions and Records Office with documentation for review by the Academic Policies and Procedures Committee. The academic report of a student who remains in class beyond this time must reflect an evaluative symbol. Refer to the current class schedule for drop deadline dates.

### **Auditing Classes**

The audit status is subject to the following guidelines:

- a) Priority registration shall be given to students desiring to take the course for credit towards a degree or certificate.
- b) Classroom attendance of students auditing a course shall not be included in computing the apportionment due a community college district.
- c) No student auditing a course shall be permitted to change his/her enrollment in that course to receive credit for the course.
- d) The auditor checks with the instructor after the first class meeting and after all students have had an opportunity to enroll in the class. If there is room available, the auditor may register in the Counseling Center using the Community Service form.
- e) An auditor must have the permission of the instructor to audit a class.
- f) Fees to audit shall not exceed \$15.00 per unit.
- g) There are no attendance requirements, and grades are not issued.
- h) If a textbook is desired for the class being audited and it is a rental textbook, there is a 20% (10% with a student body card) book rental fee.



- i) No refunds of audit fees will be allowed if a student is admitted and registered as an auditor.
- j) If a class is offered through the Community Service Department, the class cannot be audited.

**Withdrawal from the College**

No notation of "W" or other grade shall be made on the academic record of the student who withdraws prior to the 15% Drop date. Drop deadline dates are posted online.

The number of times that a student may withdraw and receive a "W" symbol on his or her record for enrollment in the same course is three times. The district policy may permit a student to enroll again in a course after having previously received the authorized number of "W" symbols in the same course, due to extenuating circumstances. In order to be considered for the additional enrollment a student will be required to petition to repeat the class to the Academic Policies and Procedures committee. Refer to the current class schedule for drop deadline dates.

# Student Services

## Cougar Tracks

Cougar Tracks is an on-line registration system allowing students access to search the schedule of classes, register for classes, drop classes, update personal information, view financial aid information, check final grades, and more. Student login information is provided via email once an admissions application has been completed. To login, please visit the college website at [www.taftcollege.edu](http://www.taftcollege.edu).

## Counseling

The college provides a counseling program that includes:

- Academic counseling that helps the student in assessing, planning, and implementing both immediate and long-range academic goals.
- Career counseling that helps the student assesses aptitudes, abilities, and interests, and advises the student regarding current and future employment trends.
- Personal counseling that helps the student with personal, family or other social concerns, when that assistance is related to the student's education.
- Coordination with the counseling aspects of other campus services, including programs for students with special needs, financial assistance programs, and job placement services.

These counseling services are available for all students and are located in the Student Services building. Evening hours and distance learning counseling are provided, and bilingual staff and services are available. Help is available in person and by phone, fax or email. During the fall and spring semesters office hours are typically Monday through Thursday 7:30 am – 6:00 pm and Friday 7:00 am – 4:00 pm. During the summer semester office hours is typically Monday through Thursday 7:30 am – 6:00 pm, and closed Fridays. To schedule an appointment to speak with a counselor in person, or by phone, call (661) 763-7748.

## Career/Transfer Center

The college maintains an on-campus and on-line Career/Transfer Center for student use. Students may check out catalogs from the California State University and University of California systems, community colleges, private colleges, independent colleges as well as out-of-state schools. Several schools provide videos and disks with information about their campuses. Internet access is available for on-line information and applications. Hyperlinked Web sites are available from the Career/Transfer Center Web page under Student Services.

Career/Transfer information can be found in the Career/Transfer Center located next to the cafeteria or the on-line Career/Transfer Center. The latest labor market research information, job qualifications, entry-level requirements, and wage/benefit information helps students make decisions about majors and career goals. The Career/Transfer Center also maintains interest inventories and other resources to help students in researching their options.

A computerized career education system, EUREKA, is available in the center or on-line. EUREKA is the California Career Information System providing unparalleled career and training information in an easy-to-read format. EUREKA includes 15 databases, career assessment, sorting and searching tools as well as information on colleges and universities, occupational data, and scholarships.

A counselor can provide assistance in career and transfer planning. For additional information or to schedule an appointment, call (661) 763-7748; or visit the college web site at [www.taftcollege.edu](http://www.taftcollege.edu).

## Children's Center

The Taft College Children's Center provides a developmentally appropriate curriculum for children 0-6 years of age. Child care services are provided for parents who are enrolled at Taft College, participating in a job training program, seeking employment, employed parents, or pregnant minors enrolled at Taft High School or surrounding high schools in the service area.

The center maintains a state preschool half-day and full-day program for children three and four years old, and an infant/toddler program for children 0-30 months of age.

Enrollment is based on family income, need, and number of family members living in the home. Enrollment is based on a non-discriminatory basis and gives equal treatment and access to services without regard to race, color, creed, religion, disability, political beliefs, sexual orientation, marital or family status, or natural origin or ancestry. Children who are physically or emotionally disabled, or any child with special needs, where provisions might need to be made, will be evaluated on an individual basis.

Fees are based on a sliding scale according to family size and gross monthly income as established by the California Department of Education. For additional information call (661) 763-7850.

## CalWORKs

### CALIFORNIA WORK OPPORTUNITIES AND RESPONSIBILITY TO KIDS

CalWORKs funds are for the purposes of assisting CalWORKs students and their families by providing educational and career opportunities combined with an array of high quality support services that enable students to complete their educational goals, find meaningful employment and successful transition into the workforce. Through collaboration and advocacy between the college, the Department of Human Services and other community agencies, we prepare a segment of California's workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of a higher education.

The CalWORKs program assists students with educational goals directly related to a degree or certificate in a field approved by the local Department of Human Services. Taft College CalWORKs supports the student in meeting their Welfare to Work (WTW) plan activity requirements. Services provided include: academic, career, and personal counseling, work-study/job placement, and educational supplies.

A student is eligible if he/she is currently a CalWORKs/TANF recipient who is in good standing and has or is developing a Welfare to Work (WTW) plan with his/her local Department of Human Services. Additional requirements may apply to remain eligible at Taft College.

For further information, contact the CalWORKs Office at 661-763-7934.

### Extended Opportunity Programs and Services (EOPS)

EOPS is a state-funded program at Taft College that provides educational support services to eligible students who have historically experienced economic and educational disadvantages. EOPS assists eligible students in obtaining their educational goals by providing additional support through academic counseling, peer mentoring, scholarship information, book service, transfer assistance and other services dependent on funding being available. The goal of EOPS is to encourage the enrollment, retention and transfer of students with educational disadvantages to facilitate the successful completion of their goals and objectives in college.

Students are eligible for EOPS services if they meet the following criteria:

- Be a California resident (1 year minimum)
- Qualify for Board of Governors Enrollment Fee Waiver (BOG A or B)
- Qualify for Free Application for Federal Student Aid (FAFSA)
- Full-time enrollment - 12 units minimum
- Have a minimum cumulative GPA of 2.00
- Must have less than 70 degree units from all colleges attended (transcripts are required)
- For additional information please contact the EOPS/CARE Office at (661) 763-7723.

### Cooperative Agencies Resources for Education (CARE)

Cooperative Agencies Resources for Education is a state-funded program designed to provide additional support to recipients who receive CalWORKs (California Work Opportunity and Responsibility to Kids) assistance. CARE provides support services to assist single parents to attend college and obtain the skills necessary to gain meaningful employment. Services include peer mentoring, counseling, follow-up support and special events as funds are available.

Students are eligible for CARE services if they:

- Are EOPS eligible
- Have a dependent child under the age of 14
- Are at least 18 years of age and a single head of household
- Are currently receiving cash aid (TANF/CalWORKs)
- Are eligible for financial aid

### Distance Learning Courses

Taft College offers two types of Distance Learning courses: on-line and off-line. On-line courses are web-based and managed in the software system called ETUDES. Off-line courses are not managed in ETUDES. Communication with instructors is handled via e-mail, postal mail, by telephone, or in person. All are designed to facilitate your learning experience with the special advantages that Distance Learning offers, including:

- More individualized instruction
- Fitting college into your busy schedule
- Easy access to instructors through e-mail and voice mail
- A multimedia approach to learning

For additional information call (661) 763-7812 or visit the college web site at [www.taftcollege.edu](http://www.taftcollege.edu).

### English as a Second Language

The English as a Second Language Program (ESL) is offered for students whose native language is other than English. The goal of the program is to help students who want a vocational or academic career to fully participate in regular college classes. A conference between the student and a counselor is the initial step to be placed in this program.

**Inglés Como Segundo Idioma**

El programa de inglés como segundo idioma se ofrece a las personas cuyo lengua materna no es el inglés. El objetivo principal del programa es desarrollar en el alumno las habilidades lingüísticas y culturales que necesita para tener éxito en cualquier carrera académica o vocacional que escoja. El alumno será colocado en diversos cursos después de un asesoramiento con un consejero.

**Housing Regulations**

Students living in a residence hall must be enrolled in a minimum of 12 semester units and maintain a grade point average of 2.0. Students are also required to participate in the food service program that serves meals in the Student Center. College staff and resident assistants whose primary duties are to help with problems and to enforce residence hall rules supervise residence halls. The deposit is refunded in full when a student moves out of the residence hall unless there are unpaid charges. An application and additional information can be obtained on-line or from the Admissions Office by calling (661) 763-7741.

**Library/L.R.C.**

Taft College Library moved into its new building in June 2008. The new library offers free wireless access, desktop and laptop computers, study rooms and a collection of roughly 30,000 items. There is also a children's area with toys and books for a variety of ages. Library staff can assist with research questions and finding materials. In addition to the physical collections, the library's website provides access to online databases and useful internet resources. Help is available in person and by phone, fax or email. For additional information call (661) 763-7707 or visit the college web site at [www.taftcollege.edu](http://www.taftcollege.edu).

**Photo I.D. Card**

Taft College Photo ID cards are required for use of labs, library, and other services. Students are encouraged to secure their Photo ID card prior to the beginning of the term and must show proof of current enrollment and a form of picture identification to receive a Photo ID card. Photo I.D. cards are available in the library.

**Student Body Fee/A.S.B. Discount Sticker**

For greater savings, a student has the option to purchase an A.S.B. discounts sticker each year for a fee of \$15.00. When the sticker is presented to the Bookstore at the time of checkout, the student will receive an additional 25% off the textbook rental fee and 10% off purchase books, supplies, gifts and clothing items. The A.S.B. discount sticker is also honored at several locations and stores in the Taft community. A.S.B. discounts cards can be purchased from the Cashier in the Student Services building.

**Student Services Center**

The College has bond funds that were used to construct a new Student Services Center building. Services located in this building are: Counseling, EOP&S, CalWORKs, DSP&S, Admissions, Business Services, Financial Aid, High Tech Center, and a number of other related student services.

**Student Union**

The student union is available to all Taft College faculty and staff as well as all students with a current photo ID card and ASB sticker. Located within the Student Union is the office of Student Activities/ASB office. Weekly ASB committee meetings are held in the student union. The Student Union is an area designated for relaxation and enjoyment before, between, and after classes.

**Student Support Services**

The Student Support Services is committed to providing equal opportunities for all disabled students who have the desire and ability to profit from college-level instruction. We support open access to the full range of college instructional and support services, academic success, advocacy, and campus-community liaison. In addition, we support the entire Taft College Staff in its efforts to effectively serve all disabled students enrolled at Taft College.

Services are provided to meet the unique needs of students and help them successfully overcome their educational challenges. Services include:

- Access to adaptive educational equipment, materials, and supplies
- Test-taking facilitation for students with disabilities
- Assessment to determine functional, education, and vocational levels
- Note-taker services
- Interpreter services
- Reader services; including the coordinator of services in the instructional setting
- Registration, financial aid application, priority enrollment assistance and related college services
- Designated parking

Student Support Services concentrates its efforts on providing services that are not available elsewhere in the college. Specific services and accommodations are determined on a case-by-case basis by the Learning Specialist, who assesses the student's educational limitations based on a written verification of disability or through assessments provided by Student Support Services.

Taft College is committed to complying with all guidelines of the American Disability Act of 1990 and Section 504 of the Rehabilitation Act of 1973. The 504/ADA Coordinator is the Vice President of Administrative Services. Students with Special needs should contact the Learning Specialist or the DSPS Counselor of Student Support Services as soon as they make the decision to attend the college. It is the student's responsibility to notify the Student Support Service Office of their special needs. No qualified

disabled student shall be discriminated against or excluded from participation in any services, activities, or facilities on the basis of a disability.

### **Supplemental Instruction (SI)**

Supplemental Instruction (SI) is an academic support program for students of Taft College designed to increase student performance and matriculation with a focus on foundation level college courses. SI emphasizes active collaborative learning strategies focused on small groups in an open lab setting. Supplemental Instructional Assistants (SIAs) are college graduates with solid academic backgrounds who work with instructors to promote student success in a broad range of subjects. SIAs attend classes with students, model successful student behavior, conduct study sessions, and facilitate effective communication between instructors and students. Student SIAs are employed on a semester basis to serve in the same capacity for courses they have successfully completed.

The Supplemental Instruction Program is located in the Library/Learning Resource Center on the Taft College campus. This location offers a comfortable and informal learning environment where students can network and access technology and services such as computers, printers, the internet, and course-specific learning resources.

### **Transition to Independent Living Program (TIL)**

The Transition to Independent Living Program has the unique distinction of being the only such program located on a community college campus nationwide. It is a 22-month program designed for young adults with Autism or Intellectual disabilities who wish to acquire the skills necessary to live independently.

The Transition to Independent Living Program has been referred to as a “one-stop shop” as a result of its inclusion of instruction and/or experiences in basic academics, career education training, independent living skills, and social/leisure skills. Upon program completion, students are provided with transition services as they integrate back into their home communities.

### **Tutoring Program**

**Goals of Tutoring:** Students master processes within discipline specific courses using the guidance of tutors. Students build self-confidence in their understanding and mastery of discipline specific processes, theory, and vocabulary.

**Tutoring:** Free tutoring in math and English is available for all students enrolled in at least one course at Taft College. Students may schedule appointments in one (1) hour blocks through our open hours. However, students can have only one (1) appointment per tutor per work day. The Tutoring program is located in the Library/Learning Resource Center on the Taft College campus. Appointments can be made by phone, in person, or online. Tutoring appointments may be held in person or through Skype (see tutoring webpage for current information). Tutoring is only available during the fall and spring semesters. Tutoring services are not currently available during the summer session.

**Open Lab:** Students may drop by during hours of operation for answers to quick questions or proofreading of essays/research papers. Math students may receive help with course content and use the lab computers to do their course work.

### **Veterans**

Taft College is an approved institution of higher learning for the training of veterans and veterans' dependents that are eligible for educational benefits. Taft College will grant credit to veterans for military service upon request. Evaluation of military experience, education, and training will be made by the Veteran Administration (VA) certifying official at Taft College. Evaluations comply with the regulations and recommendations of the American Council on Education. A copy of the veteran's DD-214 (Report of Separation from the Armed Forces) is required along with military transcripts and prior college transcripts. Evaluations that are made at Taft College and credit that is awarded are subject to review and evaluation by any other college or university the veteran may transfer to upon leaving Taft College. Duplicate credit will not be given in both high school and college. If a veteran uses service credits to complete high school graduation requirements, these same units may not be used to fulfill college graduation requirements.

Credit allowed for prior education and training must be reported to the VA certifying official at the school immediately.

Any student who believes they are eligible for veterans or veterans' dependents educational benefits must apply for benefits with the Veteran Administration (VA). Veterans apply by completing VA Form 22-1990 and veterans' dependents by completing VA Form 22-5490. An application and further information may be obtained online from the VA website: [www.gibill.va.gov](http://www.gibill.va.gov) via the Veterans Online Application (VONAPP).

In order to be reimbursed for educational training, eligible veterans and veterans' dependents must schedule an appointment with the VA Advisor/Counselor by calling 661-763-7748 to complete an educational plan and appropriate VA paperwork for Taft College. The VA will not reimburse students for courses that are not necessary for the completion of the student's educational objective. Any student who has received veterans' educational benefits while attending another college should complete VA Form 22-1995 (veterans) or 22-5495 (veterans' dependents) to request a change of program or place of training. This form is available online from the VA website: [www.gibill.va.gov](http://www.gibill.va.gov).

VA benefits can't be paid for enrollments up to one year before the date the VA receives a student's application; however, retroactive benefits for veterans' dependents may be handled differently and may exceed one year under special circumstances.

In order to remain eligible, students receiving benefits must comply with the college's veteran standards of attendance and academic progress policy. A student who fails to maintain the school's academic standards of progress and is suspended or dismissed from school must be terminated from receiving further VA benefits for unsatisfactory attendance, conduct, or progress.

Additional information may be obtained from the Counseling Center or by calling (661) 763-7748. Also, please visit the Information for Veterans website at [web.taftcollege.edu/student\\_services/veterans\\_services.shtml](http://web.taftcollege.edu/student_services/veterans_services.shtml).

### **Vocational Rehabilitation Services**

Students who have a medical or physical disability that results in a substantial impediment to employment may qualify for assistance from the California Department of Rehabilitation. Services include vocational counseling, assistance with college fees, transportation, and related expenses. All services are designed to lead to employment that will not be adversely affected by the disability. Additional information can be obtained in the Counseling Center, or by contacting the Department of Rehabilitation, 1405 Commercial Way, Bakersfield, CA 93309, or by calling the office at (661) 395-2525.

## **FINANCIAL AID**

Application deadlines are established each year to facilitate effective financial aid packaging and equitable disbursement of funds. Students are encouraged to apply in advance of these deadlines. Students having all materials completed on or before the deadline date will receive priority consideration. Students applying for financial aid at Taft College do so by completing a "Free Application for Federal Student Aid" (FAFSA). In no case shall the total financial aid package exceed the stated individual cost of education as determined by the Financial Aid Office. Federal, state, and institutional programs are available. Please visit [www.fafsa.gov](http://www.fafsa.gov).

### **FEDERAL PROGRAMS**

In order to be eligible for federal aid, students are required to enroll in a program of study leading to a degree or certificate. Eligible students shall receive financial aid as long as they comply with the Taft College Satisfactory Academic Progress Policy. Taft College does not participate in any federal student loan programs.

#### **Federal Pell Grant**

Federal Pell Grants are financial awards to help undergraduates pay for their college education. For many students, these grants provide a foundation of financial aid to which aid from other federal and non-federal sources may be added. Unlike loans, grants do not have to be repaid.

The proposed maximum award for 2013-2014 is \$5,550. Eligible students who have remaining lifetime eligibility are able to receive grants as long as they comply with the Satisfactory Academic Progress Policy.

#### **Federal Supplemental Educational Opportunity Grant**

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is available to qualified undergraduate students with the greatest financial need and does not have to be repaid. Priority is given to Pell Grant recipients.

Eligible students may receive grants on a first come-first served basis, depending on their need, the availability of FSEOG funds at the college, and the amount of other aid awarded.

All undergraduate students who apply for financial aid are automatically considered for this grant.

#### **Federal Work-Study**

The Federal Work-Study Program (FWSP) offers jobs to eligible students which provide students with an opportunity to earn money to help pay educational expenses. The hourly pay is at least the current minimum wage. The total FWSP award depends on the student's need, the amount of money the school has for the program, and the amount of aid awarded from other programs. Taft College student's currently enrolled full time may work up to a maximum of 10 hours per week. Students must be eligible for a Federal PELL Grant to be eligible for Federal Work-Study.

### **State Programs**

The State of California, through the California Student Aid Commission, sponsors financial aid programs which include Cal Grants B and C. For more information regarding these programs contact the Financial Aid Office.

#### **Board of Governors Fee Waiver (BOGW)**

The Board of Governors of the California Community Colleges adopted regulations to implement the Student Financial Aid Plan to ensure to the greatest extent possible that no student who is eligible and desires to attend a community college is denied access as a result of the mandatory enrollment fee.

The enrollment fee will be waived for any student who is a California resident or has an AB540 status and at the time of enrollment:

- 1) is a recipient of or a dependent of a parent who is a recipient of CalWORKs, SSI, General Assistance; has certification from the California Department of Veterans Affairs that you are eligible for a dependent's fee waiver; has certification from



the National Guard Adjutant General that you are eligible for a dependent's fee waiver; is eligible as a recipient of the Congressional Medal of Honor or as a child of a recipient; is eligible as a dependent of a victim of the September 11, 2001, terrorist attack; is eligible as a dependent of a deceased law enforcement/fire suppression personnel killed in the line of duty.

- 2) meets the annual household income (Standard published by the U.S. Department of Health and Human Services)

Students must complete a BOGW or financial aid application and provide documentation to receive the waiver.

## Refunds and Repayment of Title IV Funds

### Refunds

Any student who completely drops from all classes or receives FW grades in all classes and has received Federal Pell Grant, FSEOG or other Title IV funds will be required to repay any unearned portion to the appropriate Federal Fund.

The Financial Aid Office pulls a list of students who have withdrawn from or received FW grades in all classes from the enrollment management system. The list includes students who have been dropped from all classes by their instructors as well as those who have initiated the withdrawal themselves. Refund/repayment calculation worksheets are completed as soon as possible after each list is generated in the Financial Aid Office.

A refund calculation will be applied to all students who receive federal assistance and withdraw from all classes, are dropped from all classes by instructors, or receive all "FW" grades due to non-attendance.

To calculate the refund or repayment:

- 1) Take the calendar days completed in the payment period or period of enrollment divided by the total calendar days in the payment period or period of enrollment. Use this percentage if it is under 60 percent. If 60 percent or more use 100 percent as Title IV funds earned.
- 2) Determine institutional charges for tuition, fees, etc.
- 3) Determine earned and unearned portions of Title IV aid disbursed (amount disbursed \* percent earned = earned) and (amount disbursed-earned = unearned).
- 4) If Title IV aid earned is greater than the funds disbursed; a refund is due to the student.
- 5) If Title IV aid earned is less than the funds disbursed; this is the amount of Title IV aid that must be returned:
  - a. By the school: institutional charges \* unearned Title IV aid percentage; compare this to unearned Title IV aid disbursed, taking the lesser of the two.
  - b. By the student: take unearned Title IV aid disbursed less the amount due by the school.

Refunds are made to the appropriate programs within 45 days of completing the refund/repayment calculation.

Unearned funds must be returned to the programs in this order:

School	Student
Pell Grants	Pell Grant *50%
FSEOG	FSEOG * 50%
Other Title IV programs	Other Title IV programs (*50% for grant funds)

### Repayments

Taft College takes the following steps to contact students who owe repayments to the federal financial aid programs:

- 1) A letter of explanation/invoice is mailed to the student.
- 2) The debt is posted to the student's account. The student will be unable to enroll in classes and academic transcripts will not be released until the debt is cleared.

Repayments are made to the appropriate programs within 45 days of receipt of the student's payment.

A student who owes a repayment to any Title IV programs is ineligible for further Title IV assistance until the full repayment has been made.

Common refund/repayment examples are available from the Financial Aid Director.

## Institutional Programs

### Student Work Program

Students must be enrolled at Taft College to qualify for work. A faculty member, advisor or work supervisor may recommend the employment of the student.

Examples of on-campus jobs are clerk, grounds person, custodian, etc. The student is hired after completing required forms from the Financial Aid office.

Institutional policy limits students to 10 hours per week when school is in session. The hourly pay rate is at least equal to the current minimum wage. Checks are processed monthly.

To participate in the program students must maintain satisfactory academic progress and must be in good standing as determined by the college.

Additional information is provided under Satisfactory Academic Progress Policy.

It is highly recommended that all students complete the FAFSA.

### **Scholarship Programs**

A Scholarship Program has been established at Taft College. The Board of Trustees of the West Kern Community College District determines funds available for this program annually.

### **Criteria for Scholarships**

To qualify, a student must show excellence in past academic achievement by receiving a minimum 3.00 cumulative grade point average or better, in either high school or 12 or more units of college work in the last semester enrolled; must be approved for admission to Taft College and have applied by the third Friday of each semester. Applications are available via the Taft College website or in the Financial Aid Office and are returned to the same office. These applications are submitted each year.

Recipients are awarded contingent upon available funding and the students overall cost of attendance.

### **Taft College Scholarship**

A \$125 per semester scholarship is given to California residents who meet the scholarship criteria. A recipient must maintain a 3.00 cumulative grade point average, pass 12 units with a 3.00 grade point average in the previous semester and enroll in 12 units or more in the next semester to maintain the Taft College Scholarship. A student can earn this scholarship a maximum of four semesters.

It is highly recommended that all students complete the FAFSA.

### **Taft College Non-Resident Scholarship**

A student entering Taft College with a 3.00 or better cumulative grade point average and enrolls as a full-time student is eligible to receive the Non-resident scholarship for two semesters. This scholarship is applied to the non-resident tuition fees and can be earned a maximum of two semesters. To receive the second semester non-resident scholarship the student must maintain a 3.00 or better grade point average and re-enroll as a full-time student. A student who enters Taft College with a grade point average of less than 3.00 and earns a 3.00 or better at Taft College will receive a non-resident scholarship for one semester. It is highly recommended that all students complete the FAFSA.

### **Taft College District High School Academic Merit Award**

A \$600 Merit Award is given to any graduating high school senior in the West Kern Community District (Taft and Maricopa High Schools) who has a cumulative grade point average of 3.00 or better and enrolls in 12 or more units at Taft College as a first time college student, within one year of receiving the award. A student will receive \$300 the first semester of enrollment. In order to retain this award a student must pass 12 units with a 3.00 or better grade point average and enroll in 12 or more units the following semester. A Merit Award recipient is not eligible for the Taft College scholarship during the semesters of their Merit Award eligibility. No financial aid form is required however a final high school transcript **IS** required. Additional information can be obtained in the financial aid office.

### **Community Scholarships**

Various individuals, community organizations, and businesses annually provide scholarships to Taft College students. Applications are available in the financial aid office or on our web site at [www.taftcollege.edu](http://www.taftcollege.edu). Scholarship awards are presented at the college's scholarship/awards luncheon. Most awards require confirmation of subsequent enrollment in a post-secondary institution before the scholarship is paid.

### **Financial Aid Packaging Priorities**

The following order of priorities will be used in packaging students for the Taft College Financial Aid Program. All "resource aid" will be deducted from the student's budget before awarding (resources are: Merit Awards, BOGW, EOPS, CARE, outside scholarship or loans). The college reserves the right to vary priorities when deemed necessary by the financial aid office.

- a) BOGW eligibility
- b) Federal Pell Grant eligibility
- c) FSEOG eligibility
- d) Cal Grant eligibility
- e) Taft College Scholarship eligibility
- f) FWS eligibility

## Financial Aid Satisfactory Academic Progress Policy

### PREFACE

Taft College is dedicated to providing financial aid to those eligible students who are achieving consistent progress toward a specific educational objective. The student is responsible for setting an objective, achieving adequate grades and completing the courses required.

In order to be eligible to receive financial aid, students are required to enroll in a course of study leading to a degree, a transfer program (Ex: to a 4-year institution), or a vocational certificate, maintain Satisfactory Academic Progress (SAP) and have not reached their lifetime eligibility limit. Effective with the 2012-2013 Academic Year new federal regulations defines the lifetime eligibility limit as six (6) full time years for Pell Grants. Recipients in all Federal, State and Institutional programs are determined to be making satisfactory academic progress under the following circumstances:

### INTRODUCTION

Federal regulations require schools to establish satisfactory academic progress standards for students applying for and receiving federal aid. These regulations require the Financial Aid Office to review all periods of a student's enrollment history regardless of whether financial aid was received, to determine if a student is making satisfactory academic progress towards an educational objective. A student's progress will be evaluated at the end of the fall, spring and summer semesters by the standards outlined below. All periods of enrollment will be evaluated regardless of whether or not financial aid was received. Any official academic transcripts from other colleges received by Taft College will be utilized in the review of our Satisfactory Academic Progress standards once the transcript has been evaluated and units have been posted to the Taft College transcript.

These standards apply to all students who apply for and receive financial aid from the following programs:

- Cal Grant B and C
- Federal Work Study
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Institutional Work Study Program (IWSP)
- AmeriCorps
- Chaffey Grants

### SATISFACTORY ACADEMIC PROGRESS CRITERIA

In order to satisfy Satisfactory Academic Progress requirements, financial aid recipients must:

Earn a minimum cumulative GPA of 2.00 for all classes attempted. Grade symbols of A, B, C, D, P, or CR earned during fall, spring or summer will be considered as acceptable for courses completed, and Satisfactory Academic Progress consideration.

Courses completed with an F, FW, I, NC, NP, IP, or W will not be considered acceptable for satisfactory academic progress. Courses completed with a MW (withdrawal for military service) are excluded from the determination.

### GRADE POINT AVERAGE

Grade symbols of A, B, C, D, F or FW will be used in grade point average calculation. Courses completed with a P, NP, CR, NC, I, IP, UG or W will not be used in grade point average calculation. However, please note that non-passing grades, which are not used to determine grade point average, will be used to determine minimum unit requirements. Additionally, even though a "D" is considered a passing grade, the total cumulative GPA must not fall below 2.00 for each semester. Repeated courses will be considered in the GPA calculation.

### PACE OF PROGRESSION

Federal regulations require that institutions measure a student's pace toward his/her educational objective to ensure completion within the maximum time length for his/her program.

For a student pursuing an Associate Degree or Certificate the pace cannot be less than 67%.

67% of the cumulative units attempted for each pay period (fall, spring and summer) must be completed with a passing grade. The total number of successfully completed units must be equal to or greater than the calculated total of attempted units multiplied by .67.

Students must not have received an AA/AS degree or above or have completed 90 non-remedial/basic skills units.

### MAXIMUM TIME LENGTH

Federal regulations require that institutions establish a maximum time period or unit total for a student to complete an educational objective (degree/certificate) if financial aid is received. Financial aid recipients will be considered to be making satisfactory academic progress if they complete their educational objective in the time frame indicated below. The educational objective as indicated by the student's choice of major/program of study will be used for this determination.

- 1) For an undergraduate program measured in credit hours, a period that is no longer than 150 percent of the published program length.
- 2) For an undergraduate program measured in clock hours, a period that is no longer than 150 percent of the published program length, as measured by the cumulative number of clock hours the student is required to complete and expressed in calendar time.

### EDUCATIONAL OBJECTIVE

Students receiving financial aid at Taft College must be enrolled in a course of study leading to an A.A. or A.S. degree, or a certificate.

**Associate Degree:** This requires completion of a minimum of 60 units. Students must complete their objective by the time they have attempted 90 units.

**Certificate:** Taft College offers a number of certificate programs each requiring a specific number of units for completion. Students enrolled in certificate programs must complete their objective by the time they have attempted 150% of the number of units required for the specific requirement. For example: a student enrolled in an 18 unit certificate program, must complete that objective by the time he/she has attempted 27 units.

All **English as a Second Language** classes and up to 30 units of remedial course work are deducted from the units attempted when determining satisfactory academic progress for maximum time.

**Transfer Students to Taft College:** Students are encouraged to submit official transcripts from all previous colleges attended to Taft College's Admissions and Records office. Degree applicable units will be posted on the Taft College transcript and will be included in academic progress calculations.

### FINANCIAL AID WARNING/DISQUALIFICATION

The Financial Aid Office will evaluate each financial aid recipient's academic progress each semester. Each evaluation will include a GPA review, an assessment of the Pace of Progression calculation, as well as Maximum Time Length standard. Students placed on financial aid warning or disqualification will be notified as to his/her change in status.

**Financial Aid Warning:** Students will be placed on financial aid warning for one semester if they earn less than a 2.00 cumulative GPA for all courses attempted or do not meet the Pace of Progression calculation. Financial assistance will be continued during this warning semester.

If, at the end of the warning semester, a student completes the Pace of Progression calculation with a minimum cumulative GPA of 2.00, they will be removed from financial aid warning. Students not completing sufficient units to meet the Pace of Progression calculation requirement and/or the minimum GPA requirement during the warning semester will be subject to disqualification from financial assistance.

**Financial aid disqualification:** Financial aid recipients will be disqualified from financial assistance if, for two consecutively enrolled semesters they earn less than a 2.00 cumulative GPA and/or do not meet the Pace of Progression calculation.

Financial aid recipients will also be disqualified from financial assistance if they exceed the Maximum Time Length standard.

### REINSTATEMENT/APPEALS PROCEDURES

**Reinstatement:** A student, who was previously disqualified, may have their financial aid reinstated if they meet the Pace of Progression calculation with a minimum cumulative GPA of 2.00.

**Appeals/probation status:** Students who feel they do not meet the above criteria due to special circumstances may appeal to the Financial Aid Advisory Committee (FAAC) for review. Special circumstances may include, but are not limited to, illness, accident, death in the family, remedial/basic skills course work, or a change in educational goal. Steps to be taken:

- 1) A student who wants to appeal his or her disqualification status must complete a "Petition for Appeal of Financial Aid" form. Forms are available from the website at [www.taftcollege.edu](http://www.taftcollege.edu), under Student Services, then Financial Aid Forms. Forms are also available in person at the Financial Aid Department.
- 2) The FAAC will review the student's appeal and make a decision regarding the student's financial aid status. A written notification will be mailed to the student within three (3) working days of the committee's decision. All decisions made by the FAAC are final and binding.

Any student who is on financial aid disqualification due to a change in major is required to meet with a counselor/advisor to establish a new educational plan and must appeal to the FAAC for review.

A student who has been placed on financial aid disqualification will not automatically be reinstated simply by paying for his/her own classes (i.e., not receiving Title IV aid) for a semester, or by sitting out a semester. The student must bring his/her cumulative GPA up; complete the required units for his/her enrollment status or go through the appeal process for review if a special circumstance exists.

Barring an approved petition for unusual or mitigating circumstances, a student can reestablish eligibility only by taking action that brings the student into compliance with the required GPA of 2.00, the Pace of Progression calculation, and Maximum Time Frame standard.

### **INELIGIBLE TO APPEAL**

Students who do not meet the Satisfactory Academic Progress guidelines based on the Pace of Progression calculation or GPA may not be eligible to appeal again if, in the last semester enrolled at Taft College, the student appealed and that appeal was approved. Unless the student has made Satisfactory Academic Progress or the institution determines that the student met the requirements specified by the institution in the academic plan for the student another appeal could not be filed for the next enrolled semester. The student would need to reinstate themselves (without financial aid) by meeting the Pace of Progression calculation with a minimum cumulative GPA of 2.00 while enrolled in classes at Taft College.

### **INCOMPLETE GRADE**

In the case of a student receiving an incomplete grade (I), the student must complete all work necessary to remove the incomplete grade within 8 weeks from the beginning of the semester.

A progress report signed by the instructor involved must be submitted to the Financial Aid Office by the end of the 4<sup>th</sup> week of the semester. If the incomplete grade is not made up, the letter grade to be assigned will be used to determine the financial aid status.

### **INCOMING TRANSFER STUDENTS**

Transfer students must meet the same criteria as students matriculating at Taft College. Students must be enrolled in a program of study approved by a counselor/academic adviser. Repeated courses for which the student has petitioned with approval will be considered as part of the academic load.

## **Student Organizations and Activities**

### **Associated Student Body**

The student body at Taft College is organized as the Associated Student Body (ASB) of Taft College. This student organization is managed by an Executive Council composed of officers elected by ASB members plus a number of students holding appointed positions. The council holds regular meetings with the Coordinator of Student Activities serving as adviser.

Student activities at the college include student government, organized athletics, drama, publications, music, social and cultural affairs, and a number of clubs within the ASB organization. Every student is encouraged to join one or more of these activities and take an active interest in the functions of the student government group.

### **Athletics**

Taft College offers students the opportunity to participate in several intercollegiate sports. Women may participate in volleyball, basketball, and softball; and men may participate in baseball and soccer.

Athletic eligibility rules and regulations adopted by the conference and the California Commission on Athletics are rigidly enforced. In general, the rules require an athlete to be enrolled in 12 units or more at the time the particular sport is in season. To compete in a second season of that sport, an athlete must complete 24 units between seasons of competition. The units must be completed before the beginning of the second season of the sport.

Transfers who have participated in athletics at another California community college must complete 12 units at Taft College before becoming eligible.

Since these are only general guidelines and athletic eligibility rules are complex, questions regarding eligibility should be referred to the Athletic Director or Athletic Counselor/Advisor.

### **Social Activities**

The Associated Students Social Chairperson in cooperation with the ASB Executive Council and the Coordinator of Student Activities develops a calendar of social affairs and other student activities each semester.

### **Publications**

Journalism students publish a campus newspaper, the Cougar Echo. All students are encouraged to make suggestions and contributions. The paper is financed by the college as a laboratory newspaper for journalism students and provides practical experience in journalism.

Other publications produced by students include the literary magazine Ego and Essence, and the visual magazine Visions.

### **Phi Theta Kappa**

Phi Theta Kappa recognizes students for their academic excellence and provides opportunities for the development of leadership and service. Phi Theta Kappa membership is a privilege earned by qualifications, honor, and service. Students must be enrolled at Taft College and complete a minimum of 12 units of coursework leading to an associates' degree. Membership requirements also include a cumulative grade point average of 3.0, be of good moral character, and possess recognized qualities of citizenship.

**Psychology Club**

Psychology Club is an academic program that develops a student's skills and knowledge of psychology leadership and community service. A student driven club in which students organize the agenda and areas of study, students may present their original research at formal conferences.



# Requirements for Associate Degrees

Associate Degrees are conferred to students who fulfill the requirements prescribed by the Board of Governors of the California Community Colleges and the West Kern Community College District. The Associate in Science Degree is awarded to students who major in engineering, physical and biological sciences, or occupational curricula. The Associate in Arts Degree is awarded to students with other majors.

## ASSOCIATE DEGREE AND GENERAL EDUCATION PHILOSOPHY

The philosophy and criteria for the associate degree and general education address the considerations referenced in Title 5, Sections 55061; Accreditation Standard II.A.3. These include, but are not limited to the following:

- 1) The programs of the District are consistent with the institutional mission, purposes, demographic, and economics of its community.
- 2) The philosophy and criteria regarding the associate degree reflects the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including:
  - a. The ability to think and communicate clearly and effectively orally and in writing;
  - b. Using mathematics;
  - c. Understanding the modes of inquiry of the major disciplines;
  - d. Being aware of other cultures and times;
  - e. Achieving insights gained through experience in thinking about ethical problems;
  - f. Developing the capacity for self-understanding.
- 3) The philosophy and criteria regarding general education reflects the policy of the Board of Governors that general education should lead to better self-understanding, including:
  - a. General education is designed to introduce students to the variety of means through which people comprehend the modern world; and
  - b. General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

The Curriculum and General Education Committee of the District recommends to the Superintendent/President and the Board of Trustee courses which exemplify the District's philosophy on the associate degree and general education.

### Associate Degree Credit Courses

Beginning July 1, 1968, only courses that conform to the standards specified in Title 5 of the California Administrative Code and that fall into the following categories will be offered for Associate Degree credit at Taft College:


- A. All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or intended for such transfer;
- B. Courses that apply to the major in non-baccalaureate career/technical fields (excluding those to be applied toward a certificate only, which may be offered in either the degree credit or the non-degree credit mode);
- C. English courses not more than one level below the first transfer level composition course, typically known as English 1500 (i.e. English 1000 and Reading 1005). Each student may count only one such course as credit toward the Associate Degree;
- D. All mathematics courses above and including elementary algebra (Math 1050); and
- E. Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the Board of Trustees, require entrance skills at a level equivalent to those necessary for the courses specified in C and D above.

Associate Degree credit courses are listed in a separate section of the catalog.

### Associate Degrees

Taft College offers **Associate in Arts** Degrees in the following:

*Art*

 *Art History for Transfer (AA-T)*

*Business Administration*

*English*

*History*


 *History for Transfer (AA-T)*

*Multimedia Journalism*

*Liberal Arts with an Area of Emphasis*

*Mathematics*

*Physical Education*

 *Psychology for Transfer (AA-T)*

*Recreation*

 *Sociology for Transfer (AA-T)*

 *Studio Arts for Transfer (AA-T)*

Taft College offers Associate in Science Degrees in the following:

*Accounting*

*Administrative Services*

*Automotive Technology*

*Criminal Justice Administration*

*Criminal Justice Administration - Corrections*

*Court Reporting*

*Dental Hygiene*

*Direct Support Education*

 *Early Childhood Education for Transfer (AA-T)*

*Early Care, Education and Family Studies*

*Energy Technology*

*General Business*

*Industrial Health and Safety*

*Information Technology and Management*

*Life Science*

*Management*

*Physical Science*

*Welding Technology*

## **Additional Degrees**

Taft College will award an additional Associate Degree under the following conditions:

- A. Students who have earned an Associate Degree at Taft College or another institution may earn an additional Associate in Arts Degree or Associate in Science Degree at Taft College. The college will award only one additional Associate Degree.
- B. General Education requirements earned for one degree can be applied toward the additional degree and any deficiencies regarding current general education requirements must be completed. Competency and local requirements may be waived.
- C. Units may be counted to meet both general education and major requirements for an additional degree. A course may be used to satisfy both a major requirement and a general education requirement, but not two general education areas.

## **Catalog Rights**

Students retain catalog rights by continuous attendance as defined as attendance in at least one course during the academic yearly calendar starting from the beginning of the Fall semester to the close of the subsequent Summer session. Attendance, regardless of the length of time or course duration, is established, if it results in any grade notation on the student's official transcript. A course in which a student receives a "W" is a non-evaluative grade and does not count towards retaining catalog rights.

Students who maintain continuous attendance at Taft College may elect to graduate under the Taft College catalog in effect either upon first enrollment at Taft College, or at the time of graduation. If the student breaks continuous enrollment at Taft College, then the catalog rights change to the year in which continuous enrollment can be established.

## **Graduation Requirements for Degrees and Certificates**

### **Associate Degrees**

- For the Associate in Arts, Associate in Science degree or any of the Associate Degrees for Transfer (AA-T or AS-T) to the CSU, a student must demonstrate competence in reading, in written expression, and in mathematics. The student must satisfactorily complete at least 60 semester units in degree-applicable course with a minimum of a 'C' (2.0) grade point average (GPA) and a minimum grade of 'C' in all courses in the major (field of study) and competency fields. Double counting of coursework is permitted. A course may be used to satisfy both a major requirement and a general education requirement, but not two general education areas.
- The work must include at least 18 semester units in general education and at least 18 semester units in an area of emphasis or major listed in the community colleges, "Taxonomy of Programs."
- Of the 60 units required for graduation, for all degree or certificates, 12 degree applicable units must be completed in residence at Taft College and used towards the degree, before a degree can be granted. Exceptions to the residency requirement can be made by the Board of Trustees when an injustice or undue hardship would result.
- All transcripts from other colleges must be submitted to the Admissions Office before a graduation evaluation can be made.

- Students are required to meet local requirements in three different areas: health education, American history and institutions, and information competency. This does not apply to students who are seeking the Associate Degree for Transfer to the CSU in AA-T or AS-T as they are exempt from this requirement.
- The general education requirements must include a minimum of work in the natural sciences, the social and behavioral sciences, humanities, English composition, communications, and analytical thinking. This does not apply to a student who is seeking the Associate Degree for Transfer to the CSU in AA-T or AS-T as they must follow the **California State University General Education-Breadth pattern** (CSU GE Breadth). Students applying for a degree other than the AA-T or AS-T must follow Taft College's general education requirements.
- District policies and procedures regarding general education and degree requirements must be published in the college catalog and must be filed with the State Chancellor's Office.

### Associate Degree FOR TRANSFER TO THE CSU SYSTEM

The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is granted upon successful completion of a program of study with a minimum of 60 semester units with an overall average grade of 'C' or higher. The following is required for all AA-T or AS-T degrees for transfer to the California State University system.

1. Completion of a minimum of 60 CSU-transferable semester units.
2. Maintaining a minimum grade point average (GPA) of at least 2.0 (C) in all CSU-transferable coursework. Note that while a minimum GPA of 2.0 (C) is required for admission, some majors may require a higher GPA. Please consult with a counselor for details.
3. Completion of a minimum of 18 semester units in an AA-T or AS-T major as detailed in the "Majors/Field of Study" section of the catalog. Please see a counselor or visit [www.taftcollege.edu](http://www.taftcollege.edu) for more information.
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth).

#### Transfer Associate Degrees

Student Transfer Achievement Reform Act (Senate Bill 1440, now coded in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes and "associate degree for transfer" a newly established variation of the associate degrees traditionally offered at a California community college. Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Students transferring to a CSU campus that does accept the AA-T or AS-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

#### Associate in Science – Transfer AS-T Degree

Similar to the AS degree, the AS-T degree is awarded to students who complete all of the lower division major preparation requirements for a related major in the areas of science, technology, engineering or mathematics for one or more local CSU campuses. This degree also requires completion of the CSU General Education/Breadth requirements. Students who plan to complete this degree and who wish to transfer to a non-local CSU, US or other college or university are advised to meet with a counselor for assistance in developing their educational plan.

#### Associate in Arts – Transfer AA-T degree

Similar to the AA degree, the AA-T degree is awarded to students who complete all of the lower division major preparation requirements for a related major in academic areas such as the liberal arts, social sciences and related fields other than science, technology, engineering or mathematics for one or more local CSU campuses. This degree also requires completion of the CSU General Education/Breadth requirements. Students who plan to complete this degree and who wish to transfer to a non-local CSU, US or other college or university are advised to meet with a counselor for assistance in developing their educational plan.

**Note: For more information, please see a counselor and the Taft College website for more information.**

#### Certificate Programs

Certificate of Achievement and Local Certificates are designed for students interested in programs of instruction with a high degree of specialization. Programs vary in length and generally require less than two years of full-time study to complete. If the student prefers, they may also be completed on a part-time basis. Students are encouraged to check with their counselor for help with planning their courses.

Successful completion of the Certificate of Achievement is notated on official college transcripts; Local Certificates are not posted on the official transcript. There is no limit on the number of certificates a student can earn. Many certificates have been designed on the ladder concept, so that courses taken to meet the lower-unit Local Certificate requirements meet part of the higher-unit Certificate of Achievement requirements; and those Certificate of Achievement courses can be applied to the corresponding associate degree requirements. Before a certificate will be awarded, the prescribed number of courses in the major for each certificate is required. The student must satisfactorily complete the required units in degree applicable courses with a minimum of a 'C' in all courses in the certificate.

**Competency Requirements**

In addition to the specific degree requirements listed below, students are required to meet competency requirements in three different areas: reading, written expression, and math.

1.	<b>Reading</b>	Competency in Reading for Associate Degrees shall be demonstrated by obtaining a satisfactory grade in a reading course at the level of Reading 1005: Practical Reading, or a higher level with a grade of "C" or better; or placement in English 1500 or a satisfactory reading score on the basis of placement testing.	Completed
2.	<b>Written Expression</b>	Competency in Written Expression for Associate Degrees shall be demonstrated by obtaining a satisfactory grade in English at the level of English 1500: Composition and reading or a higher level with a grade of "C" or better	Completed
3.	<b>Mathematics</b>	Competency in Mathematics requirements for Associate Degrees shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of Math 1060: Intermediate Algebra, or a higher level with a grade of "C" or better; or placement in transfer level mathematics on the basis of placement testing.	Completed

***A course may be used to satisfy both a competency requirement and another degree requirement.***

**Course Requirements: ✓ = Course Completed or IP = In Progress**

A.	<b>Health Education (3 units)</b>	This requirement can be met by completing: <input type="checkbox"/> Health Education 1510. Veterans who have successfully completed basic training and at least one year of military service are exempt (upon providing a copy of DD-214).	Total Units
B.	<b>American History and Institutions (3 units)</b>	This requirement can be met by completing: <input type="checkbox"/> History 2231 <input type="checkbox"/> History 2232 <input type="checkbox"/> Political Science 1501	Total Units
C.	<b>Information Competency (1 unit)</b>	This requirement can be met by completing: <input type="checkbox"/> Information Competency 1548	Total Units
<b>D. GENERAL EDUCATION REQUIREMENTS (18 units – one from each category)</b>			
	<b>Natural Science (3 units)</b>	<input type="checkbox"/> ANTH 1501 <input type="checkbox"/> ASTR 1510, 1511 <input type="checkbox"/> BIOL 1500, 1501, 1503, 1513, 2201, 2202, 2203, 2204, 2250, 2255, 2256, 2260, 2370 <input type="checkbox"/> CHEM 1510, 2108, 2109, 2211 <input type="checkbox"/> ENER 1020, 15010 <input type="checkbox"/> ESCI 1520 <input type="checkbox"/> GEOG 1510 <input type="checkbox"/> GEOL 1500, 1501 <input type="checkbox"/> IEA 1500 <input type="checkbox"/> PHYS 1510, 2201, 2221 <input type="checkbox"/> PSCI 1520	Total Units
<b>Complete a minimum of 3 semester units from the courses above</b>			Total Units

<b>Social and Behavioral Science (3 units)</b>	<input type="checkbox"/> ANTH 1512, 1524 <input type="checkbox"/> BUSN 1500 <input type="checkbox"/> COMM 1510* <input type="checkbox"/> Econ 2120, 2210 <input type="checkbox"/> GEOG 1520 <input type="checkbox"/> HIST 2202, 2204, 2210, 2231, 2232, 2270	<input type="checkbox"/> JRNL 1510* <input type="checkbox"/> POSC 1501, 2005 <input type="checkbox"/> PSYC 1500, 2003, 2030, 2033, 2038 <input type="checkbox"/> SOC 1510, 2110, 2120, 2141	=
<b>Complete a minimum of 3 semester units from the courses above</b>			<b>Total Units</b>
<b>Humanities (3 units)</b>	<input type="checkbox"/> AMSL 1510, 2001, 2005, 2010 <input type="checkbox"/> ARTH 1500, 1510, 1520 <input type="checkbox"/> ART 1545, 1600, 1620, 1630, 1640 <input type="checkbox"/> COMM 1510* <input type="checkbox"/> DRAM 1510, 1535 <input type="checkbox"/> ENGL 1600, 1700, 2300, 2400, 2500	<input type="checkbox"/> HUM 1500, 2010 <input type="checkbox"/> JRNL 1510* <input type="checkbox"/> MUSC 1510 <input type="checkbox"/> PHIL 1501, 1531 <input type="checkbox"/> SPAN 1601, 1602, 2001, 2002	=
<b>Complete a minimum of 3 semester units from the courses above</b>			<b>Total Units</b>
<b>English Composition (3 units)</b>	<input type="checkbox"/> ENGL 1500, 1600		=
<b>Complete a minimum of 3 semester units from the courses above</b>			<b>Total Units</b>
<b>Communications &amp; Analytical Thinking (3 units)</b>	<input type="checkbox"/> ART 1850, 2000, 2002 <input type="checkbox"/> COSC 1850 <input type="checkbox"/> MATH 1060, 1070, 1500, 1530, 1540, 1560, 2100	<input type="checkbox"/> PHIL 1520 <input type="checkbox"/> PSYC 2200 <input type="checkbox"/> SPCH 1507, 1511 <input type="checkbox"/> STAT 1510	=
<b>Complete a minimum of 3 semester units from the courses above</b>			<b>Total Units</b>
<b>General Education Elective (3 units)</b>	Three additional general education units needed to total 18 units may be selected from any of the above categories  <input type="checkbox"/> _____ <input type="checkbox"/> _____		=
			<b>Total Units</b>
<b>Electives (18 units)</b>	Elective courses (18 units or less) used to meet the 60-unit degree total must be degree applicable courses.  1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____		=
			<b>Total Units</b>

*\*May be used to meet either Humanities or Social Science requirements, but credit will be given for only one of the courses in this pair.*

**Additional Requirements**

Completion of Associate Degree requirements does not necessarily complete all transfer requirements to a four-year school. (See counselor for information and advice on transfer requirements).

For career majors, all requirements for the major must be met plus electives to total 60 units.

**Other Courses Acceptable Toward Graduation**

Courses taken during military service courses are credited in accordance with the recommendations of the American Council on Education. A maximum of 20 units for military service may be applied to Associate Degree requirements.

Appropriate extension or correspondence courses taken through accredited post-secondary institutions will be accepted toward fulfilling graduation requirements.

**Units in Residence Requirement**

Of the 60 units required for graduation, 12 degree applicable units must be completed in residence at Taft College and used towards the degree, before a degree can be granted.

**Scholastic Honors**

"Scholastic Honors" at graduation are granted to those who meet the Associate Degree requirements and earn a cumulative grade point average of between 3.00 and 3.49. Students who earn a GPA of 3.50 or above will be awarded "Highest Scholastic Honors."

A minimum of 30 semester units must have been completed at Taft College in order to qualify for either of these awards. Students who earn the highest grade point averages in the transfer and career/technical divisions of instruction will receive scholastic plaques. Students are classified as "transfer" or "career/technical" on the basis of their majors. In order to qualify for either award, a student must have earned a grade point average of 3.0 or higher in at least 30 semester units.

Life membership awards in Phi Theta Kappa, the community college scholastic honor society, are made according to standards prescribed in the constitution governing all PTK chapters in California.

**Application for Graduation**

Candidates for graduation must initiate the application for graduation. Candidacy forms are available in the Academic Records office, the counseling center and on-line. The last date to apply for graduation will be posted in the Counseling Center and on-line.

Students should petition for graduation by the established deadline of the semester in which they plan to complete the requirements. Deadlines can be found on the Taft College website.

Students should review catalog rights in this catalog. The material in this publication has been prepared for the 2013-2014 Catalog as carefully as possible. However, the college does not assume responsibility for inaccuracies or changes in information contained in this catalog after the date of publication. Please consult the addendum to the catalog located on the Taft College website.

**Commencement Exercises**

Degrees are acknowledged at the May commencement exercises only, and all students receiving degrees or certificates are encouraged to attend. Students must have completed graduation requirements by the May commencement date of each year in order to be eligible for that academic year's commencement exercise. Students completing work in summer semesters or later will be eligible to participate in the next academic year's commencement exercise.

# Transfer Planning

## TRANSFERRING FROM TAFT COLLEGE

Many students use Taft College as the freshman and sophomore years of a four-year college plan. Each of these institutions has a list of courses that must be completed to satisfy:

- General education requirements,
- Lower division pre-major requirements, and
- Elective requirements.

How credit for a course at Taft College transfers to another educational institution depends on how that college or university will accept the course and how clearly defined a student's transfer goal is.

An overview of the transfer process and IGETC and General Education certification is presented below. For details, visit the Transfer/Counseling Center, call (661) 763-7748, or visit the Virtual Transfer Center for information available online.

### About Transfer Units

Typically, for admission to the UC or CSU system, a student will need to have completed 60 or more transferable semester units by the end of the Spring semester for Fall admission, or by the end of the Fall semester for Spring admission, with the required grade point average. However, these institutions do not look just at the number of units that have been completed—they also look at how to apply those units to a student's educational goal, e.g., how many of the units meet the general education requirements, how many of these units meet the pre-major requirements, and so on.

Taft College has worked out transfer agreements—usually referred to as articulation agreements—with most local colleges and universities on how TC's units of credit will transfer to meet these particular requirements. Students can look up this transfer information themselves (go to [www.assist.org](http://www.assist.org) for details), but they are strongly encouraged, and will probably find it much easier, to use the assistance of a counselor at the Transfer/Counseling Center. To schedule an appointment to discuss transfer information with a counselor, call (661) 763-7748.

### IGETC & GENERAL EDUCATION CERTIFICATION

Nearly every college and university requires the completion of a series of lower-division general education courses prior to awarding their bachelor's degrees. Taft College offers a selection of general education courses broad enough to satisfy almost any lower division general education graduation requirement. However, each college and university has a unique pattern that it requires of its native or non-transfer students.

**Caution:** Because there are numerous general education patterns, all potential transfer students SHOULD see a counselor to determine which pattern is best for them and to develop an appropriate transfer course plan. Students are urged NOT to attempt to plan a transfer without professional advice.

The fact that so many different patterns exist creates some problems for the community college transfer student. Fortunately, the California State University (CSU) and the University of California (UC) systems have addressed this problem. CSU has developed a 48 unit general education plan for community college transfer students that meet the lower-division general education requirements for all of the CSU campuses. Also, CSU and UC have developed a 37 unit Intersegmental General Education Transfer Core (IGETC) that applies to all UC and CSU campuses throughout California.

### What Certification Means

Certification guarantees that no additional lower-division general education courses can be imposed on a student as a condition of graduation. "Certified" community college students are deemed to have satisfied the lower-division general education requirements of their chosen transfer institution. "Uncertified" UC and CSU transfer students will have their transfer coursework applied to the graduation requirements of their new UC or CSU campus, but will find that they must complete more lower division, general education units than are required of a "certified" transfer. For this reason, "fully certified" transfer is strongly recommended.

### CSU System Certification

The California State University (CSU) system will extend Full Certification to students who have completed all sections of the CSU General Education Pattern. Partial Certification is awarded for completion of any of the five general education subsections. CSU Certification should be requested during your last semester at Taft College. If you are only partially certified, most CSU campuses will allow you to work on your full certification by taking TC courses during a summer session or during concurrent TC-CSU enrollment.

**IGETC Certification**

When Taft College is the last school of attendance, TC can certify the completion of the Intersegmental General Education Transfer Curriculum (IGETC), which satisfies the lower-division general education requirements for both UC and CSU transfer students. All IGETC coursework **MUST** be completed before a student's transfer to receive complete IGETC Certification. No partial certifications are completed. Courses completed must have a "C" grade or better to be certified by Taft College.

**Authorization to Certify**

Taft College is authorized to certify students who have satisfactorily completed the required courses for the IGETC or the CSU General Education Pattern. Certification includes not only courses taken at TC, but also selected coursework taken at other regionally accredited colleges and universities. Therefore, it is critically important for every student who transfers into TC from another college or university to have official transcripts sent directly from the other institution(s) to TC's Admissions Office.

**Requesting Certification**

Students whose transfer plan is the IGETC or the CSU General Education Pattern should request certification during the term in which they expect to complete their general education or IGETC requirements. Requests for certification should be filed in the Records Office.

**Students are responsible for making the request for certification; Taft College does not automatically certify.** Certification request forms are available online at <http://www.taftcollege.edu/administration/registrar.shtml> and in the Records Office.

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## PREPARATION FOR TRANSFER

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**PLEASE NOTE: The requirements listed on the following pages are SUBJECT TO CHANGE WITHOUT NOTICE. For updated information, please check with your Taft College counselor periodically.**

**PREPARATION FOR ADVANCED STANDING AT FOUR-YEAR COLLEGES AND UNIVERSITIES**

Students whose goal is to transfer to a four-year institution should identify which transferable courses are required for both their major and general education. Students are strongly encouraged to meet with a counselor to develop an academic program best suited for their transfer institution and intended major.

The following checklist should help a student establish transfer goals:

1. **Identify admission requirements.**
2. **Identify general education courses.**
3. **Identify preparation for the major.**
4. **Determine whether the program is "impacted."**
5. **Determine the competitive GPA for the major.**
6. **Establish a relationship with a counselor who will help to make the student the most competitive applicant possible!**

Taft College offers courses similar to courses offered in the lower division (i.e., the first two years) of four-year universities and colleges. Course requirements for graduation vary from one institution to another, so it is to a student's advantage to choose his or her transfer university or college as early as possible. Students are advised to complete the courses at TC that best satisfy the lower-division course requirements of their particular transfer institution. Lower-division course requirements typically include a set of "general education" courses and a sequence of courses in the student's chosen "major" field of study.

For more up-to-date, detailed or extensive information regarding transfer requirements, students are encouraged to drop by the Transfer/Counseling Center or visit the Virtual Transfer Center online. The Transfer/Counseling Center also maintains and provides "transfer sheets" and "major sheets" that summarize the current course and major requirements of various local colleges and universities. Students can also access this information online (go to [www.assist.org](http://www.assist.org)). Students are invited to visit the Transfer/Counseling Center to discuss their transfer strategy with a counselor or with one of the representatives of colleges or universities, who periodically visit the Center.

Students interested in transferring should also be aware of critical application filing periods and procedures. This information—as well as applications to most four-year institutions in California—can be obtained online.

**Student Responsibility for Meeting Transfer Requirements**

Students are strongly advised to gather as much information as possible about their chosen transfer college or university. Counselors will assist students with the transfer process, including appropriate course selection and information regarding the admission process and requirements. However, it is up to each individual student—working with a counselor—to decide upon an educational goal, to take responsibility for devising a long-range educational



plan to achieve this goal, to read the catalog of his or her chosen transfer institution, and then to choose the appropriate Santa Monica College courses to satisfy the requirements for transfer to that college or university.

### **TRANSFER TO CALIFORNIA STATE UNIVERSITY (CSU) SYSTEM AND UNIVERSITY OF CALIFORNIA (UC) SYSTEM**

Students at a California Community College may use the Intersegmental General Education Transfer Curriculum (IGETC) to fulfill lower-division general education requirements for almost all schools in either the CSU or UC system.

[For more information please refer to the IGETC link.](#) Completion of IGETC does NOT constitute completion of all admission requirements. Please consult with a TC counselor to develop a comprehensive transfer strategy.

#### **Identification of CSU and UC Transfer Courses in this Catalog**

Courses designated “CSU” in the Course Descriptions section of this catalog have been determined by Taft College to be baccalaureate appropriate and acceptable for transfer to the California State University as at least elective credit.

Courses designated “UC” in the Course Descriptions section of this catalog will transfer as baccalaureate credit for at least elective credit to the University of California. Students should be aware that some courses satisfy specific transfer requirements designated in the major fields of study, some courses satisfy general education requirements, and some courses transfer only as elective credit. Variable topic courses may be transferrable; however, credit will be given only after the UC campus reviews the content and scope of the course. The course should not be counted as part of the 60 unit entrance requirements.

#### **TRANSFER TO INDEPENDENT COLLEGES AND UNIVERSITIES**

Admission requirements of independent colleges and universities vary. Course transferability and course credit allowed at independent colleges and universities also vary. Students should consult the transfer school’s catalog for specific requirements and transferability, or better yet, make an appointment at the Transfer/Counseling Center to clarify admission standards.

## **TAFT COLLEGE ARTICULATION AGREEMENTS**

Articulation is the planned process linking together two educational institutions to help students make a smooth transition—without experiencing a delay or duplication of coursework—from the community college to the four-year College or university. Taft College has articulation agreements with a variety of institutions of higher education. Students planning to transfer from Taft College to a CSU or UC campus can find articulation information online (go to [www.assist.org](http://www.assist.org)) or in person at the Transfer/Counseling Center. ASSIST ([www.assist.org](http://www.assist.org)) is a database that contains information on lower-division major requirements and general education requirements and their equivalent at the Community College.

Taft College also has articulation and transfer agreements with a variety of private, independent, and out-of-state institutions. These agreements can contain general education requirements, lower-division major requirements, or both. For further information, please drop by the Transfer/Counseling Center. Taft College has articulation with the following institutions of higher education:

#### **The independent colleges and universities include:**

Alliant International University\*  
 American Academy of Dramatic Art  
 Art Center College of Design  
 Azusa Pacific University\*  
 Biola College  
 California Baptist College  
 California College of Arts and Crafts  
 California Institute of the Arts  
 California Institute of Technology  
 California Lutheran University\*  
 Chapman University\*  
 Christ College Irvine  
 Claremont Graduate School  
 Claremont McKenna College  
 Cogswell Polytechnical College\*  
 Concordia University\*  
 Dominican College of San Rafael\*  
 Fresno Pacific College  
 Golden Gate University  
 Harvey Mudd College

Holy Names College\*  
 John F. Kennedy university\*#  
 Kaplan University  
 Loma Linda University  
 Loyola Marymount University  
 Marymount Palos Verdes College  
 Menlo College\*  
 Mount St. Mary's College  
 The Master's College  
 National University#  
 Northrup University  
 Notre Dame de Namur University\*  
 Occidental College  
 Ortis Art Institute  
 Pacific Christian College  
 Pacific Oaks College  
 Pacific Union College  
 Patten College  
 Pepperdine University  
 Pitzer College  
 Point Loma Nazarene College  
 Pomona College  
 Santa Clara University  
 St. Mary's College\*  
 San Francisco Art Institute  
 Scripps Institute\*  
 Simpson College  
 Southern California College  
 Southern California College of Optometry  
 Stanford University  
 Thomas Aquinas College  
 United States International University  
 University of LaVerne\*  
 University of Phoenix  
 University of Redlands  
 University of San Diego  
 University of San Francisco\*  
 University of the Pacific\*  
 University of Southern California\*  
 Vanguard University of Southern California\*  
 West Coast University  
 Westmont College  
 Whittier College  
 Woodbury University\*  
 World College West

\* Schools that accept the IGETC

# Schools that accept the GE breadth pattern

**Taft College has transfer agreements with the following schools:**

National University  
 Northcentral University  
 University of LaVerne  
 University of Phoenix

**Taft College has transfer guarantees with:**

CSU Bakersfield  
 CSU Fresno  
 CSU Stanislaus  
 Fresno Pacific University  
 UC Davis  
 UC Irvine  
 UC Merced  
 UC Riverside  
 UC Santa Cruz  
 University of the Pacific

**See your counselor or advisor regarding the transfer guarantees.**

## TRANSFER TO THE CALIFORNIA STATE UNIVERSITY SYSTEM (CSU)

The majority of Taft College transfer students transfer to the California State University system, which consists of 23 campuses located throughout the state. Admission representatives from local CSU campuses visit TC's Transfer/Counseling Center on a regular basis. Please check with the Center for more detailed information.

### CSU Applications

Applications for admission to the CSU system are available online at [www.csumentor.edu](http://www.csumentor.edu). Applications to impacted programs must be filed during the priority-filing period, which is the first month applications are accepted for a given term. Many CSU campuses are approaching capacity in a number of academic disciplines, and they are likely to stop accepting applications for admission after the first month of the filing period. Campuses that are less impacted **may** accept applications up to one month prior to the opening day of the term, although individual programs may close earlier. Applications should be filed as early in the filing period as possible to ensure priority consideration!

### CSU Priority Application Filing Periods

Students are encouraged to attend an application workshop before beginning application procedures. The priority application filing periods are:







Quarter System Campuses	Semester System Campuses
Summer Quarter: Feb 1–28	Fall Semester: Oct 1 – Nov 30
Fall Quarter: Oct 1 – Nov 30	Spring Semester: Aug 1–31
Winter Quarter: June 1–30	
Spring Quarter: Aug 1–31	



### ASSOCIATE DEGREES FOR TRANSFER TO THE CSU SYSTEM

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an “associate degree for transfer,” which is a newly established variation of the Associate degrees traditionally offered at a California community college. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a Bachelor’s degree in a similar major at a CSU campus. Students completing the AA-T or AS-T degree program are guaranteed admission to the CSU system, but NOT to a particular campus or major. In order to earn an AA-T or AS-T degree, students must complete a minimum of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0 (C). Students transferring to a CSU campus that does accept the AA-T or AS-T degree will be required to complete no more than 60 units after transfer to earn a Bachelor’s degree (unless the major is a designated to be a “high-unit” major). The AA-T or AS-T degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students planning to complete the AA-T or AS-T degree should consult with a counselor for more information on university admission and transfer requirements.

As this edition of the 2013-14 TC catalog is published, students at Taft College may earn an Associate degree for Transfer in:

-  Art History (AA-T),
-  Early Childhood Education (AS-T),
-  History (AA-T),
-  Psychology (AA-T),
-  Sociology (AA-T), and
-  Studio Arts (AS-T).

Additional majors are being developed. Please see a counselor and the Taft College website for more information.

### ADMISSION REQUIREMENTS FOR THE CALIFORNIA STATE UNIVERSITY (CSU)

#### Transfer Applicants with 60 or More Transferable Semester Units

Transfer applicants with 60 or more transferable semester units must have a grade point average of 2.0 (C) or higher (2.4 for nonresidents) in all transferable semester units attempted, be in good standing at the last college or university attended, and meet any of the following eligibility standards:

1. Complete all subject requirements in effect at the time of high school graduation (both high school and college coursework may be used to meet the college preparatory course requirements), **or**

2. Complete with an overall grade of C (2.0) or higher a minimum of 30 semester (45 quarter) units selected from courses in English, arts and humanities, social science, science, and mathematics that are at least equivalent in level to courses that meet CSU General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) requirements. All CSU general education requirements in communication in the English language (at least 9 semester units) and in mathematics (usually 3 semester units) must be completed as part of the 30-semester-unit requirement. The remainder of the units can be selected from any of the designated areas.

**Applicants Who Graduated from High School Prior to 1988:**

Applicants who graduated from high school prior to 1988 must meet any of the following eligibility standards:

1. Complete 4 years of high school English and 2 years of high school mathematics, with grades of C (2.0) or higher; or
2. Complete with a grade of C (2.0) or higher a baccalaureate course that meets CSU general education requirements in written communication and a course with a grade of C (2.0) or higher that meets the general education requirement in mathematics/quantitative reasoning; or
3. Complete IGETC requirements in English composition and mathematical concepts and quantitative reasoning (course meeting the general education mathematics requirement must be above the level of intermediate algebra).

(Information Source: **CSU Admissions Handbook**. Go to [www.csumentor.edu](http://www.csumentor.edu) for more information.)

**CSU General Education Certification Pattern**

Students may follow either the pattern of study outlined below or the Intersegmental General Education Transfer Curriculum (IGETC) to meet lower-division general education requirements for the CSU system.

**TC does not accept foreign coursework from non-US regionally accredited institutions to meet CSU GE requirements.**

**To Transfer**

A student must complete 60 or more transferable semester units with a minimum GPA of 2.0 (C) or higher (2.4 for nonresidents), be in good standing at the last college or university attended, and have completed or made up any missing college preparatory subject requirements.

Students must complete the 60 CSU-transferable semester units with an overall GPA of 2.0 or higher, a minimum of 30 semester/45 quarter units in general education courses that include *all CSU general education requirements in Area A, Communication in the English Language (at least 9 semester units) in Area B4, and mathematics (usually 3 semester units)*. The remainder of the units can be selected from any of the designated areas. However, it is strongly recommended that, prior to transfer, students complete the CSU GE pattern in full, to include the American Institution graduation requirement.

Certain programs have more applicants than there are spaces available. These “impacted programs” have additional screening requirements. Please see an TC counselor for details.

**CSU Certification**

“Certification” means that Taft College has verified that a student has completed the lower-division general education requirements for the California State University system.

Certification from a community college is important, because without it, students will be held to the general education requirements specific to the CSU campus to which they are transferring. This typically involves additional lower-division coursework. Once a student is “certified,” however, the CSU campus of choice will identify the student as having completed the lower-division requirements that were spelled out in the articulation agreement established between the particular CSU campus and Taft College. (Students should note that 9 units of upper-division general education courses must be completed after transfer).

Courses from other schools may be considered for certification by petition through a process called “pass along certification.” Please see a TC counselor for assistance.

It is the student’s responsibility to request certification. Petitions for certification may be filed in the Records Office. Certification petitions are available in the Records Office and online (go to <http://www.taftcollege.edu/administration/registrar.shtml>).

**General Education-Breadth Requirements for Graduation from the California State Universities**

Forty-eight units of general education are required to graduate from campuses of the CSU system. A maximum of 39 units may be certified by community colleges; nine units must be taken at the upper division level. Acceptable courses are grouped in five areas, A through E. A maximum of 30 units may be certified from Areas B through D collectively. Each area must be completed before it can be certified. The list of certifiable courses will be subject to

change year to year, but students are assured that courses taken to meet General Education Breadth requirements will be honored if they are on the list during the year taken.

For full certification, no fewer than 39 units will be certified; for partial certifications, no fewer than 24 units will be certified. Only courses completed at Taft College and approved colleges will be certified. Taft College will not use coursework from out of state or private institutions for certification. A single course will fulfill only one general education requirement even though it may be listed in more than one area.

The CSU General Education –Breadth Pattern is structured so that a student who completes the pattern will be assured of properly meeting the General Education-Breadth Requirements of CSU schools. Cumulative grade point average must be 2.0 or better for certification, and 'C' or better grades are required for areas A1, A2, A3 and B4. A maximum of 14 units of pass grades (formerly credit) can be used. Students who have attended other colleges are urged to consult with a counselor for advice on satisfying General Education-Breadth Requirements.

These are minimum requirements. Individual campuses of the CSU system have the authority to add to the General Education Breadth Requirements. Students are urged to contact a counselor for additional information regarding catalog rights.

CSU bound students can also choose to fulfill their lower division general education requirements by completing the Intersegmental General Education Transfer Curriculum (IGETC). The (IGETC can be used for either CSU or UC campuses, but must have all 37 units certified (no partial certifications). Courses completed must have a 'C' or better grade to be certified by Taft College.

**TAFT COLLEGE GENERAL EDUCATION CERTIFICATION**  
**Breadth Pattern for the California State University System**

A	ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING (9 semester or 12-15 quarter units required with at least one course each from A1, A2, and A3)	√ if			
		UNITS	GRADE	CERTIFIED	
	<b>A1-Oral Communication:</b> SPCH 1507, 1511 <b>A2-Written Communication:</b> ENGL 1500 <b>A3-Critical Thinking:</b> ENGL 1600; PHIL 1520 Courses from other colleges: _____ AP Exam: _____	A1 _____ A2 _____ A3 _____	_____ _____ _____	_____ _____ _____	_____ Area A
B	<b>SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING</b> (9 semester or 12-15 quarter units required with at least one course each from Physical Science, Life Science [at least one to contain a lab component] and Mathematics/Quantitative reasoning)				
	<b>B1-Physical Science:</b> ASTR 1511; BIOL 1513;CHEM 1510, 2211; ESCI 1520; GEOG 1510; GEOL 1500, 1501; PHYS 1510, 2201, 2221; PSCI 1520 <b>B2-Life Science:</b> ANTH 1501; BIOL 1500, 2201, 2202, 2203, 2204, 2250, 2255, 2260, 2280 <b>B3-Laboratory Activity:</b> ASTR 1511; BIOL 1501, 2201, 2202, 2203, 2204, 2250, 2256, 2260, 2280; CHEM 1510, 2211; ESCI 1520; GEOL 1500, 1501; PHYS 2201, 2221; PSCI 1520 <b>B4-Mathematical /Quantitative Reasoning:</b> BSAD 1560; ECON 1560; MATH 1500, 1520, 1530, 1540, 1560, 2100; PSYC 2200; STAT 1510 Courses from other colleges: _____ AP Exam: _____	B1 _____ B2 _____ B3 _____ B4 _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ Area B
C	<b>ARTS AND HUMANITIES</b> (9 semester or 12-15 quarter units required with at least one course each in Arts and Humanities)				
	<b>C1-Arts:</b> ART 1545, ARTH 1500, 1510, 1520, 2030, 2040; DRAM 1510, 1535; HUM 2010; MUSC 1510 <b>C2-Humanities:</b> AMSL 2001; ENGL 1600, 2200, 2300, 2400, 2500; FRNC 1501, 1502, 2001, 2002; HIST 2202, 2204; HUM 1500, 2010; PHIL 1501, 1531; SPAN 1601, 1602, 2001, 2002 Courses from other colleges: _____ AP Exam: _____	C1 _____ C2 _____ C1 or 2 _____	_____ _____ _____	_____ _____ _____	_____ Area C
D	<b>SOCIAL SCIENCES</b> (9 semester or 12-15 quarter units required with courses in at least 2 disciplines)				
	<b>D0-Sociology and Criminology:</b> SOC 1510, 2110, 2120, 2141 <b>D1-Anthropology &amp; Archeology:</b> ANTH 1512, 1524 <b>D2-Economics:</b> ECON 2210, 2120 <b>D3-Ethnic Studies:</b> SOC 2110 <b>D4-Gender Studies:</b> PSYC 2038 <b>D5-Geography:</b> GEOG 1520 <b>D6-History:</b> HIST 2202, 2204, 2210, 2231, 2232, 2270 <b>D7-Interdisciplinary Social or Behavioral Science:</b> NA <b>D8-Political Science, Government &amp; Legal Institutions:</b> POSC 1501, 2005 <b>D9-Psychology:</b> PSYC 1500, 2003, 2030, 2033, 2038 Courses from other colleges: _____ AP Exam: _____	D _____ D _____ D _____	_____ _____ _____	_____ _____ _____	_____ Area D
E	<b>LIFELONG LEARNING &amp; SELF-DEVELOPMENT</b> (3 semester or 4-5 quarter units, not all in physical activity)				
	HLED 1510; PSYC 1500, 2030, 2033; SOC 2141 <b>Physical Education Activity Course (limit 1 unit):</b> PHED 1510, 1542, Courses from other colleges: _____ AP Exam: _____	E _____ E _____	_____ _____	_____ _____	_____ Area E
<b>U.S. HISTORY, CONSTITUTION AND AMERICAN IDEALS</b> (This is not a General Education Breadth Pattern requirement; however, these courses should be completed prior to transferring to any CSU campus)					
Complete two (2) courses, one from group 1 and one from group 2 Group 1: HIST 2231, 2232                      Group 2: POSC 1501		_____ _____	_____ _____	_____ _____	_____ Complete
		TOTAL UNITS CERTIFIED	_____	_____	_____ Certified

**CSU Graduation Requirements**

The CSU graduation requirements listed below are NOT part of the CSU GE Requirements, but may be completed prior to transfer.

AMERICAN HISTORY AND INSTITUTIONS – 6 semester units **or** 9-12 quarter units, with one course selected from each group (American History and Institutions courses may also be credited toward satisfying GE requirements from Areas C and D):

**US-1:** Historical development of American institutions and ideals— **History 2231** (formerly History 17A); **History 2232**, (formerly History 17A); score of 3 or higher on Advanced Placement US History

**US-2:** U.S. Constitution and government—**Political Science 1501**; score of 3 or higher on Advanced Placement US Government and Politics

(**NOTE:** Advanced Placement Government and Politics only meets US-2 requirement, **not** US-3 requirement. If using AP credit to meet US-2, students will still need to complete an additional class in California State Government after transfer)

**US-3:** California state and local government—**Political Science 1501**

**ADVANCED PLACEMENT (AP) EXAMINATION IN CSU GENERAL EDUCATION – BREADTH CERTIFICATION**

The Advanced Placement examinations listed in Figure 2-4 at the end of this chapter may be incorporated into the certification of completion of CSU General Education-Breadth requirements by any participating institution. Students must have scored 3, 4 or 5 on an Advanced Placement examination listed below to receive the credit indicated. All CSU campuses will accept the minimum units shown below and apply them toward fulfillment of the designated General Education-Breadth area, if the examination is included as part of a full or subject-area certification, and units toward admission.

**Please note:** Individual CSU campuses may choose to accept more units than those specified in the “Advanced Placement Examination in CSU GE” chart (See Academic Policies and Procedures section) toward completion of General Education-Breadth or admission requirements. The CSU campus to which the student is transferring determines the total number of units to be awarded for successful completion of Advanced Placement examination(s) and how the exam scores may apply to other graduation requirements.

See the “College Credit for Advanced Placement (AP)” chart in the Academic Policies and Procedures section for details on the AP credit CSU allows.

**INTERNATIONAL BACCALAUREATE (IB) EXAMINATION IN CSU GENERAL EDUCATION – BREADTH CERTIFICATION**

Some IB exams may be used on the CSU GE pattern. Please see a counselor for a list of the International Baccalaureate (IB) exams that may be used on the CSU GE pattern.

**COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) IN CSU GENERAL EDUCATION – BREADTH CERTIFICATION**

Some CLEP exams may be used on the CSU GE pattern. See the “College-Level Examination Program (CLEP) for CSU GE Pattern” chart in the Academic Policies and Procedures section for a list of the College Level Examination Program exams that may be used on the CSU GE pattern.

## TRANSFER TO THE UNIVERSITY OF CALIFORNIA (UC) SYSTEM

The UC system has ten campuses, the following nine of which have undergraduate programs: UC Berkeley, UC Davis, UC Irvine, UCLA, UC Merced, UC Riverside, UC San Diego, UC Santa Barbara, and UC Santa Cruz.

**UC Priority Application Filing Periods**

To Attend:	Apply:
Fall	November 1-30
Winter	July 1-31
Spring	October 1-31

All UC campuses accept applications for Fall admission. To determine which UC campuses accept in Winter and/or Spring, call the specific campuses or check [www.universityofcalifornia.edu/admissions](http://www.universityofcalifornia.edu/admissions) for details.

## ADMISSION REQUIREMENTS FOR THE UNIVERSITY OF CALIFORNIA (UC)

Students transferring to the UC system from Taft College may, in most cases, follow the Intersegmental General Education Transfer Curriculum (IGETC) to meet lower-division general education requirements for the UC system.

To meet the **minimum UC system eligibility requirements**, residents of California must have a grade point average of 2.4 and nonresidents must have a grade point average of 2.8. However, higher grade point averages are required to be a **competitive** transfer applicant to most UC campuses. Students are advised to visit SMC's Transfer/Counseling Center for a realistic estimate of the current grade point average actually required for admission to various major programs at various campuses, and to verify whether IGETC will meet their lower-division general education requirements.

To determine eligibility of high school students for admission as freshmen, the University of California requires completion of an "a to g" pattern of high school subjects. (As used here, "a to g" refers to categories of subjects rather than course grades in these subjects). The "a to g" pattern of high school subjects includes one year of history, four years of English or college preparatory courses in English composition and literature, three years of mathematics, one year of laboratory science, two years of a single foreign language, and two advanced courses in at least two of the following areas: History, English, Advanced Mathematics, Laboratory Science, Foreign Language, Social Science, Visual & Performing Arts. This "a to g" pattern of courses is still a consideration when students transfer to the UC system from other colleges, as shown below.

To be minimally eligible to transfer to the UC system, and assuming ineligibility from high school, a student with California residency must accumulate a minimum of 60 UC-transferable semester units from an accredited college or university while maintaining a minimum 2.4 grade point average. Nonresidents must accumulate 60 UC-transferable semester units and have a minimum grade point average of 2.8.

All branches of the University of California allow up to 70 transferable semester units from a community college. Students who have already completed 70 or more transferable semester units at a community college may still complete courses for credit (e.g., to finish IGETC or major requirements) at a community college, but will not be able to transfer more than 70 semester units of credit to the University of California.

In addition to having a competitive record, one of the sets of requirements listed below must be met in order for students to transfer.

1. If students were eligible for admission to the UC System when they graduated from high school—meaning they satisfied the Subject, Scholarship, and Examination requirements, or they were identified by the University as eligible in the local context and they completed the Subject and Examination Requirements in the senior year—the students are eligible to transfer if they have a C (2.0) or higher grade point average in their transferable college coursework, and the campus they apply to is accepting lower-division transfer students. **NOTE: Being "eligible" for admission in NO way guarantees admission. Higher grade point averages are required by most UC campuses, and students with 60 or more transferable semester units receive priority consideration for transfer admission.**
2. If, out of high school, students met the Scholarship requirement but did not satisfy the Subject requirement, they must take transferable college courses in the subjects they are missing, earn a grade of C (2.0) or higher in each of the required courses, and earn an overall grade point average of C (2.0) or higher in all transferable college coursework to be eligible to transfer. **Please see NOTE above.**
3. If students were not eligible for admission to the UC System when they graduated from high school because they did not meet the Scholarship requirement, they must:
  - a. Complete 60 semester **or** 90 quarter units of transferable college credit with a grade point average of at least 2.4, **and**
  - b. Complete a course pattern that includes (1) two transferable college courses (3 semester or 4-5 quarter units each) in English composition, and (2) one transferable college course (3 semester or 4-5 quarter units) in Mathematical Concepts and Quantitative Reasoning; and four transferable college courses (3 semester or 4-5 quarter units each) chosen from at least two of the following subject areas: the arts and humanities, the social and behavioral sciences, the physical and biological sciences. **NOTE: This seven course pattern will be met automatically if the Intersegmental General Education Transfer Curriculum (IGETC) is followed.**

### UC General Education Requirements

There are two ways for a student to complete general education requirements for the UC system: (1) complete the general education pattern specific to a particular UC campus, **or** (2) complete the IGETC.

### UC Impacted Majors

Some majors at UC campuses are highly competitive, or "impacted." This means that certain courses in the major must be completed with achievement of a high GPA prior to transfer. Please consult with TC's Transfer/Counseling Center for details.



**ADVANCED STANDING SELECTION CRITERIA FOR THE UNIVERSITY OF CALIFORNIA**

The University of California tries to provide a place on one of its campuses for all California resident applicants who meet the minimum admission requirements and file an application during the appropriate filing period.

In recent years, the number of applicants for some campuses and some majors has far exceeded the number of spaces available. When a campus cannot accept all eligible applicants, it uses standards that are more demanding than the minimum requirements to select students. These criteria are:

- Completion of a specified pattern of courses that provide continuity with upper-division courses in the major;
- Completion of a specified pattern of courses that meet general education or breadth requirements;
- Attainment of a specified GPA in all transferable courses;
- Participation in academically selective honors courses or programs;
- Special talents, achievements, and awards in a particular field, such as the visual and performing arts or in athletic endeavors; special skills, such as demonstrated written and oral proficiency in other languages; special interests such as intensive study and exploration of other cultures; or experiences that demonstrate unusual promise for leadership, such as significant community service or significant participation in student government; or significant experiences or achievements that demonstrate the applicant's promise for contributing to the intellectual vitality of a campus;
- Completion of special projects undertaken either in the context of the college/university curriculum or in conjunction with special school events, projects or programs cosponsored by the college/university, community organizations, post-secondary educational institutions, other agencies, or private firms, which offer significant evidence of an applicant's special effort and determination or that may indicate special suitability to an academic program on a specific campus.
- Academic accomplishments in light of the applicant's life experiences and special circumstances, which may include, but are not limited to, disabilities, low family income, first generation to attend college, need to work, disadvantaged social or educational environment, difficult personal and family situations or circumstances, refugee status, or veteran status; and/or
- Location of the applicant's college of residence, which will be considered to provide for geographic diversity in the student population, and also to account for the wide variety of educational environments existing in California.

(Information Source: **Introducing the University of California**, a publication of the UC Office of the President. For your own copy, please check [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu) for details.)

**UC Transfer Requirements for Admissions in Advanced Standing (Junior Transfers)**

***Students planning to transfer as juniors to a UC campus should keep the following in mind:***

- Applications for Fall transfers are due November 30th for priority consideration.
- Not all UC campuses accept in Winter/Spring. Check with an SMC counselor.
- Complete 60 UC-transferable semester units
- Earn at least a 2.4 GPA or 2.8 GPA for California nonresidents (PLEASE NOTE: a 2.4 GPA is the minimum GPA for UC eligibility. However, many UC campuses require a higher GPA to be competitive. Consult your TC counselor for specific information)
- Complete a specific pattern of courses: two transferable English courses, one transferable math course, four transferable courses chosen from at least two of the following areas: Art and Humanities, Social and Behavioral Sciences, Physical and Biological Sciences

Completion of IGETC will automatically fulfill these requirements. Please refer to [www.assist.org](http://www.assist.org) for information on major requirements.

## INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

The Intersegmental General Education Transfer Curriculum (IGETC) is a general education program that community college transfer students may use to fulfill lower-division general education requirements in either the UC or the CSU system without the need, after transfer, to take additional lower-division general education courses. The IGETC pattern is most useful for students who want to keep their options open before making a final decision about

transferring to a particular UC or CSU campus. Completion of IGETC does NOT guarantee admission, nor is it required for admission.

Some students may be better served by taking courses that fulfill the CSU General Education-Breadth requirements or the requirements of the UC campus or other college to which they plan to transfer. Students pursuing majors that require extensive lower-division major preparation may not find the IGETC option to be advantageous. Engineering, Architecture, and Liberal Studies are examples of those majors. UC San Diego Colleges of Roosevelt and Revelle, UC Berkeley Haas School of Business and College of Environmental Design (Architecture & Landscape Architecture majors) will not accept the IGETC. Schools of Engineering do not generally recommend the IGETC. Before selecting any courses, please see a counselor for assistance in planning your program.

Courses completed at a California Community College will be applied to the subject area in which they were listed by the institution where the work was completed. Coursework from other United States regionally accredited institutions may be used on IGETC. Coursework must be evaluated by a counselor. All courses must be completed with a grade of C (2.0) or higher. A "Credit" or "Pass" that is defined by institutional policy as being equivalent to a grade of C (2.0) or higher may be applied to meet IGETC requirements. **Foreign coursework from non-US regionally accredited institutions may not be used.** Course credit earned on the basis of acceptable scores on Advanced Placement (AP) or International Baccalaureate (IB) exams can be applied toward IGETC certification (see the charts at the end of this chapter for a list of acceptable AP/IB courses and scores.)

### IGETC CERTIFICATION

The IGETC requirements should be completed and certified prior to transfer. "Certification" means that the last California Community College a student attended for a regular term (Fall or Spring for semester schools or Fall, Winter, Spring for quarter schools) prior to transfer to the UC or CSU system will verify that the student has completed the IGETC requirements. **It is the student's responsibility to request IGETC certification during the last semester of attendance at TC prior to transfer.** Requests for IGETC certification may be filed in the Records Office.

**Before petitioning for IGETC certification**, students are strongly urged to consult with their TC counselor and verify that they have fulfilled their IGETC requirements.

**Some private and out-of-state colleges and universities will accept the completed IGETC** to meet their lower-division general education requirements. See a list of schools in the Private and Out-of-State Schools that Accept IGETC section below.

### INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC) REQUIREMENTS

**Important:** All courses must be completed with grades of C (2.0) or higher. Courses used to meet IGETC requirements must have a minimum of 3 semester or 4 quarter units. (Exceptions may be made for English Composition and math. See a counselor for details.)

Courses with a laboratory component are designated in **bold** in the pattern below.

College courses, including TC courses, with similar content to an AP exam may yield transfer credit. Unit and subject credit is determined by each transfer institution. Check with a counselor for details.

**TAFT COLLEGE IGETC**  
**Intersegmental General Education Transfer Curriculum**

**AREA 1: ENGLISH COMMUNICATION** (CSU - 3 courses, one each from group A, B, and C) (UC - 2 courses, one each from group A and B)

**1A English Composition** (one course – 3 semester or 4-5 quarter units) ENGL 1500

Course from other college \_\_\_\_\_ College: \_\_\_\_\_

AP Exam: Date Taken \_\_\_\_\_ Score: \_\_\_\_\_

**1B Critical Thinking-English Composition** (one course – 3 semester or 4-5 quarter units) ENGL 1600\*

Course from other college \_\_\_\_\_ College: \_\_\_\_\_

**1C Oral Communication (CSU requirement only)** (one course – 3 semester or 4-5 quarter units) SPCH 1507, 1511

Course from other college \_\_\_\_\_ College: \_\_\_\_\_

**AREA 2: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING** (1 course, 3 semester, 4-5 quarter units)

MATH 1500, 1520, 1540, 1560, 2100; ECON 1560; BSAD 1560; STAT 1510; PSYC 2200

Course from other college \_\_\_\_\_ College: \_\_\_\_\_

AP Exam: Date Taken \_\_\_\_\_ Score: \_\_\_\_\_

**AREA 3: ARTS AND HUMANITIES** (At least 3 courses, with at least one from the Arts and one from the Humanities. 9 semester, 12-15 quarter units)

**3A ARTS:** ART 1545; ARTH 1500, 1510, 1520; DRAM 1510; MUSC 1510

Course from other college \_\_\_\_\_ College: \_\_\_\_\_

AP Exam: Date Taken \_\_\_\_\_ Score: \_\_\_\_\_

**3B HUMANITIES:** ENGL 2200, 2300, 2400, 2500; FRNC 1502\*, 2001\*, 2002\*; HUM 2010; PHIL 1501, 1531; SPAN 1602\*, 2001\*, 2002\*

Course from other college \_\_\_\_\_ College: \_\_\_\_\_

AP Exam: Date Taken \_\_\_\_\_ Score: \_\_\_\_\_

**AREA 4: SOCIAL & BEHAVIORAL SCIENCES** (At least 3 courses from at least 2 disciplines or an interdisciplinary sequence. 9 semester, 12-15 quarter units)

**4A** ANTH 1512, 1524

**4E** GEOG 1520

**4I** PSYC 1500, 2003, 2030, 2038

**4B** ECON 2120, 2210

**4F** HIST 2202, 2204, 2210, 2231, 2232, 2270

**4J** SOC 1510, 2110, 2120

**4D** PSYC 2038

**4H** POSC 1501, 2005

Course from other college \_\_\_\_\_ College: \_\_\_\_\_

AP Exam: Date Taken \_\_\_\_\_ Score: \_\_\_\_\_

**AREA 5: PHYSICAL & BIOLOGICAL SCIENCES** (At least 2 courses, one Physical Science course and one Biological Science course; at least one must include a laboratory. Courses in **BOLD** contain a laboratory component. 7-9 semester units, 9-12 quarter units)

**5A PHYSICAL SCIENCES:** **ASTR 1511; BIOL 1513; CHEM 1510, 2211; ESCI 1520; GEOG 1510; GEOL 1500, 1501; PHYS 1510, 2201, 2221; PSCI 1520**

Course from other college \_\_\_\_\_ College: \_\_\_\_\_

AP Exam: Date Taken \_\_\_\_\_ Score: \_\_\_\_\_

**5B BIOLOGICAL SCIENCES:** ANTH 1501; **BIOL 1500, 2201, 2202, 2203, 2204, 2250, 2255, 2260, 2280**

Course from other college \_\_\_\_\_ College: \_\_\_\_\_

AP Exam: Date Taken \_\_\_\_\_ Score: \_\_\_\_\_

**5C LABORATORY:** ASTR 1511; BIOL 1501, 2201, 2202, 2203, 2204, 2250, 2256, 2260, 2280; CHEM 1510, 2211; ESCI 1520; GEOL 1500, 1501; PHYS 2201, 2221; PSCI 1520

**AREA 6: LANGUAGE OTHER THAN ENGLISH** (U.C. requirement only) (Proficiency equivalent to two years of high school study in the same language) This requirement is satisfied by completing one of the following options:

**Completed two (2) years of the same foreign language of high school work with a grade of "C" or better**

(A copy of the High School transcripts must be attached or on file to verify completion). Courses: \_\_\_\_\_

**Earn a score of three (3) or higher on the Foreign Language Advanced Placement (AP) test**

Date Taken: \_\_\_\_\_ Score: \_\_\_\_\_

**Achieved a score of 550 or higher on the College Board Achievement Test in Foreign Language**

Date Taken: \_\_\_\_\_ Score: \_\_\_\_\_

**6A Complete one of the following sem. courses:** AMSL 1510, 2001; FRNC 1501, 1502\*, 2001\*, 2002\*; SPAN 1601, 1602\*, 2001\*, 2002\* (other \_\_\_\_\_)

Note: Courses listed in multiple areas shall not be certified in more than one area except for courses in Languages other than English, which can be certified in both areas 3B and 6A.

[ \*CSU REQUIREMENT IN U.S. HISTORY, CONSTITUTION AND AMERICAN IDEALS

This is not part of IGETC; may be completed prior to transfer.

Choose one course from each group (courses used to meet this requirement may be used to satisfy requirements for IGETC)

Group 1: HIST 2231, 2232

Group 2: POSC 1501

**IGETC Checklist**

A summary of requirements for IGETC certification is listed below.

1. The institution is accredited by the Western Association of Schools and Colleges or an equivalent accrediting body.
2. A course taken at a California Community College is applied to the subject area in which it is listed by the institution where the work was completed (check [www.assist.org](http://www.assist.org) for college IGETC lists).
3. Coursework from other US regionally accredited institutions may be used on IGETC. Coursework must be evaluated by a counselor.
4. The grade received in course is C (2.0) or higher. A grade of C- (C minus) is not acceptable. A "Credit" or "Pass" that is defined by institutional policy as being equivalent to a grade of C (2.0) or higher may be applied to IGETC requirements.
5. Foreign coursework from non-United States regionally accredited institutions cannot be used for IGETC.
6. Each course is a minimum of 3 semester or 4 quarter units. (Exceptions may be made for English Composition or math. See a counselor for details.)
7. All courses that meet IGETC requirements are completed by the end of the semester that the student is petitioning for certification.
8. If two years of high school foreign language are used to satisfy the UC language other than English requirement (IGETC Area 6), official copies of high school transcripts must be on file. This requirement can also be met by providing official documentation showing satisfactory completion, with a grade of C or better, of two years of formal schooling at the sixth grade level or higher at an institution where the language of instruction is not English. Exam results used to meet this requirement must be on file at Taft College.
9. All official transcripts from every college attended must be on file to process certification.

Petitions for IGETC certification may be filed in the Records Office. Certification petitions are available online (go to <http://www.taftcollege.edu/administration/registrar.shtml>) and in the Records Office.

NOTE: Roosevelt and Revelle Colleges at UC San Diego, the School of Business at UC Berkeley, the College of Environmental Design (Architecture & Landscape Architecture majors) at UC Berkeley, and the College of Engineering at UC Riverside will not accept IGETC. In addition, some students may be better served by taking courses that fulfill the CSU General Education-Breadth Pattern, or that meet requirements for the specific general education pattern of the UC campus or college to which the students plan to transfer. Students pursuing majors that require extensive lower-division major preparation may not find the IGETC option advantageous. Engineering, Architecture, and Liberal Studies are examples of those majors.

**PRIVATE AND OUT-OF-STATE SCHOOLS THAT ACCEPT IGETC**

AICU; Alliant International University (formerly United States International University); American University of Paris, France; Arizona State University; Biola University; California College for the Arts; California Lutheran University; Chapman University; City University of London, England; Cogswell Polytechnical College; Concordia University; Dominican College of San Rafael; Hawaii Pacific University; Holy Names College; JFK University; John Cabot University, Rome, Italy; Menlo College; National University; Northern Arizona University; Notre Dame de Namur University (formerly College of Notre Dame); Oregon State University; Saint Mary's College of California; Scripps College; Southern University – Baton Rouge (LA); University of La Verne; University of Northern Colorado; University of San Francisco; University of the Pacific; University of the West; Vanguard University of Southern California; and Woodbury University.

A score of 5, 6, or 7 on Higher Level (HL) exams is required to grant credit for IGETC certification.

An acceptable IB score for IGETC equates to either 3 semester or 4 quarter units for certification purposes.

Students who have earned credit for an IB exam should not take a comparable college course because transfer credit will not be granted for both.

**APPLYING INTERNATIONAL BACCALAUREATE (IB) CREDIT TO IGETC**

A score of 5, 6, or 7 on Higher Level (HL) exams is required to grant credit for IGETC certification.

An acceptable IB score for IGETC equates to 4 quarter (3 semester) units for certification purposes.

For *transfer purposes*, UC will grant 8 quarter (5.3 semester) units for each IB exam completed with a score of 5, 6, or 7 on HL exams.

CSU also grants unit credit for transfer purposes of IB HL exams. See a counselor for details.

Students who have earned credit for an IB exam should not take a comparable college course because transfer credit will NOT be granted for both.

See a counselor for a list of the IB exams that may be used on the IGETC pattern.

**APPLYING ADVANCED PLACEMENT (AP) CREDIT TO IGETC**

- AP credit for most exams—with a score of 3 or higher—may be applied to IGETC. Each exam satisfies one course.
- An acceptable AP score in Biology, Chemistry, or Physics B equates to 4 semester or 5 quarter units for certification purposes. UC or CSU may award more units toward the minimum needed to transfer. For details, see a counselor or UC/CSU Outreach representative.
- Students who use AP Environmental Science, Physics C: Mechanics, or Physics C: Electricity/Magnetism will receive 3 semester units toward Area 5A. Therefore, student will need to complete 5B and a total of 7 semester/9 quarter units to satisfy Area 5.
- College courses, including TC courses, with similar content to an AP exam may yield transfer credit. Unit and subject credit is determined by each transfer institution. For details, see a counselor or UC/CSU Outreach representative.
- Official transcripts/scores and Advanced Placement (AP) scores must be on file with TC's Admissions Office.

See the "College Credit for Advanced Placement (AP)" chart in the Academic Policies and Procedures section for a list of the AP exams that may be used on the IGETC pattern.

**UC UNIT LIMITATIONS**

- A maximum of 4 Physical Education units are UC transferable.
- Students who complete any part of their education between 9th and 12th grade at an institution where the language of instruction is other than English, will not receive UC unit credit for courses taken at TC or an AP exam in that same language.

**COURSES WITH UC UNIT LIMITATIONS**

- Some courses offered at TC have transfer unit limitations, which are noted beneath the course descriptions listed in this catalog, as well as online (go to [www.assist.org](http://www.assist.org)).

# Fields of Study

Program	Locally Approved Certificates	Certificate of Achievement	AA Degree	AS Degree	AA-T Degree	AS-T Degree
Accounting		X		X		
Administrative Services		X		X		
Administrative Services I	X					
Administrative Services II		X				
Art			X			
Art History					X	
Graphic Design		X				
Studio Arts					X	
Business Administration			X			
Automotive Technology				X		
Automotive Electricity and Electronics		X				
Automotive Engine Performance		X				
Automotive Brakes and Suspension	X					
Automotive Engine Rebuilding	X					
Automotive Power Trains		X				
Court Reporting		X		X		
Criminal Justice Administration				X		
Criminal Justice Admin. - Corrections		X		X		
Dental Hygiene		X		X		
Direct Support Education		X		X		
Early Care, Education, and Family Studies		X		X		
Child Development – Assistant Teacher	X					
Child Development – Associate Teacher		X				
Child Development – Master Teacher		X				
Child Development – Teacher		X				
Family Child Care Provider I	X					
Family Child Care Provider II	X					
Early Intervention Assistant I		X				
Early Intervention Assistant II		X				
Master Teacher: Infant Development	X					
Master Teacher: School Age Care/Devel/	X					
Master Teacher: Special Needs	X					
Early Childhood Education						X
Energy Technology		X		X		
Energy Technology Entry Level		X				
Energy Technology Petroleum Engineer		X				
Energy Technology Field Technician		X				
Energy Technology Indus. Health & Safety					X	
English – AA Degree						X
General Business					X	
History					X	X
Information Technology & Management	X	X			X	
Independent Living Skills	X					
Industrial Health and Safety			X		X	
Industrial Health and Safety – Entry Level Hazardous Materials	X					
Industrial Health and Safety Foundation		X				
Liberal Arts with an Area of Emphasis*					X	
Allied Health					X	
Arts & Humanities					X	
Business Technology					X	
Communication					X	
Health & PE					X	
Math & Science					X	
Natural & Life Science					X	
Natural & Physical Science					X	
Social & Behavioral Science					X	
Life Science						X
Management					X	X
Management Customer Service	X					
Mathematics					X	
Multi-Media Journalism					X	
Physical Education					X	
Physical Science						X
Psychology						X
Recreation					X	
Sociology						X
Welding Technology						X
Pipe Code Welding					X	
Structural Code Welding					X	
Gas Tungsten Arc Welding	X					
Gas Metal Arc & Flux Core Arc Welding	X					
Welding Assistant/Helper	X					

# Field of Study Curricula Requirements

## ACCOUNTING

### DESCRIPTION

#### ACCOUNTING: ASSOCIATE IN SCIENCE

By completing this degree or certificate prepares students in the fundamentals in theory, practices and principles of accounting cycles for unincorporated and corporate forms of business, financial, and managerial accounting theory. The major provides skills in entry level accounting positions. 25 units are required in the major.

<b>Required Courses:</b>			<b>Units</b>
BSAD	2220	Introduction to Financial Accounting	4
BSAD	2221	Introduction to Managerial Accounting	4
BUSN	2275	Business Law	3
BUSN	1050	Business Mathematics <b>OR</b>	4
BSAD	1560	Introduction to Mathematical Analysis <b>OR</b>	4
ECON	1560	Introduction to Mathematical Analysis <b>OR</b>	4
MATH	1560	Introduction to Mathematical Analysis	4
BUSN	1053	Computerized Accounting	1
BUSN	1059	Electronic Machine Calculations	1
COSC	1703	Microsoft Excel 2010	1.5
COSC	1603	Microsoft Word 2010	1.5
Electives*			5
<b>Total</b>			<b>25</b>

**\*Electives to be selected from the following:**

ECON	2120	Principles of Economics-Micro	3
BUSN	1500	Introduction to Business	3
COSC	1532	Basic Internet Skills and Concepts	1
COSC	1902	Microsoft Access 2010	1.5
COSC	1812	Microsoft PowerPoint 2010	1.5
ENGL	1500	Composition and Reading <b>OR</b>	3
ENGL	1000	Interactive Writing and Grammar	3
STAT	1510	Elementary Statistics	5

#### CERTIFICATE OF ACHIEVEMENT: ACCOUNTING

### DESCRIPTION

This one-year certificate program is designed for those students interested in seeking initial employment in bookkeeping and accounting and to improve the skills of those already in this profession. Upon successful completion of the required and elective courses with a 2.0 GPA, a certificate of achievement will be awarded. 21 units are required for the certificate.

<b>Required Courses</b>			<b>Units</b>
BSAD	2220	Introduction to Financial Accounting	4
BSAD	2221	Introduction to Managerial Accounting	4
BUSN	2275	Business Law	3
BUSN	1050	Business Mathematics <b>OR</b>	4
BSAD	1560	Introduction to Mathematical Analysis <b>OR</b>	4
ECON	1560	Introduction to Mathematical Analysis <b>OR</b>	4
MATH	1560	Introduction to Mathematical Analysis	4
BUSN	1053	Computerized Accounting	1
BUSN	1059	Electronic Machine Calculations	1
COSC	1703	Microsoft Excel 2010	1.5
Elective*			3
<b>Total</b>			<b>21</b>

*Accounting (cont.)***CERTIFICATE OF ACHIEVEMENT: ACCOUNTING*****\*Electives to be selected from the following:***

ECON	2120	Principles of Economics-Micro	3
BUSN	1500	Introduction to Business	3
COSC	1902	Microsoft Access 2010	1.5
COSC	1603	Microsoft Word 2010	1.5
ENGL	1500	Composition and Reading <b>OR</b>	3
ENGL	1000	Interactive Writing and Grammar	3
STAT	1510	Elementary Statistics	5

**PROGRAM LEARNING OUTCOMES**

After completing the Accounting AS Degree program a student will be able to:

1. Demonstrate competency in preparing financial information for all levels of stakeholders in organizations.
2. Use accounting information to make informed decisions about management, operations, and investments in organizations.
3. Exhibit high standards of professional practice by demonstrating ethical and social responsibilities in a multi-cultural, team oriented, rapidly changing environment.



## ADMINISTRATIVE SERVICES

### DESCRIPTION

This program provides individuals with foundation educational training and skills in general office principles, procedures, and operations. The program will prepare students to enter entry to mid-level positions in places of business and organizations as office and support personnel. Upon the successful completion of the required courses and general education requirements with a minimum 2.0 G.P.A., an associate in science degree will be awarded.

### ADMINISTRATIVE SERVICES: ASSOCIATE IN SCIENCE

<b>Select 18 Units from the following:</b>			<b>Units</b>
BUSN	1601, 1602, 1603	Beginning Keyboarding	1-1-1
BUSN	2001, 2002, 2003	Intermediate Keyboarding	1-1-1
BUSN	1050	Business Mathematics	4
BUSN	1051	General Accounting	3
BUSN	1052	General Accounting	3
BUSN	1054	Office Procedures	2
BUSN	1055	Office Procedures	2
BUSN	1053	Computerized Accounting	1
BUSN	1056	Quickbooks	.5
BUSN	1059	Electronic Machine Calculations	1
BUSN	1510	Business Communication	3
COSC	1532	Basic Internet Skills and Concepts	1
COSC	1603	Microsoft Word 2010	1.5
COSC	1703	Microsoft Excel 2010	1.5
COSC	1812	Microsoft PowerPoint 2010	1.5
COSC	1902	Microsoft Access 2010	1.5
HLED	1541	Medical Terminology	3
MGMT	1500	Introduction to Human Resources	3
MGMT	1560	Capstone Course	1-3
<b>Total</b>			<b>18</b>

### CERTIFICATE OF ACHIEVEMENT: ADMINISTRATIVE SERVICES

<b>Required courses</b>			<b>Units</b>
BUSN	1050	Business Mathematics <b>OR</b> any degree applicable Math	4
BUSN	1054 and 1055	Office Procedures	2-2
BUSN	1059	Electronic Machine Calculations	1
BUSN	1510	Business Communication <b>OR</b>	3
ENGL	1000	English Composition <b>OR</b>	
ENGL	1500	Composition and Reading	
BUSN	2001, 2002, 2003	Intermediate Keyboarding	1-1-1
COSC	1532	Basic Internet Skills and Concepts	1
COSC	1603	Microsoft Word 2010	1.5
COSC	1703	Microsoft Excel 2010	1.5
COSC	1902	Microsoft Access 2010	1.5
<b>Total</b>			<b>20.5</b>

### CERTIFICATE IN ADMINISTRATIVE SERVICES I (Locally Approved Certificate)

<b>Required courses</b>			<b>Units</b>
BUSN	1601, 1602, 1603	Beginning Keyboarding	1-1-1
BUSN	1054	Office Procedures	2
COSC	1532	Basic Internet Skills and Concepts	1
COSC	1603	Microsoft Word 2010	1.5
COSC	1703	Microsoft Excel 2010	1.5
<b>Total</b>			<b>9</b>

*Administrative Services (cont.)***CERTIFICATE IN ADMINISTRATIVE SERVICES II (Locally Approved Certificate)**

<b>Required courses</b>			<b>Units</b>
BUSN	1050	Business Mathematics <b>OR</b> any degree applicable Math	4
BUSN	1054	Office Procedures	2
BUSN	1510	Business Communication	3
BUSN	1601, 1602, 1603	Beginning Keyboarding	1-1-1
COSC	1532	Basic Internet Skills and Concepts	1
COSC	1603	Microsoft Word 2010	1.5
COSC	1703	Microsoft Excel 2010	1.5
<b>Total</b>			<b>16</b>

**CAREER OPTIONS/PATHWAYS**

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
Accounting/Bookkeeping Clerk	\$19.24	4,980
Administrative Assistant	\$24.25	4,000
Customer Service Representative	\$17.47	9,260
Office Clerk	\$15.10	10,940
Office Manager	\$26.75	7,430
Receptionist	\$13.57	4,840
Secretary	\$17.72	3,170
Teller	\$12.90	3,000

*\*Some career options may require additional training and/or education.*

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information, State of California Employment Development Department, *California Occupational Guides*, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 14, 2012)

**TRANSFER**

This is a terminal degree as it is not a transferrable degree. However, certain courses may be transferrable to other colleges and universities.

**CERTIFICATION/LICENSES**

Not applicable for the program. However, some individuals in the field of administrative services often are members of the International Association of Administrative Professionals (IAAP). This professional association may have additional requirements for membership, certification, or training options available. For additional information on IAAP, please call (816) 891 6600 or visit [www.iaap-hq.org](http://www.iaap-hq.org).

**PROGRAM LEARNING OUTCOMES**

After completing the Administrative Services major, a student will be able to:

1. Design and complete professional documents to support communication across the business environment.
2. Effectively perform routine, clerical, administrative, and business functions.
3. Exhibit appropriate dress, professional attitude and customer relations.

## ART

### DESCRIPTION

The degree provides the student with the foundations in history, theory, design and studio of art. The studio art courses provide an integration of conceptual and practical artistic skills with personal and creative exploration. The core courses provide the student the preparation for university level courses in art and art history. Students must have a minimum of "C" in major courses.

### ART: ASSOCIATE IN ARTS

<b>Select 18 units from the following:</b>			<b>Units</b>
<b>Select at least 3 units from the following:</b>			
ARTH	1510	Prehistoric to Renaissance History	3
ARTH	1520	Renaissance to Contemporary to Present	3
ART	1545	Chicano/a Art	3
<b>Select at least 3 units from the following:</b>			
ART	1600	Basic Design	3
ART	1610	Advanced Design	3
<b>Select at least 6 units from the following:</b>			
ART	1620	Drawing and Composition	3
ART	1631	Figure Drawing	3
ART	1640	Painting	3
ART	1800	Introduction to Computer Art	3
ART	1820	Computer Imaging –Adobe Photoshop	3
ART	1860	Introduction to Computer Animation <b>OR</b>	3
COSC	1860	Introduction to Computer Animation	3
PHOT	1510	Basic Photography	2
Electives*			6
<b>Total</b>			<b>18</b>

\*Electives are to be selected from the above list

### CAREER OPTIONS/PATHWAYS

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
Graphic Designer	\$25.52	1,760
Art Director	\$52.81	510
Fine Artists, including painters & sculptors	\$31.13	380

\*Some career options may require additional training and/or education.

Source: [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information, State of California Employment Development Department, *California Occupational Guides*, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 14, 2012)

Employment of artists and related workers is expected to grow 16 percent, much faster than the average for all occupations between 2006 and 2016. Competition for jobs is expected to be keen for both salaried and freelance jobs in all specialties because the number of people with creative ability and an interest in this career is expected to continue to exceed the number of available openings. Demand for illustrators who work on a computer will increase as Web sites use more detailed images and backgrounds in their designs. Demand for multimedia artists and animators will increase as consumers continue to demand more realistic video games, movie and television special effects, and 3D animated movies.

### TRANSFER

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree. The art degree is a transferrable degree. For the CSUs it is highly recommended that ARTH 1510, 1520; ART 1610, and 1620 be completed prior to transfer. Check with your counselor or advisor for transfer degree requirements for the college or university of your choice.

### CERTIFICATION/LICENSES

Not applicable for this program. However, in some career fields additional training and/or certification may be required in certain products, software, and systems.

*ART (cont.)*

**PROGRAM LEARNING OUTCOMES**

After completing the Art major, a student will be able to:

1. Create art in various media using the resources of production.
2. Understand, evaluate, and utilize the elements of art and principles of design.
3. Demonstrate an understanding of the history of the development of styles and media.
4. Demonstrate the practices of safety procedures.
5. Critique and objectively evaluate their work and the work of their peers.



## ART HISTORY (FOR TRANSFER)

### DESCRIPTION

The Associate in Arts in Art History degree for Transfer (AA-T) prepares the student to transfer to the CSU's as a junior to further their studies of the history of the practice and production of visual arts.

The study of art history is the study of objects within their historical, cultural and stylistic context. This is complemented by the requirement of two studio classes where the art history student learns the basic skills and concepts inherent in creating a work of art, in addition to the 60 units which includes the following required courses: ARTH 1510 Prehistoric to Renaissance Art History, ARTH 1520 Renaissance to Contemporary Art History, ARTH 2030 Survey of Asian Art, ARTH 2040 Survey of African, Oceanic, and the Americas Art, ART 1600 Basic Design, ART 1620 Drawing and Composition, and two of the following: HIST 2210 World History to 1600, HIST 2204 Western Civilization from 1600 and HUM 2010 Film Studies.

To earn as Associate in Arts in Art History degree for Transfer (AA-T), students must complete all course requirements with a minimum grade of "C" in all courses required for the major or area of emphasis; and must complete the General Education Breadth pattern for CSU's with an overall GPA of 2.0. There are no local graduation requirements associated with this degree.

Additionally, students shall be deemed eligible for transfer into a California State University baccalaureate program when the student meets both the following requirements:

1. Completion of a minimum 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, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0

### ART HISTORY: ASSOCIATE IN ARTS DEGREE FOR TRANSFER

<b>Required Core Courses</b>			<b>12 Units</b>
ARTH	1510	Prehistoric to Renaissance Art History (Area C-1)	3
ARTH	1520	Renaissance to Contemporary Art History (Area C-1)	3
ARTH	2030	Survey of Asian Art	3
ARTH	2040	Survey of African, Oceanic, and the Americas Art	3
<b>Required Studio Arts Courses</b>			<b>6 Units</b>
ART	1600	Basic Design	3
ART	1620	Drawing and Composition	3
<b>Restricted Electives:</b>			<b>6 Units</b>
<i>Select two courses from the following:</i>			
HIST	2210	World History to 1600 (Area D-6)	3
HIST	2204	Western Civilization from 1600 (Area C-2)	3
HUM	2010	Film Studies (Area C-2)	3
<b>Total</b>			<b>24</b>

**CSU GE Breadth Pattern or IGETC**

**27-30 Units**

**Electives**

**6-9 Units**

**Total Units**

**60 Units**

*Note: Area in parentheses () indicate where the course may be double counted on the GE Breadth Pattern.*

*Art History for transfer (cont.)*

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Curator	\$32.33	70
Museum Technician and Conservators	\$22.53	60
Art History Teacher, Postsecondary	\$93,800 (median annual salary)	440
Set and Exhibit Designer	\$28.27	180
Historians	\$34.49	n/a
Archivist	\$24.23	n/a

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information, State of California Employment Development Department, *California Occupational Guides*, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 14, 2012)

Artists fall into one of several groups:

- a) **Art Directors** are responsible for the visual style and images in magazines, newspapers, product packaging, and movie and television productions. They create the overall design and direct others who develop artwork or layouts. Art directors need at least a bachelor's degree in an art or design subject and previous work experience. Depending on the industry, they may have worked as graphic designers, illustrators, copyeditors, or photographers, or in another art or design occupation, before becoming art directors. Employment of art directors is expected to increase 9 percent from 2010 to 2020, slower than the average for all occupations. Art directors will continue to be needed to oversee the work of graphic designers, illustrators, photographers, and others who design in artwork or layouts
- b) **Set Designers** create sets for movie, television, theater, and other productions. They analyze scripts or other research documents to determine how many sets will be needed and how each set can best support the story. **Exhibit designers** create spaces to display products, art, or artifacts. Many set and exhibit designers move from one short-term full-time job to another, working for a series of employers rather than only one employer. About 30 percent were self-employed in 2010. Set and exhibit designers often need a bachelor's degree in set design, scenic design, or theater. Employment of set and exhibit designers is expected to grow by 10 percent from 2010 to 2020, about as fast as the average for all occupations. Scripted television programming is expected to grow as the number of cable channels expand, and set and exhibit designers will continue to be needed to create sets for shows on these channels.
- c) **Curators, Museum Technicians, and Conservators** oversee collections, such as artwork and historic items, and may conduct public service activities for an institution. Museum technicians and conservators prepare and restore objects and documents in museum collections and exhibits. Most curators work at museums, zoos, aquariums, botanical gardens, and historical sites. Although some curator jobs require only a bachelor's degree, many employers require curators to have a master's degree combined with related work experience. Museum technicians must have a bachelor's degree; conservators generally need a master's degree. Overall employment of curators, museum technicians, and conservators is projected to grow 16 percent from 2010 to 2020, about as fast as the average for all occupations. Public interest in science, art, and history will continue to spur demand for curators, museum technicians, and conservators. Applicants should expect strong competition for jobs.
- d) **Archivists** appraise, edict, and maintain permanent records and historically valuable documents. Many perform research on archival material. Archivists work in museums, government, colleges and universities, corporations, and other institutions that require experts to preserve important records. Archivists must usually have a bachelor's degree in history or library science, although some employers require an advanced degree and related work experience. People often gain experience by working or volunteering in archives. Employment of archivist is projected to grow 12 percent from 2010 to 2020, about as fast as the average for all occupations. Jobs for archivists are expected to increase as public and private organizations require greater organization of, and access to, increasing volumes of electronic records and information. Workers will likely face strong competition for jobs because qualified applicants generally outnumber job openings.

Other groups include illustrators, cartoonists, sketch artists, sculptors, printmakers, painting restorers, and many others.

*Art History for transfer (cont.)*

Source: [www.bls.gov/oco](http://www.bls.gov/oco). Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Curators, Museum Technicians, and Conservators, on the Internet at <http://www.bls.gov/ooh/education-training-and-library/curators-and-museum-technicians.htm> (visited December 14, 2012).

**TRANSFER**

By successfully completing the requirements for the major, students will be guaranteed to transfer to a California State University as a junior.

AA-T and AS-T degree seeking students will want to indicate on the CSU Mentor Application to the California State University that they are pursuing an Associate of Arts/Science Degree for Transfer at Taft College. A student who completes an AA-T or AS-T degree and applies for a program determined to be similar by the specific CSU campus is provided priority consideration for admission.

CSU Application deadlines are below.

[www.csumentor.edu](http://www.csumentor.edu)

Term	Application submission period beginning
Fall 2014	October 1, 2013
*Winter 2015	June 1, 2014
Spring 2015	August 1, 2014
Summer 2015	February 1, 2015

*\*Quarter System: Bakersfield, East Bay, Los Angeles, Pomona, San Bernardino, San Luis Obispo, Stanislaus*

**PROGRAM LEARNING OUTCOMES**

After completing the Art History for transfer major, a student will be able to:

1. Apply art history terminology in the analysis and evaluation of works of art and architecture through written tests, presentations, and oral discussions, the intersection of form, content, and patronage in the formation of visual culture.
2. Develop critical interdisciplinary thinking, both in oral and written form, through comparative analysis and development of visual acuity.
3. Discern and appreciate the wide range of ethnically, culturally, and socially diverse art forms, representations, and practices.
4. Identify the interrelationship of form and content in the artworks and architectural monuments of Europe, Asia, Africa, and the Americas.
5. Locate works of art and architecture within diverse historical, political, religious and philosophical contexts.

## AUTOMOTIVE TECHNOLOGY (CURRENTLY SUSPENDED)

### DESCRIPTION

The Automotive Technology Program provides preparation necessary to take the Automotive Service Excellence (ASE) tests for certification required by the automotive technology industry. The program allows students to complete the various program areas in a reasonable time frame. The program will prepare individuals for initial employment in automotive repair shops, automotive dealerships, and related industry fields. The program is also ideal for those already working in the industry but need additional training and/or education to advance in their careers. The automotive technology program offers five certificate options and an associate in science degree.

### AUTOMOTIVE TECHNOLOGY: ASSOCIATE IN SCIENCE

To earn an Associate in Science Degree in Automotive Technology, students must complete: (1) all automotive technology course requirements (of 18 units selected from various program courses) with a minimum grade of "C" in each course; and (2) completing General Education Graduation Requirements with an overall GPA of 2.0 An Associate in Science Degree in Automotive Technology qualifies an individual to enroll in the Basic Clean Air Car Course, which is a requirement for the Smog Check Mechanic Qualification Examination administered by the State of California Bureau of Automotive Repair.

<b>Select 18 units from the following:</b>			<b>Units</b>
IEA	1010	Automotive Electricity/Electronics	5
IEA	1020	Introduction to Engine Performance & Drivability	5
IEA	1030	Automotive Engine Rebuilding	3
IEA	1031	Advanced Automotive Engine Rebuilding	3
IEA	1040	Manual Drive Train & Transaxles	4
IEA	1050	Advanced Engine Performance & Drivability	5
IEA	1060	Brake Systems	4
IEA	1070	Automotive Suspension & Steering Systems	4
IEA	1080	Automotive Air Conditioning, Heating Accessories	4
IEA	1090	Automotive & Electronic Transmissions & Transaxles	5
IEA	1500	Automotive Principles	3
<b>Total</b>			<b>18</b>

### CERTIFICATE OF ACHIEVEMENT: AUTOMOTIVE ELECTRICITY AND ELECTRONICS

This certificate program is designed to prepare students for initial employment in auto repair facilities dealing in aspects of auto repair involving electrical and electronic components. Knowledge and skills in this field are extremely important in the auto repair field since auto systems have become so complex in recent years. This certificate is designed to upgrade the skills for those already employed in these facilities.

<b>Required courses:</b>			<b>Units</b>
IEA	1010	Automotive Electricity/Electronics	5
IEA	1011	Advanced Automotive Electricity & Electronics	5
IEA	1080	Automotive Air Conditioning, Heating Accessories	4
IEA	1091	Industrial Education Special Topics in Automotive	1
IEA	1500	Automotive Principles	3
<b>Total</b>			<b>18</b>

### CERTIFICATE OF ACHIEVEMENT: AUTOMOTIVE ENGINE PERFORMANCE

This certificate program is designed to prepare students for initial employment in auto repair facilities dealing in emissions and drivability, emissions problems, and regulation compliance. This certificate is also designed to upgrade the skills for those already employed in these facilities.

<b>Required courses:</b>			<b>Units</b>
IEA	1010	Automotive Electricity/Electronics	5
IEA	1011	Advanced Automotive Electricity & Electronics	5
IEA	1020	Introduction to Engine Performance & Drivability	5
IEA	1050	Advanced Engine Performance & Drivability	5
IEA	1500	Automotive Principles	3
<b>Total</b>			<b>23</b>



*Automotive Technology (cont.)***CERTIFICATE IN AUTOMOTIVE BRAKES AND SUSPENSION (Locally Approved Certificate)**

This short-term program will provide training for individuals to be employed in facilities providing maintenance and repair in tires, wheels brakes, alignment and other related components.

Required courses:			Units
IEA	1060	Brake Systems	4
IEA	1070	Automotive Suspension & Steering Systems	4
IEA	1500	Automotive Principles	3
<b>Total</b>			<b>11</b>

**CERTIFICATE IN ENGINE REBUILDING (Locally Approved Certificate)**

This program is designed to prepare students for employment in automotive engine repair facilities and to upgrade the skills of those already employed in these facilities.

Required courses:			Units
IEA	1030	Automotive Engine Rebuilding	3
IEA	1031	Advanced Automotive Engine Rebuilding	3
IEA	1500	Automotive Principles	3
<b>Total</b>			<b>9</b>

**CERTIFICATE OF ACHIEVEMENT: AUTOMOTIVE POWER TRAINS**

This short-term program will provide training for individuals to be employed in facilities providing maintenance and repair in manual and automatic transmissions as well as transaxles and other related components.

Required courses:			Units
IEA	1040	Manual Drive Train & Transaxles	4
IEA	1090	Automotive & Electronic Transmissions & Transaxles	5
IEA	1500	Automotive Principles	3
<b>Total</b>			<b>12</b>

**CAREER OPTIONS/PATHWAYS**

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Automotive Service Technicians & Mechanics	\$19.21	2,700
Automotive Damage Insurance Appraiser	\$26.88	60

Source: Labor Market Information, 2010/2011, California Employment Development Department [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov)

Employment of automotive service technicians and mechanics is expected to increase 14 percent between 2006 and 2016, compared to 10 percent for all occupations. It will add large number of new jobs, about 110,000 over the decade. Demand for technicians will grow as the number of vehicles in operation increases, reflecting continued growth in the driving age population and in the number of multi-car families. Growth in demand will be offset somewhat by continuing improvements in the quality and durability of automobiles, which will require less frequent service. Many job openings will be created by the need to replace a growing number of retiring technicians. Job opportunities in these occupation are expected to be very good for those who complete high school or postsecondary automotive training programs and who earn ASE certification.

**TRANSFER**

This degree does not prepare a student to transfer to a four-year college or university. However, certain courses may be transferrable to other colleges and universities. If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

**CERTIFICATION/LICENSES**

Students interested in working in the industry are expected to take the Automotive Service Excellence (ASE) certifications in any and/or all nine required areas. Please check the [www.ase.com](http://www.ase.com) or call 1-888-ASE-TEST for more information on the tests.

**PROGRAM LEARNING OUTCOMES**

After completing the Automotive Technology major, a student will be able to:

1. Identify and use appropriate automotive tools, equipment, and machines for repair, development, and maintenance.
2. Apply knowledge of automotive principles, repair, maintenance, and other techniques to maximize effective production and vehicle maintenance processes.
3. Demonstrate proper safety practices in automotive maintenance and repair.
4. Pass the National Institute for Automotive Service Excellence (ASE) certifications.

## BUSINESS ADMINISTRATION

### DESCRIPTION

The business program is designed for students interested in business with a variety of options from certificates for enhanced employment to associate degrees; for entry level positions and transfer courses; for those interested in an advanced degree. The program is the foundation in accounting, economics and students apply the methodologies to assess fiscal and monetary policies to the marketplace.

### BUSINESS ADMINISTRATION: ASSOCIATE IN ARTS

Required Courses:			Units
BSAD	2220	Introduction to Financial Accounting	4
BSAD	2221	Introduction to Managerial Accounting	4
BSAD	1560	Introduction to Mathematical Analysis OR	4
ECON	1560	Introduction to Mathematical Analysis OR	4
MATH	1560	Introduction to Mathematical Analysis OR	4
MATH	1520	Finite Mathematics	3
ECON	2210	Principles of Economics-Macro	3
ECON	2120	Principles of Economics-Micro	3
STAT	1510	Elementary Statistics	5
Total			22 - 23

### TRANSFER

By completing the requirements of the major, students will typically be eligible to transfer and begin work on upper-division level business courses. Upon transfer, students typically select an area of concentration or business specialty. The concentrations are the pathway to the area of employment the student is interested in. Concentration options vary by campus, but include Accounting, Economics, Finance, Management, Management Information System (MIS), Marketing, eBusiness, and Sports Management.

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Accountant/Auditor	\$33.29	5,000
Human Resources Manager	\$59.49	420
Financial Analyst	\$49.13	1,370
Advertising and Promotions Manager	\$54.26	200
Computer and Information Systems Managers (MIS)	\$66.77	1,470

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

### PROGRAM LEARNING OUTCOMES

After completing the Business Administration major, a student will be able to:

1. Demonstrate a fundamental understanding of sociocultural, legal, and ethical situations to recommend practical alternatives.
2. Utilize current technology to analyze, prepare, and present information both orally and in writing.
3. Use theory and applied methods to problem-solve in diverse business situations and as a foundation for advanced study.

## COURT REPORTING

### DESCRIPTION

The Court Reporting Program is designed to provide students with the academic foundation and technical training to be certified shorthand reporters. The program prepares students to take the California Court Reporters' Board examination for certification. The courses listed meet the requirements of the Court Reporter's Board of California and for an Associate in Science Degree in Court Reporting at Taft College.

Upon passing school requirements for state certification, students will be eligible to take the Certified Shorthand Reporter examination. Academic courses completed in adult education or a private court reporting school is not transferable. To earn an Associate in Science Degree in Court Reporting, students must complete: (1) all court reporting course requirements with a minimum grade of "C" in each course; (2) 39 - 49 units of General Education Graduation Requirements with an overall GPA of 2.0; (3) achieve a minimum of 200 WPM shorthand speed; and (4) have a demonstrated keyboarding speed of 45 WPM.

### PROGRAM REQUIREMENTS

#### State Requirements

The Court Reporters Board of California issues a certificate upon successful completion of the following requirements and passing of the state examination. The apprenticeship hours are embedded within the program.

Requirements	Hours
English and Vocabulary	215
Medical	125
Legal	175
Transcript Procedures	55
Apprenticeship Training	60
Technology	25
Resource Materials	5
Total Minimum Prescribed Academic Hours	660
Total Machine Shorthand & Transcription Hours	2300

### COURT REPORTING: ASSOCIATE IN SCIENCE AND CERTIFICATE OF ACHIEVEMENT

Recommended Speed Building Courses			Units
CTRP	1031	Machine Shorthand Speed Building—Level 1 Literary	1.25
CTRP	1032	Machine Shorthand Speed Building—Level 2 Literary	1.25
CTRP	1033	Machine Shorthand Speed Building—Level 3 Literary	1.25
CTRP	1041	Machine Shorthand Speed Building—Level 1 Jury Charge	1.25
CTRP	1042	Machine Shorthand Speed Building—Level 2 Jury Charge	1.25
CTRP	1043	Machine Shorthand Speed Building—Level 3 Jury Charge	1.25
CTRP	1051	Machine Shorthand Speed Building—Level 1 Medical	1.25
CTRP	1052	Machine Shorthand Speed Building—Level 2 Medical	1.25
CTRP	1053	Machine Shorthand Speed Building—Level 3 Medical	1.25
CTRP	1061	Machine Shorthand Speed Building—Level 1 Multi-Voice	1.25
CTRP	1062	Machine Shorthand Speed Building—Level 2 Multi-Voice	1.25
CTRP	1063	Machine Shorthand Speed Building—Level 3 Multi-Voice	1.25

## Court Reporting (cont.)

**COURT REPORTING: ASSOCIATE IN SCIENCE AND CERTIFICATE OF ACHIEVEMENT**

<b>Required Courses</b>			<b>Units</b>
CTRP	1010	Machine Shorthand Theory and Lab 1	5
CTRP	1034	Machine Shorthand Speed Building—Advanced Literary	1.25
CTRP	1044	Machine Shorthand Speed Building—Advanced Jury Charge	1.25
CTRP	1054	Machine Shorthand Speed Building—Advanced Medical	1.25
CTRP	1064	Machine Shorthand Speed Building—Advanced Multi-Voice	1.25
CTRP	1070	Legal Terminology	3
CTRP	1075	Legal Terminology II	3
CTRP	1080	Court and Deposition Procedures	3
CTRP	1090	Court Reporting Punctuation and Grammar	4
CTRP	1210	Proof Reading	2
CTRP	1250	CSR Preparation and Review	2
ENGL	1500	Composition and Reading	3
BIOL	2250	Human Anatomy	5
HLED	1541	Medical Terminology	3
BUSN	2275	Business Law <b>OR</b>	
CJA	2103	Concepts of Criminal Law	3
COSC	2020	Computer Operating Systems	3
<b>Recommended Courses</b>			<b>Units</b>
CTRP	1260	Machine Shorthand Speed Building—Dictation/Transcription	1.25
<b>Total</b>			<b>44</b>

**CAREER OPTIONS/PATHWAYS**

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
Court Reporter	\$37.49	50
Medical Transcriptionist	\$20.70	100

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

Court reporter job opportunities are projected to grow 18 percent, much faster than the average for all occupations between 2008 and 2018. Demand for court reporter services will be spurred by the continuing need for accurate transcription of proceedings in courts and in pretrial depositions, by the growing need to create captions for live television, and by the need to provide other real-time broadcast captioning and translating services for the deaf and hard-of-hearing.

**Source:** *Occupational Outlook Handbook, 2010-11*, U.S. Department of Labor [www.bls.gov/oco](http://www.bls.gov/oco)

**TRANSFER**

This degree does not prepare a student to transfer to a four-year college or university. However, certain courses may be transferrable to other colleges and universities. If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

**CERTIFICATION/LICENSES**

Upon successfully completing the program and state requirements, students will be eligible to take the necessary examination for Certification. The certification is administered by the Court Reporters Board of California. Students will have to make arrangements to travel to designated locations determined by Board to take the examinations. For more information on the examination, contact the Court Reporters Board of California at 2535 Capitol Oaks Dr, #230, Sacramento, CA 95833 or by phone at 1-877-327-5272.

**PROGRAM LEARNING OUTCOMES**

Students will be able to:

1. Effectively perform routine court reporting duties
2. Pass the California Court Reporters Board Examination for Licensure
3. Apply appropriate ethical behavior in the profession
4. Exhibit professional qualities and attitude

## CRIMINAL JUSTICE ADMINISTRATION

### DESCRIPTION

The criminal justice administration degree or certificate prepares students for a career in criminal justice. The student will gain knowledge to apply principles of the justice system in a variety of settings including law enforcement to corrections. Emphasis is placed on arrest, search and seizure, human relations, and concepts of criminal law. There are pre-employment physical considerations and therefore students are advised to consult with the instructors before applying for a criminal justice position.

### CRIMINAL JUSTICE ADMINISTRATION: ASSOCIATE IN SCIENCE

Required Courses		Units	
CJA	1501	Introduction to Administration of Justice	3
Electives*			15
<b>Total</b>			<b>18</b>

**\*Electives to be selected from the following:**

BUSN	1601, 1602, 1603	Beginning Keyboarding <b>OR</b>	1, 1, 1
BUSN	2001, 2002, 2003	Intermediate Keyboarding <b>OR</b>	1, 1, 1
COSC	1603	Microsoft Word 2010	1.5
CJA	2102	The Justice System	3
CJA	2103	Concepts of Criminal Law	3
CJA	2104	Legal Aspects of Evidence	3
CJA	2105	Community Relations	3
CJA	2111	Juvenile Procedures	3
CJA	2112	Problems of Physical Evidence	3
CJA	2113	Criminal Investigation	3
CJA	2115	Patrol Procedures	3
CJA	1521	Introduction to Corrections	3
CJA	2130	Corrections Supervisor Core Course	2.5
CJA	2131	Control and Supervision in Corrections	3
CJA	2133	Legal Aspects of Corrections	3
CJA	2134	Correctional Interviewing and Counseling	3
CJA	2135	Public Safety Communications	3
CJA	1002	Firearms Training <b>OR</b>	1
CJA	1058	Reserve Officer Training-Firearms Training	.5
CJA	1006	Report Writing	1
CJA	1004	Defensive Tactics & Weaponless Defense	1
CJA	1011	Probation Officer Core Course	5
PSYC	1500	Introduction to Psychology	3
PSYC	2018	Crisis Intervention	1
PSYC	2033	Personal and Social Adjustment	3
PSYC	2200	Elementary Statistics for the Behavioral and Social Sciences <b>OR</b>	4
STAT	1510	Elementary Statistics	5
SOC	1510	Introduction to Sociology	3
SOC	2120	American Social Problems	3
SOC	2110	Minority Group Relations	3
SOC	2141	Sociology of Marriage	3

### PROGRAM LEARNING OUTCOMES

After completing the Criminal Justice Administration major, a student will be able to:

1. Compare and evaluate diverse and competing arguments and analysis in disciplinary contexts.
2. Define and utilize key terms, concepts, and theories in the criminal justice system.
3. Demonstrate an understanding of the history, structure, and processes of law enforcement, the judicial system, corrections system, and juvenile justice system.
4. Demonstrate the ability to communicate effectively, both oral and written, for the results of their analysis and understanding.

## CRIMINAL JUSTICE CORRECTIONS

### CRIMINAL JUSTICE ADMINISTRATION-CORRECTIONS: ASSOCIATE IN SCIENCE

Required Courses			Units
CJA	2103	Concepts of Criminal Law	3
CJA	1521	Introduction to Corrections	3
CJA	2131	Control and Supervision in Corrections	3
CJA	2133	Legal Aspects of Corrections	3
CJA	2134	Correctional Interviewing and Counseling	3
CJA	2135	Public Safety Communications	3
<b>Total</b>			<b>18</b>

### CRIMINAL JUSTICE ADMINISTRATION-CORRECTIONS-CERTIFICATE OF ACHIEVEMENT

Required Courses			Units
CJA	2103	Concepts of Criminal Law	3
CJA	1521	Introduction to Corrections	3
CJA	2131	Control and Supervision in Corrections	3
CJA	2133	Legal Aspects of Corrections	3
CJA	2134	Correctional Interviewing and Counseling	3
CJA	2135	Public Safety Communications	3
<b>Total</b>			<b>18</b>

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Correctional Officer	\$34.94	820
Counselor	\$22.99	140
Probation Officer	\$37.61	500
Police/Sheriff Officer	\$38.40	2,670

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

Employment of probation officers and correctional treatment specialists is projected to grow about 19 percent between 2008 and 2018, faster than the average for all occupations. Mandatory sentencing guidelines calling for longer sentences and reduced parole for inmates have resulted in a large increase in the prison population. However, mandatory sentencing guidelines are being reconsidered in many states because of budgetary constraints, court decisions, and doubts about the guidelines effectiveness. Instead, there may be more emphasis in many States on rehabilitation and alternate forms of punishment such as probation that will spur demand for probation and parole officers and correctional treatment specialists. Additionally, there will be a need for parole officers to supervise the large number of currently incarcerated people when they are released from prison.

However, employment growth demands primarily on the amount of government funding that is allocated to corrections, and especially to probation and parole systems. Although community supervision is far less expensive than keeping offenders in prison, a change in political trends toward more imprisonment and away from community supervision could result in reduced employment opportunities.

**Source:** *Occupational Outlook Handbook, 2010-11*, U.S. Department of Labor [www.bls.gov/oco](http://www.bls.gov/oco).

### TRANSFER

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

### CERTIFICATION/LICENSES

Not applicable for this program. However, students are encouraged to explore information on entrance requirements, training, and career opportunities for correctional officers at the Federal level from the Federal Bureau of Prisons. Internet: <http://www.bop.gov>. Information on locating and applying for job opportunities can be accessed through the Internet at <http://www.usajobs.opm.gov> or through an interactive voice response telephone system at (703) 724-1850 or TDD (978) 461-8404. To obtain general information regarding sheriffs' and to learn more about the National Sheriffs' Association scholarship, contact: National Sheriffs' Association, 1450 Duke St., Alexandria, VA 22314. Internet: <http://www.sheriffs.org>. To find Federal, State, and local law enforcement job fairs and other recruiting events across the country, contact: National Law Enforcement Recruiters Association, 2045 15th St. North, Suite 210, Arlington, VA 22201. Internet: <http://www.nlera.org>.

*Criminal Justice Corrections (cont.)***PROGRAM LEARNING OUTCOMES**

Students will be able to:

1. Define and utilize key terms, concepts, and theories in the criminal justice system.
2. Demonstrate an understanding of the history, structure, and processes of law enforcement, the judicial system, corrections system, and the juvenile justice system.
3. Compare and evaluate diverse and competing arguments and analysis in disciplinary contexts.
4. Demonstrate the ability to communicate effectively, both oral and written, for the results of their analysis and understanding.

## DENTAL HYGIENE

### DESCRIPTION

Taft College's Dental Hygiene Program has sought to inspire and teach dental care that is comprehensive in its technical excellence and in its orientation to an awareness of the total health needs of the individual patient. Dental hygienists are licensed oral health professionals who focus on preventing and treating oral diseases to protect the oral cavity and also to protect the patients' total health. They are graduates of accredited dental hygiene education programs in colleges and universities, and must pass a written national board examination and a clinical examination to obtain state licensure. The Taft College Dental Hygiene Program gives students the knowledge, experience, and educational requirements necessary to take the state and national board examinations. As the world's understanding of preventive and restorative oral health care grows, so does the need for dental care givers and support staff. Taft College graduates are in demand.

### DENTAL HYGIENE: ASSOCIATE IN SCIENCE AND CERTIFICATE IN ACHIEVEMENT

Required Courses			Units:
DNTL	1510	Oral Biology	4
DNTL	1511	Oral Radiology	2
DNTL	1512	Head and Neck Anatomy	3
DNTL	1513	Dental Health Education	2
DNTL	1514	Introduction to Clinic	5.5
DNTL	1517	Critical Thinking for Health Science	1.5
DNTL	2027	Critical Thinking for Health Science	1.5
DNTL	2020	Local Anesthesia and Nitrous Oxide	2
DNTL	2021	General and Oral Pathology	4
DNTL	2024	Clinical Practice I	4
DNTL	2025	Patient Management and Geriatrics	2
DNTL	2026	Nutrition in Dentistry	1
DNTL	2130	Periodontics I	3
DNTL	2131	Pharmacology	2
DNTL	2132	Dental Materials	2
DNTL	2133	Advanced Clinical Topics	2
DNTL	2134	Clinical Practice II	5
DNTL	2240	Periodontics II	1.5
DNTL	2241	Practice and Financial Management	1
DNTL	2243	Clinical Practice III	6
DNTL	2244	Community Oral Health	2
DNTL	2245	Ethics and Jurisprudence	2
<b>Total</b>			<b>59</b>

### PREREQUISITES AND SELECTION CRITERIA

Taft College accepts 20-24 qualified students into its Dental Hygiene Program each fall semester. The program is accredited by the American Dental Association (ADA). There are minimum admission requirements that all students must meet in order to be considered for acceptance into the program.

**Students must earn a minimum grade of "C" or better in each of the following prerequisite courses:**

Prerequisite courses			Units
BIOL	2250	Human Anatomy	5
BIOL	2255	Human Physiology	3
BIOL	2256	Human Physiology Lab	2
BIOL	2260	General Microbiology	5
BIOL	2370	Basic Nutrition	3
CHEM	2108	Organic Chemistry	3
CHEM	2109	Organic Chemistry Lab	2
ENGL	1500	Composition and Reading	3

Science program prerequisites have a five-year recency requirement. Fall 2012 program applicants must have completed all science prerequisites dated 2006 or later.

Prerequisites must be completed before applying to the program. (No "in-progress" pre-requisite coursework will be considered.) The application period is January 1 to March 31 of each academic year.



*Dental Hygiene (cont.)*

The following courses are co-requisites to the program and may be completed either prior to entering the program or after the student is accepted to the program:

Co-requisite courses			Units
SPCH	1507	Group Discussion <b>OR</b>	3
SPCH	1511	Fundamentals of Speech	3
PSYC	1500	Introduction to Psychology	3
SOC	1510	Introduction to Sociology <b>OR</b>	3
SOC	2110	Minority Group Relations	3

Applicants must hold a cumulative GPA of 2.50 or better in all college coursework.

**SELECTION CRITERIA**

The selection criteria will be applied to those applicants who have met minimum program requirements. There is a cumulative total of 250 points possible in the following categories:

- GPA in prerequisite coursework
- Cumulative GPA in all college coursework
- Number of units completed at Taft College
- Progress towards the completion of general education requirements for the Associate Degree
- Attainment of a degree
- Related work experience
- Quality of the applicant's personal statement
- Letters of recommendation

All points will be determined by consensus of the Selection Committee. Program requirements and selection criteria are subject to change. Students applying to the Dental Hygiene Program must meet catalog and program requirements in effect at the time of application to the Program. Contact the Dental Hygiene Department for current information.

**CAREER OPTIONS/PATHWAYS**

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Dental Assistant	\$17.08	1,450
Dental Hygienist	\$46.31	750
Healthcare Manager	\$48.89	1,210
Health Educator/Teacher	\$22.15	n/a

\*Some Career Options may require additional training and/or education.

Source: [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/ocguides/Search.aspx> (visited December 12, 2012)

Employment is expected to grow 36 percent from 2008 to 2018, which is much faster than the average for all occupations. In fact, dental assistants are expected to be among the fastest growing occupations over the 2008–18 projection period. Population growth, greater retention of natural teeth by middle-aged and older people, and an increased focus on preventative dental care for younger generations will fuel demand for dental services. Older dentists, who have been less likely to employ assistants or have employed fewer, are leaving the occupation and will be replaced by recent graduates, who are more likely to use one or more assistants. In addition, as dentists' workloads increase, they are expected to hire more assistants to perform routine tasks, so that they may devote their own time to more complex procedures. Job prospects should be excellent, as dentists continue to need the aid of qualified dental assistants. There will be many opportunities for entry-level positions, but some dentists prefer to hire experienced assistants, those who have completed a dental-assisting program, or have met State requirements to take on expanded functions within the office. As with dental assistants, employment of dental hygienists is expected to grow 36 percent through 2018, which is much faster than the average for all occupations. This projected growth ranks dental hygienists among the fastest growing occupations, in response to increasing demand for dental care and more use of hygienists. The demand for dental services will grow because of population growth, older people increasingly retaining more teeth, and a growing emphasis on preventative dental care. To help meet this demand, facilities that provide dental care, particularly dentists' offices, will increasingly employ dental hygienists, often to perform services that have been performed by dentists in the past. Ongoing research indicating a link between oral health and general health also will spur the demand for preventative dental services, which are typically provided by dental hygienists.

**TRANSFER**

This degree does not prepare a student to transfer to a four-year college or university. However, certain courses may be transferrable to other colleges and universities. If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your

*Dental Hygiene (cont.)*

major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

**PROGRAM LEARNING OUTCOMES**

Upon successful completing of the dental hygiene program, a student will be able to:

1. Demonstrate instrumentation competency with a pass rate of 75% or higher in the Practicum exam.
2. Immediately sit for the California State Board Examination as a Registered Dental Hygienist and perform those duties allocated by the California Dental Association.
3. Receive the California Dental Hygiene License.
4. Receive the National certification for Dental Hygiene.

## DIRECT SUPPORT EDUCATION

### DESCRIPTION

This program is designed for those students interested in seeking employment working in the field of developmental disabilities. The Direct Support Education Program will equip current and future professionals to be more effective communicators with others and in understanding the system that is part of the developmental disabilities field. Students will learn general guidelines and documentation methods and the importance of confidentiality as well as how to support people in effectively and safely managing their basic health needs including self advocacy and safety. Courses will also cover topics that deal with a wide variety of personal perspectives, cultures and life circumstances and students will examine general learning principles to more effectively communicate with others in a variety of settings.

### DIRECT SUPPORT EDUCATION: ASSOCIATE IN SCIENCE

Required Courses			Units
DSE	1501	Introduction to Developmental Disabilities	3
DSE	1502	Documentation and Individual Rights and Choices	3
DSE	1503	Introduction to Medication Support	3
DSE	1504	Cultural Competency	3
DSE	1505	Teaching Individuals with Developmental Disabilities and Dealing with Challenging Behavior	3
DSE	1506	Maltreatment and Safety at Home and in the Community	3
<b>Total</b>			<b>18</b>

### CERTIFICATE OF ACHIEVEMENT: DIRECT SUPPORT EDUCATION

This one-year certificate program is designed for those students interested in seeking employment working in the field of developmental disabilities. Upon successful completion of the required courses with a 2.0 GPA, or pass (P), a certificate of achievement will be awarded.

Required Courses			Units
DSE	1501	Introduction to Developmental Disabilities	3
DSE	1502	Documentation and Individual Rights and Choices	3
DSE	1503	Introduction to Medication Support	3
DSE	1504	Cultural Competency	3
DSE	1505	Teaching Individuals with Developmental Disabilities and Dealing with Challenging Behavior	3
DSE	1506	Maltreatment and Safety at Home and in the Community	3
<b>Total</b>			<b>18</b>

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Eligibility Interviewer, Government Programs	\$21.88	700
Special Education Teacher, Secondary School	\$65,388 (median annual salary)	3,110
Human Services Assistant	\$16.55	1,500
Social Worker	\$22.98	1,030
Rehabilitation Counselor	\$17.63	420
Substance Abuse Worker	\$23.79	440

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

The number of special education teachers is expected to increase by 27 percent from 2008 to 2018, which is faster than the average for all occupations. Although student enrollments in general are expected to grow more slowly than in the past, continued increases in the number of special education students needing services will generate a greater need for special education teachers.

The number of students requiring special education services has grown steadily in recent years because of improvements that have allowed learning disabilities to be diagnosed at an earlier age. In addition, legislation emphasizes training and employment for individuals with disabilities and educational reforms requiring higher standards for graduation have increased demand for special education services. Also, the percentage of foreign-born special education students is expected to grow as teachers become more adept to recognizing disabilities in that population. Finally, more parents are expected to seek special services for children who have difficulty meeting the new, higher standards required of students.

*Direct Support Education (cont.)***TRANSFER**

This degree does not prepare a student to transfer to a four-year college or university. However, certain courses may be transferrable to other colleges and universities. If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

**PROGRAM LEARNING OUTCOMES**

After completing the Direct Support Education major, a student will be able to:

1. Develop cultural awareness and understand how to work with people who have a wide variety of personal perspectives, cultures, and life circumstances.
2. Learn methods of working with people who engage in challenging behaviors in ways that are fair, safe, humane, and effective in reducing their use of problem behaviors.
3. Recognize the general guidelines for documentation, recording effective documentation, and the importance of confidentiality and the rights and issues as they relate to individuals with disabilities.
4. Understand how to support people effectively and safely when managing their medications.
5. Understand the history, language, and the basic concepts of services for persons with disabilities.
6. Understand what abuse, neglect, and exploitation are, how to identify suspected cases, how to protect the person who has been the victim of these situations, and how to document these situations effectively.



## EARLY CHILDHOOD EDUCATION (FOR TRANSFER)

### DESCRIPTION

This program is designed to provide individuals with the foundation into understanding early care, education, and family relations. The program will prepare individuals to enter into a variety of disciplines and careers working with children, families, and communities. The Early Childhood Education for Transfer program will be beneficial to anyone who has children in their lives: parents, teachers (elementary and early childhood education), school psychologists, social workers, counselors, law enforcement, special educators, foster parents, and grandparents. This curriculum provides a solid foundation upon which to build Early Childhood Education major at a four-year school. The degree guarantees transfer to a CSU as a junior.

To earn an Associate in Science in Early Childhood Education degree for Transfer (AS-T), students must complete all course requirements with a minimum grade of "C" in all courses required for the major or area of emphasis; and must complete the General Education Breadth pattern for CSU's with an overall GPA of 2.0. There are no local graduation requirements associated with this degree.

Additionally, students shall be deemed eligible for transfer into a California State University baccalaureate program when the student meets both the following requirements:

1. Completion of a minimum 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, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0

### EARLY CHILDHOOD EDUCATION: ASSOCIATE IN SCIENCE DEGREE FOR TRANSFER

Required Core Courses			24 Units
PSYC	2003	Child Growth and Development (Area D-9)	3
ECEF	1500	Introduction to Early Care, Education and Family Studies Principles and Practices	3
ECEF	1501	Early Care, Education, and Family Studies Curriculum	3
ECEF	1521	Practicum Field Experience	3
ECEF	1531	The Child in Family/Community Relationships (Area E)	3
ECEF	1571	Child Study and Assessment	3
ECEF	1590	Health, Safety, and Nutrition	3
ECEF	1601	Diversity in Early Care, Education and Family Studies	3
<b>Total</b>			<b>24</b>

Note: Areas in parentheses () indicate where the course may be double counted on the GE Breadth pattern.

<b>CSU Breadth Pattern or IGETC</b>	<b>36</b>
<b>Total Units</b>	<b>60</b>

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Child Care Worker	\$11.26	4,950
Child Care/Preschool Administrator	\$27.19	350
Elementary School Teacher	\$67,496 (median annual salary)	5,150
Preschool Teacher	\$14.60	2,060
Probation Officer & Treatment Specialist	\$37.61	500
Social & Human Services Assistant	\$16.55	1,500
Child, Family, & School Social Worker	\$22.98	1,030
Teacher's Aide	\$29,888 (median annual salary)	\$4,620

\*Some Career Options may require additional training and/or education.

Source: [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

*Early Childhood Education for Transfer (cont.)*

**Teachers:** Employment of preschool teachers is expected to grow by 19 percent from 2008-2018. Continued emphasis on early childhood education is increasing the demand for preschool teachers. Some States are instituting programs to improve early childhood education, such as offering full day and universal preschool. These programs, along with projected higher enrollment growth for preschool age children, will create new jobs for preschool teachers.

**Child Care Workers:** High replacement needs should create good job opportunities for child care workers. Qualified persons who are interested in this work should have little trouble finding and keeping a job. Many child care workers must be replaced each year as they leave the occupation to fulfill family responsibilities, to study, or for other reasons. Others leave because they are interested in pursuing other occupations or because of low wages.

**Social Workers:** Job prospects are expected to be favorable. Many job openings will stem from growth and the need to replace social workers who leave the occupation. However, competition for social worker jobs is expected in cities where training programs for social workers are prevalent. Opportunities should be good in rural areas, which often find it difficult to attract and retain qualified staff.

**Source:** *Occupational Outlook Handbook, 2010-2011 U.S. Department of Labor* [www.bls.gov/oco](http://www.bls.gov/oco).

**TRANSFER**

By successfully completing the requirements for the major, students will be guaranteed to transfer to a California State University as a junior.

AA-T and AS-T degree seeking students will want to indicate on the CSU Mentor Application to the California State University that they are pursuing an Associate of Arts/Science Degree for Transfer at Taft College. A student who completes an AA-T or AS-T degree and applies for a program determined to be similar by the specific CSU campus is provided priority consideration for admission.

CSU Application deadlines are below.

[www.csumentor.edu](http://www.csumentor.edu)

Term	Application submission period beginning
Fall 2014	October 1, 2013
*Winter 2015	June 1, 2014
Spring 2015	August 1, 2014
Summer 2015	February 1, 2015

*\*Quarter System: Bakersfield, East Bay, Los Angeles, Pomona, San Bernardino, San Luis Obispo, Stanislaus*

**PROGRAM LEARNING OUTCOMES**

After completing the Early Childhood Education for Transfer major, a student will be able to:

1. Apply effective guidance and interaction strategies that support all children’s social learning, identity, and self-confidence.
2. Apply ethical standards and professional behaviors that demonstrate understanding and knowledge, deepening the commitment to early care and education profession.
3. Design, implement, and evaluate environments and activities that support positive, development play, and learning outcomes of all children.
4. Develop strategies that promote partnerships between programs, teachers, families, and their communities.
5. Integrate understanding of the needs, characteristics, and multiple influences on development of children birth to age eight as related to high quality care and education of young children.

## EARLY CARE, EDUCATION, AND FAMILY STUDIES

### DESCRIPTION

This program is designed to provide individuals with the foundation into understanding early care, education, and family relations. The program will prepare individuals to enter into a variety of disciplines and careers working with children, families, and communities. The Early Care, Education, and Family Studies Program will be beneficial to anyone who has children in their lives: parents, teachers (elementary and early childhood education), school psychologists, social workers, counselors, law enforcement, special educators, foster parents, and grandparents.

### EARLY CARE, EDUCATION, AND FAMILY STUDIES: ASSOCIATE IN SCIENCE

To earn an Associate in Science Degree in Early Care, Education, Family Studies, students must complete: (1) all course requirements with a minimum grade of "C" in each course; and (2) complete General Education Graduation Requirements with an overall GPA of 2.0 or better.

Required Courses			Units
PSYC	2003*	Child Growth and Development <b>OR</b>	3
ECEF	1003	Intro to Child Growth and Development	3
ECEF	1500	Introduction to Early Care and Education: Principles and Practices	3
ECEF	1501*	Early Care, Education, and Family Studies Curriculum <b>OR</b>	3
ECEF	1001	Introduction to Curriculum	3
ECEF	1521	Practicum Field Experience	3
ECEF	1531*	The Child in Family/Community Relationships <b>OR</b>	3
ECEF	1031	Introduction to the Child in Family/Community Relationships	3
ECEF	1571	Child Study and Assessment	3
ECEF	1590*	Health, Safety and Nutrition <b>OR</b>	3
ECEF	1090	Introduction to Child Health and Safety	3
ECEF	1601	Diversity in Early Care, Education, and Family Studies	3
<b>Total</b>			<b>24</b>

### CERTIFICATE OF ACHIEVEMENT: EARLY CARE, EDUCATION, AND FAMILY STUDIES

Required Courses			Units
PSYC	2003*	Child Growth and Development <b>OR</b>	3
ECEF	1003	Intro to Child Growth and Development	3
ECEF	1500	Introduction to Early Care and Education: Principles and Practices	3
ECEF	1501*	Early Care, Education, and Family Studies Curriculum <b>OR</b>	3
ECEF	1001	Introduction to Curriculum	3
ECEF	1521	Practicum Field Experience	3
ECEF	1531*	The Child in Family/Community Relationships <b>OR</b>	3
ECEF	1031	Introduction to the Child in Family/Community Relationships	3
ECEF	1571	Child Study and Assessment	3
ECEF	1581	Introduction to Infancy Development: Infant, Family and Society	3
ECEF	1590*	Health, Safety and Nutrition <b>OR</b>	3
ECEF	1090	Introduction to Child Health and Safety	3
ECEF	1601	Diversity in Early Care, Education, and Family Studies	3
ECEF	1611	Children with Special Needs: Birth to Adolescence	3
<b>Total</b>			<b>30</b>

*Early Care, Education and Family Studies (cont.)***CAREER OPTIONS/PATHWAYS**

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
Child Care Worker	\$11.26	4,950
Child Care/Preschool Administrator	\$27.19	350
Elementary School Teacher	\$67,496 (median annual salary)	5,150
Preschool Teacher	\$14.60	2,060
Probation Officer & Treatment Specialist	\$37.61	500
Social & Human Services Assistant	\$16.55	1,500
Child, Family, & School Social Worker	\$22.98	1,030
Teacher's Aide	\$29,888 (median annual salary)	\$4,620

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

**Teachers:** Employment of preschool teachers is expected to grow by 19 percent from 2008-2018. Continued emphasis on early childhood education is increasing the demand for preschool teachers. Some States are instituting programs to improve early childhood education, such as offering full day and universal preschool. These programs, along with projected higher enrollment growth for preschool age children, will create new jobs for preschool teachers.

**Child Care Workers:** High replacement needs should create good job opportunities for child care workers. Qualified persons who are interested in this work should have little trouble finding and keeping a job. Many child care workers must be replaced each year as they leave the occupation to fulfill family responsibilities, to study, or for other reasons. Others leave because they are interested in pursuing other occupations or because of low wages.

**Social Workers:** Job prospects are expected to be favorable. Many job openings will stem from growth and the need to replace social workers who leave the occupation. However, competition for social worker jobs is expected in cities where training programs for social workers are prevalent. Opportunities should be good in rural areas, which often find it difficult to attract and retain qualified staff.

**Source:** *Occupational Outlook Handbook, 2010-2011 U.S. Department of Labor* [www.bls.gov/oco](http://www.bls.gov/oco).

**PROGRAM LEARNING OUTCOMES**

After completing the Early Care, Education, and Family Studies major, a student will be able to:

1. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.
2. Apply ethical standards and professional behaviors that demonstrate understanding and knowledge, deepening the commitment to early care and education profession.
3. Design, implement, and evaluate environments and activities that support positive, development play, and learning outcomes of all children.
4. Develop strategies that promote partnerships between programs, teachers, families, and their communities.
5. Integrate understanding of the needs, characteristics, and multiple influences on development of children birth to age eight as related to high quality care and education of young children.

**CERTIFICATE OF ACHIEVEMENT: EARLY INTERVENTION ASSISTANT I**

An Early Intervention Assistant I assist in providing direct services and in conducting observations and assessments of young children (birth through age five) with special needs in a center or home setting. The Early Intervention Assistant I will work under the direct supervision of an Early Interventionist.

<b>Required Courses</b>			<b>Units</b>
ECEF	1501	Early Childhood Education Curriculum	3
ECEF	1521	Practicum Field Experience	3
ECEF	1531	The Child in Family/Community Relationships	3
ECEF	1581	Introduction to Infancy Development: Infant, Family and Society	3
ECEF	1590	Health, Safety and Nutrition	3
PSYC	2003	Child Growth & Development	3
<b>Required Specialization Courses</b>			
ECEF	1601	Diversity in Early Care, Education, and Family Studies	3
ECEF	1611	Young Children with Special Needs	3
<b>Total</b>			<b>24</b>



*Early Care, Education, and Family Studies (cont.)*

To meet the State of California requirements, a student must: Obtain Infant/Child CPR and First Aid certificates and complete 100 days of at least 3 hours per day of supervised field experience within previous two years.

<b>Required Courses</b>			<b>Units</b>
ECEF	1501	Early Care, Education, and Family Studies	3
ECEF	1521	Cooperative Education Field Experience	3
ECEF	1531	The Child in Family/Community Relationships	3
ECEF	1571	Child Study and Assessment	3
ECEF	1581	Introduction to Infancy Development: Infant, Family and Society	3
ECEF	1590	Health, Safety and Nutrition	3
PSYC	2003	Child Growth and Development	3
<b>Required Specialization Courses</b>			
ECEF	1582	Infant Massage	.5
ECEF	1583	Using Infant Cues	.5
ECEF	1601	Diversity in Early Care, Education, and Family Studies	3
ECEF	1611	Young Children with Special Needs	3
ECEF	1612	Early Intervention and Inclusion	3
Electives*			6
<b>Total</b>			<b>37</b>

*Early Care, Education, and Family Studies (cont.)***\*Electives to be selected from the following:**

ECEF	1511	Creative Experiences for Children	3
ECEF	1541	Movement Activities for the Developing Child	2
ECEF	1551	Elementary Music <b>OR</b>	
ECEF	1561	Introduction to Children's Literature/Storytelling	3
ENGL	1507	Introduction to Children's Literature/Storytelling	3
ECEF	1584	Field Experience for Infant and Toddler Care and Development	2
ECEF	1641	Use of Puppets in the Classroom	1
ECEF	1642	Indoor/Outdoor Activities through Dramatic Play	1
ECEF	1643	Math for Young Children	1
ECEF	1644	Science for Young Children	1
ECEF	2031	Elementary Nutrition	3

To meet the State of California requirements, a student must: Obtain Infant/Child CPR and First Aid certificates, 350 days (3+ hours per day within 4 years) of experience working with typically developing children (birth to age three) within the previous four years. A minimum of 100 hours of experience is to include supervised work with children with special needs.

*Early Care, Education, and Family Studies (cont.)*

**CERTIFICATE IN FAMILY CARE PROVIDER I  
(Locally Approved Certificate)**

This certificate program is designed to provide certification for family child care providers with licensed in-home care. The first level will assist the provider with information in infancy development, day care management, and budgeting information. Additionally, it will help students who are interested in improving their family childcare skills.

<b>Required Courses</b>			<b>Units</b>
ECEF	1651	Family Child Care Management	1
ECEF	1652	Problem Solving, Network Family Child Care	.5
ECEF	1653	Discipline Techniques for Preschool Children <b>OR</b>	
ECEF	1654	Discipline Techniques for School-Age Children and Adolescents	1
<b>Electives*</b>			<b>4</b>
<b>Total</b>			<b>6.5</b>

***\*Electives to be selected from the following:***

ECEF	1511	Creative Experiences for Children	3
ECEF	1541	Movement Activities for the Developing Child	2
ECEF	1551	Elementary Music <b>OR</b>	
ECEF	1561	Introduction to Children's Literature/Storytelling <b>OR</b>	
ENGL	1507	Introduction to Children's Literature/Storytelling	3
ECEF	1581	Introduction to Infancy Development – Infant, Family, Society	3
ECEF	1601	Diversity in Early Care, Education, and Family Studies	3
ECEF	1641	Use of Puppets in the Classroom	1
ECEF	1642	Indoor/Outdoor Activities through Dramatic Play	1
ECEF	1643	Math for Young Children	1
ECEF	1644	Science for Young Children	1
ECEF	1660	Before/After School Programs- Interpersonal Relationships	1
ECEF	1661	Before/After School Programs/Activities	1
ECEF	1662	Before/After School Programs/Theory	1
SOC	2141	Sociology of Marriage	3

*Early Care, Education, and Family Studies (cont.)*

**CERTIFICATE IN FAMILY CARE PROVIDER II  
(Locally Approved Certificate)**

This certificate program is designed for the family day care provider seeking further knowledge and looking for other career opportunities (teacher in private center or associate teachers in funded center). The courses included in this level will give the individual additional emphasis on child growth and development stages, health and safety issues, and family and community involvement.

<b>Required Courses</b>			<b>Units</b>
ECEF	1531	The Child in Family/Community Relationships	3
ECEF	1651	Family Child Care Management	1
ECEF	1652	Problem Solving, Network Family Child Care	.5
ECEF	1653	Discipline Techniques for Preschool Children <b>OR</b>	
ECEF	1654	Discipline Techniques for School-Age Children and Adolescents	1
PSYC	2003	Child Growth and Development	3
Electives*			7
<b>Total</b>			<b>15.5</b>

**\*Electives to be selected from the following:**

ECEF	1511	Creative Experiences for Children	3
ECEF	1541	Movement Activities for the Developing Child	2
ECEF	1551	Elementary Music <b>OR</b>	
ECEF	1561	Introduction to Children's Literature/Storytelling <b>OR</b>	
ENGL	1507	Introduction to Children's Literature/Storytelling	3
ECEF	1581	Introduction to Infancy Development – Infant, Family, Society	3
ECEF	1590	Health, Safety and Nutrition	3
ECEF	1601	Diversity in Early Care, Education, and Family Studies	3
ECEF	1641	Use of Puppets in the Classroom	1
ECEF	1642	Indoor/Outdoor Activities through Dramatic Play	1
ECEF	1643	Math for Young Children	1
ECEF	1644	Science for Young Children	1
ECEF	1660	Before/After School Programs/ Interpersonal Relationships	1
ECEF	1661	Before/After School Programs/Activities	1
ECEF	1662	Before/After School Programs/Theory	1
SOC	2141	Sociology of Marriage	3

*Early Care, Education, and Family Studies (cont.)*

### **CERTIFICATE IN CHILD DEVELOPMENT ASSISTANT TEACHER**

#### **(Locally Approved Certificate)**

The Assistant Teacher Certificate may be earned by students who satisfactorily complete 6 units of coursework listed below with a grade of "C" or better. Successful completion of the coursework meets the requirements of the Child Development Assistant Teacher Permit as outlined in the Child Development Matrix.

<b>Required Courses</b>			<b>Units</b>
PSYC	2003*	Child Growth and Development <b>OR</b>	
ECEF	1003	Introduction to Child Growth and Development	3
ECEF	1501*	Early Care, Education, and Family Studies <b>OR</b>	
ECEF	1001	Introduction to Curriculum	3
<b>Total</b>			<b>6</b>

### **CERTIFICATE IN CHILD DEVELOPMENT ASSOCIATE TEACHER**

#### **(Locally Approved Certificate)**

The Associate Teacher Certificate may be earned by students who satisfactorily complete the 12 units of coursework listed below with a grade of "C" or better. Successful completion of the coursework and work experience meets the requirements of the Child Development Associate Teacher Permit as outlined in the Child Development Matrix.

<b>Required Course</b>			<b>Units</b>
PSYC	2003*	Child Growth and Development <b>OR</b>	
ECEF	1003	Introduction to Child Growth and Development	3
ECEF	1501*	Early Care, Education, and Family Studies <b>OR</b>	
ECEF	1001	Introduction to Curriculum	3
ECEF	1590*	Health, Safety and Nutrition <b>OR</b>	
ECEF	1090	Introduction to Child Health and Safety	3
ECEF	1531*	Child in Family/Community Relationships <b>OR</b>	
ECEF	1031	Introduction to the Child in Family/ Community Relationships	3
<b>Total</b>			<b>12</b>

To receive an Associate Teacher Permit from the California Commission on Teacher Credentialing a student must also complete 50 days of 3+ hours of experience within a 4 years.

CHILD DEVELOPMENT PERMIT MATRIX – WITH ALTERNATIVE QUALIFICATION OPTIONS INDICATED					
Permit Title	Education Requirement (Option 1 for all permits)	Experience Requirement (Applies to Option 1 Only)	Alternative Qualifications (with option numbers indicated)	Authorization	Five Year Renewal
Assistant (Optional)	Option 1: 6 units of Early Care Education and Family Studies (ECEP) or Child Development (CD)	None	Option 2: Accredited HERO program (including ROP)	Assist in the care, development and instruction of children in a child care and development program under the supervision of an Associate Teacher or above.	105 hours of professional growth
Associate Teacher	Option 1: 12 units ECEP/CD including core courses**	50 days of 3+ hours per day within 2 years	Option 2: Child Development Associate (CDA) Credential. CDA Credential must be earned in California	May provide service in the care, development and instruction of children in a child care and development program; and supervise an Assistant Permit holder and an Aide.	Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.
Teacher	Option 1: 24 units ECEP/CD including core courses** plus 16 General Education (GE) units*	175 days of 3+ hours per day within 4 years	Option 2: AA or higher in ECEP/CD or related field with 3 units supervised field experience in ECEP/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above.	105 hours of professional growth
Master Teacher	Option 1: 24 units ECEP/CD including core courses* plus 16 GE units* plus 6 specialization units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years	Option 2: BA or higher (does not have to be in ECEP/CD) with 12 units of ECEP/CD, plus 3 units supervised field experience in ECEP/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above. Also may serve as a coordinator of curriculum and staff development in a child care & development program.	105 hours of professional growth
Site Supervisor	Option 1: AA (or 60 units) which includes: 24 ECEP/CD units with core courses** 16 GE units* 6 administration units 2 adult supervision units	350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults	Option 2: BA or higher (does not have to be in ECEP/CD) with 12 units of ECEP/CD, plus 3 units supervised field experience in ECEP/CD setting <b>or</b> Option 3: Admin. Credential *** with 12 units of ECEP/CD, plus 3 units supervised field experience in ECEP/CD setting; <b>or</b> Option 4: Teaching credential **** with 12 units of ECEP/CD, plus 3 units supervised field experience in ECEP/CD setting	May supervise a child care and development program operating at a single site; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth
Program Director	Option 1: BA or higher (does not have to be in ECEP/CD including: 24 ECEP/CD units with core courses** 6 administration units 2 adult supervision units	Site Supervisor status and one program year of Site Supervisor experience	Option 2: Admin. Credential*** with 12 units of ECEP/CD, plus 3 units supervised field experience in ECEP/CD setting; <b>or</b> Option 3: Teaching credential**** with 12 units of ECEP/CD, plus 3 units supervised field experience in ECEP/CD setting, plus 6 units administration; <b>or</b> Option 4: Master's Degree in ECEP/CD or Child/Human Development	May supervise child care and development program operated in a single site or multiple-sites; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth

Early Care, Education, and Family Studies (cont.)

*NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation of matrix available.*

*\*One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.*

*\*\*Core courses include child/human growth & development; child/family/community or child and family relations; and programs/ curriculum. You must have a minimum of three semester units or four quarter units in the core areas of child/human growth & development and child/family/community.*

*\*\*\*Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.*

*\*\*\*\*A valid Multiple Subject or a Single Subject in Home Economics.*

*\*\*\*\*\*Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6085 for assistance in locating an advisor.*

**CERTIFICATE OF ACHIEVEMENT: TEACHER**

The Teacher Certificate of Achievement may be earned by students who satisfactorily complete 24 units of coursework listed below with a grade of “C” or better. Successful completion of the coursework and work experience meets the requirements of the Child Development Teacher Permit as outlined in the Child Development Matrix.

Required Courses			Units
PSYC	2003*	Child Growth and Development <b>OR</b>	
ECEF	1003	Introduction to Child Growth and Development	3
ECEF	1500	Introduction to Early Care and Education: Principles and Practices	3
ECEF	1501*	Early Care, Education, and Family Studies <b>OR</b>	
ECEF	1001	Introduction to Curriculum	3
ECEF	1521	Practicum Field Experience	3
ECEF	1531*	The Child in Family/Community Relationships <b>OR</b>	
ECEF	1031	Introduction to the Child in the Family/ Community Relationships	3
ECEF	1571	Child Study and Assessment	3
ECEF	1590*	Health, Safety and Nutrition <b>OR</b>	
ECEF	1090	Introduction to Child Health and Safety	3
ECEF	1601	Diversity in Early Care, Education, and Family Studies	3
<b>Total</b>			<b>24</b>

To receive a Teacher Permit from the California Commission on Teacher Credentialing a student must complete 175 days of 3+ hours of experience per day within 4 years. Students must also successfully complete 16 general education units.

**CERTIFICATE OF ACHIEVEMENT: MASTER TEACHER**

The Master Teacher Certificate of Achievement may be earned by students who satisfactorily complete the required courses listed below with a “C” or better in addition to the adult supervision course and specializations courses required for the Master Teacher Permit as outlined by the Child Development Matrix.

Required Courses			Units
PSYC	2003*	Child Growth and Development <b>OR</b>	
ECEF	1003	Introduction to Child Growth and Development	3
ECEF	1500	Introduction to Early Care and Education: Principles and Practices	3
ECEF	1501*	Early Care, Education, and Family Studies <b>OR</b>	
ECEF	1001	Introduction to Curriculum	3
ECEF	1521	Practicum Field Experience	3
ECEF	1531*	The Child in Family/Community Relationships <b>OR</b>	
ECEF	1031	Introduction to the Child in Family/ Community Relationships	3
ECEF	1571	Child Study and Assessment	3
ECEF	1590*	Health, Safety and Nutrition <b>OR</b>	
ECEF	1090	Introduction to Child Health and Safety	3
ECEF	1601	Diversity in Early Care, Education, and Family Studies	3
ECEF	2051	Adult Supervision	3
Electives*	6 units of specialization		6
<b>Total</b>			<b>33</b>

Early Care, Education, and Family Studies (cont.)

**MASTER TEACHER SPECIALIZATION CERTIFICATE: SCHOOL AGE CARE AND DEVELOPMENT  
(Locally Approved Certificate)**

<b>Required Courses</b>			<b>Units</b>
<b>Students must take 6 units of specialized coursework</b>			
ECEF	2021	Introduction to the Primary Grade Classroom	3
<b>Choose 3 units from the following:</b>			
ECEF	1654	Discipline Techniques for School-Age Children and Adolescents	1
ECEF	1660	School-Age Curriculum for Before and After School Programs/Interpersonal	1
ECEF	1661	School-Age Curriculum for Before and After School Programs/Activities	1
ECEF	1660	School-Age Curriculum for Before and After School Programs/Theory	1
<b>Total</b>			<b>6</b>

**MASTER TEACHER SPECIALIZATION CERTIFICATE: SPECIAL NEEDS  
(Locally Approved Certificate)**

<b>Required Courses</b>			<b>Units</b>
<b>Students must take 6 units of specialized coursework</b>			
ECEF	1611	Young Children with Special Needs	3
ECEF	1612	Early Intervention and Inclusion	3
<b>Total</b>			<b>6</b>

**MASTER TEACHER SPECIALIZATION CERTIFICATE: INFANT DEVELOPMENT  
(Locally Approved Certificate)**

<b>Required Courses</b>			<b>Units</b>
<b>Students must take 6 units of specialized coursework</b>			
ECEF	1581	Introduction to Infancy Development: Infant, Family and Society	3
ECEF	1584	Field Experiences for Infant and Toddler Care and Development	2
<b>Choose 1 unit from the following:</b>			
ECEF	1582	Infant Massage	1
ECEF	1583	Using Infant Cues	1
<b>Total</b>			<b>6</b>

To receive a Master Teacher Permit from the California Commission on Teacher Credentialing a student must also complete 350 days of 3+ hours of experience per day within 4 years. Students must also successfully complete 16 general education units, 6 specialization units and 2 adult supervision units.

+See the *Child Development Permit Matrix for Alternative Qualifications*

+Specialization units include any 6 units in a specific area of child development (ex. infancy, special needs, school age care, curriculum, etc.)

\* Students may take the transferable or non-transferable version of the course

In order for students to receive the associate in science degree, additional general education and elective courses may need to be taken to fulfill the requirements for graduation. Please see a Taft College counselor or academic advisor for more information.

**TRANSFER**

This degree does not prepare a student to transfer to a four-year college or university. However, certain courses may be transferrable to other colleges and universities. If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

**CERTIFICATION/LICENSES**

To be able to work in child care/preschool centers and programs, individuals must have the necessary permits. The following permits are issued by the State of California Commission on Teacher Credentialing:

Child Development Assistant Permit

Child Development Associate Teacher Permit

Child Development Teacher Permit

*Early Care, Education, and Family Studies (cont.)*

Child Development Master Teacher Permit  
Child Development Site Supervisor Permit  
Child Development Program Director Permit

For more information on the permits and the process, please contact the CA Commission on Teacher Credentialing at:

Box 944270

Sacramento, CA 94244-2700

(888) 921-2682

E-mail: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)

Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

#### **PROGRAM LEARNING OUTCOMES**

Students will be able to:

1. Integrate understanding of the needs, characteristics, and multiple influences on development of children birth to age eight as related to high quality care and education of young children
2. Design, implement, and evaluate environments and activities that support positive, development play, and learning outcomes of all children
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.
4. Develop strategies that promote partnerships between programs, teachers, families, and their communities.
5. Apply ethical standards and professional behaviors that demonstrate understanding and knowledge, deepening the commitment to early care and education profession.



*Specific Course Numbers at CAP Aligned Colleges*

	49 Colleges	College Alignment Date	Child Growth & Development	Child, Family & Community	Introduction To Curriculum	Principles & Practices of	Observation & Assessment	Health, Safety & Nutrition	Teaching in a Diverse Society	Practicum
1	Allan Hancock College	12/2011	ECS 100	ECS 101	ECS 106	ECS 104	ECS 105	ECS 102	ECS 116	ECS 118
2	American River College	4/2010	ECE 312/PSYC 372	ECE 314	ECE 320	ECE 300	ECE 326	ECE 415/NUTRI 320	ECE 430	ECE 321
3	Bakersfield College	1/2011	CHDVB 21	CHDVB 42	CHDVB 36	CHDVB 41	CHDVB 22	CHDVB 49	CHDVB 32	CHDVB 41L
4	Barstow College	9/2010	CHLD 4	CHLD 6	CHLD 9	CHLD 11A	CHLD 20	CHLD 14	CHLD 25	CHLD 80
5	Butte College	4/2012	CDF 14	CDF 12	CDF 63	CDF 48	CDF 40	CDF 80	CDF 57	CDF 78
6	Cabrillo College	4/2011	ECE 31	ECE 32	ECE 53	ECE 51	ECE 34	ECE 59	ECE 52	ECE 54
7	Canada College	10/2010	ECE 201	ECE 212	ECE 211	ECE 210	ECE 333	ECE 313	ECE 254	ECE 366
8	Cerritos College	1/2011	CD 110	CDEC 113	CDEC 112	CDEC 111	CD 139	CDEC 161	CD 124	CDEC 164
9	Cerro Coso Community College	2/2012	CHDV C106	CHDV C104	CHDV 102	CHDV C100	CHDV C200	CHDV C121	CHDV C125	CHDV C203
10	Chabot College	7/2010	ECD 56	ECD 62	ECD 63	ECD 50	ECD 69	ECD 54	ECD 79	ECD 90
11	City College of San Francisco	1/2011	CDEV 53	CDEV 67	CDEV 66	CDEV 65	CDEV 73	CDEV 92	CDEV 93	CDEV 72
12	College of the Desert	10/2012	ECE 10	ECD 12	ECE 40	ECE 001	ECE 46a	ECE 44	ECE 45	ECE 47
13	College of the Redwoods	3/2009	ECE 2	ECE 5	ECE 7	ECE 1	ECE 9	ECE 6	ECE 18	ECE 10
14	College of the Siskiyous	9/2011	ECE 1002	ECE 1003	ECE 1500	EVE 1001	ECE 2000	EVE 2002	ECE 1502	ECE 2502
15	Cosumnes River College	5/2009	ECE 312	ECE 314	ECE 320	ECE 300	ECE 326	ECE 415	ECE 430	ECE 321
16	Cuesta College	5/2012	ECE 201	ECE 202	ECE 203	ECE 205	ECE 206	ECE 204	ECE 215	ECE 210
17	Diablo Valley College	12/2011	ECE 124	ECE 130	ECE 123	ECE 125	ECE 249	ECE 126	ECE 144	ECE 250
18	Feather River College	2/2012	ECE 162	ECE 153	ECE 152	ECE 157	ECE 150	ECE 159	ECE 160	ECE 158
19	Folsom Lake College	12/2011	ECE 312	ECE 314	ECE 320	ECE 300	ECE 326	ECE 415	ECE 430	ECE 321
20	Fresno City College	6/2009	CD 39	CD 30	CD 3	CD 1	CD 20	CD 6	CD 15	CD 37A
21	Grossmont College	4/2010	CD 125	CD 131	CD 130	CD 123	CD 132	CD 134	CD 153	CD 106 & CD 133
22	Hartnell College	3/2012	FCS 14	ECE 2	ECE 4	ECE 1	ECE 10	ECE 19	ECE 53	ECE 12A
23	Imperial Valley College	6/2009	CDEV 104	CDEV 103	CDEV 105	CDEV 100	CDEV 106	CDEV 201	CDEV 107	CDEV 200
24	Las Positas College	7/2010	ECD 56	ECD 62	ECD 63	ECD 50	ECD 69	ECD 54	ECD 79	ECD 90
25	Lassen Community College	5/2012	CD 31	CD 12	CD 16	CD 20	CD 11	CD 19	CD 25	CD 24

	49 Colleges	College Alignment Date	Child Growth & Development	Child, Family & Community	Introduction To Curriculum	Principles & Practices of	Observation & Assessment	Health, Safety & Nutrition	Teaching in a Diverse Society	Practicum
25	Lassen Community College	5/2012	CD 31	CD 12	CD 16	CD 20	CD 11	CD 19	CD 25	CD 24
26	Long Beach City College	6/2012	CDECE 45	CDECE 48	CDECE 50	CDECE 53	CDECE 66	CDECE 19	CDECE 61	CDECE 68
27	Los Angeles City College	9/2009	CD 1	CD 11	CD 7	CD 2	CD 34	CD 10	CD 42	CD 22
28	Los Angeles Southwest College	9/2009	CD 1	CD 11	CD 7	CD 2	CD 34	CD 10	CD 42	CD 22
29	Los Angeles Trade-Tech College	9/2011	CH DEV 1	CH DEV 11	CH DEV 7	CH DEV 2	CH DEV 34	CH DEV 10	CH DEV 42	CH DEV 22
30	Los Medanos College	5/2012	CHDEV 010	CHDEV 020	CHDEV 062	CHDEV 001	CHDEV 011	CHDEV 065	CHDEV 050	CHDEV 090
31	Merritt College	7/2011	CHDEV 51	CHDEV 53	CHDEV 54B	CHDEV 54A	CHDEV 52	CHDEV 74	CHDEV 80	CHDEV 55A
32	Monterey Peninsula College	7/2012	CHDV 52	CHDV 55	CHDV 80	CHDV 51	CHDV 2	CHDV 61	CHDV 56	CHDV 52
33	Napa Valley College	6/2011	CFS 120	CFS 140	CFS 165	CFS 122	CFS 123	CFS 121	CFS 184	CFS 223
34	Palo Verde College	9/2011	CHD 101	CHD 102	CHD 103	CHD 104	CHD 105	CHD 106	CHD 107	CHD 108
35	Reedley College	7/2009	CD 39	CD 30	CD 3	CD 1	CD 20	CD 6	CD 15	CD 37A
36	Sacramento City College	9/2010	ECE 312	ECE 314	ECE 320	ECE 300	ECE 326	ECE 415	ECE 430	ECE 321
37	Saddleback College	4/2010	CD 107	CD 105	CD 110	CD 101	CD 120	CD 112	CD 117	CD 121
38	San Joaquin Delta College	4/2011	CDEV 021	CDEV 026	CDEV 031B	CDEV 031A	CDEV 025	CDEV 028	CDEV 027	CDEV 032A
39	Santa Ana College	11/2011	HU-D 107	HU-D 110	HU-D 111B	HU-D 111A	HU-D 108A	HU-D 112	HU-D 221	HU-D 298A
40	Santa Monica	1/2012	PSYC 11	ECE 11	ECE 17	ECE 2	ECE 21	ECE 64	ECE 19	ECE 22
41	Santa Rosa Junior College	7/2010	CHLD 10	CHLD 90.1	CHLD 90.4	CHLD 51	CHLD 90.2	CHLD 90.3	CHLD 68	CHLD 60 & CHLD 60.2
42	Shasta College	9/2011	ECE 9	ECE 2	ECE 20	ECE 17	ECE 7	ECE 15	ECE 28	ECE 8
43	Sierra College	1/2011	HD 9	HD 4	HD 5	HD 2	HD 3	HD 7	HD 25	HD 10
44	Skyline College	10/2010	ECE 201	ECE 211	ECE 211	ECE 210	ECE 333	ECE 314	ECE 272	ECE 366
45	Taft College	3/2010	PSYC 2003	ECE 1531	ECE 1501	ECE 1500	ECE 1571	ECE 1590	ECE 1601	ECE 1521
46	Victor Valley College	1/2012	CHDV 100	CHDV 106	CHDV 150	CHDV 110	CHDV 160	CHDV 142	CHDV 200	CHDV 210
47	West Hills College, Coalinga	9/2012	CD 5	CD 10	CD 16	CD 12A	CD 3	CD 18	CD 2	CD 12B
48	West Hills College, Lemoore	4/2012	CD 5	CD 10	CD 16	CD 12A	CD 3	CD 18	CD 2	CD 12B
49	West Los Angeles College	9/2009	CD 1	CD 11	CD 7	CD 2	CD 34	CD 10	CD 42	CD 22

## ENERGY TECHNOLOGY

### DESCRIPTION

The Energy Technology program is designed to provide training and education in technical and professional skills to enable individuals to work in the energy industry. Technicians with the education and training can provide support and assistance to engineers, geologists, and operations staff in a variety of career and job types. Skills attained will be transferrable to other related profession such as manufacturing, food processing, renewable/alternative energy fields, etc.

### ENERGY TECHNOLOGY: ASSOCIATE IN SCIENCE

To earn an Associate in Science Degree in Energy Technology, students must complete: (1) all course requirements with a minimum grade of "C" in each course; and (2) completing General Education Graduation Requirements with an overall GPA of 2.0 or better.

<b>Required Courses</b>			<b>Units</b>
MGMT	1510	Foundation Essentials: Values and Ethics	.5
MGMT	1515	Communication	.5
MGMT	1520	Team Building	.5
MGMT	1525	Time Management	.5
MGMT	1530	Conflict Resolution	.5
MGMT	1535	Decision Making and Problem Solving	.5
MGMT	1540	Managing Organizational Change	.5
MGMT	1545	Customer Service	.5
MGMT	1550	Attitude	.5
MGMT	1555	Stress Management	.5
ENER	1005	Energy Data Management and Analysis	1
ENER	1010	Energy Instrumentation	3
COSC	1703	Introduction to Spreadsheets - Microsoft Excel 2010	1.5
COSC	1603	Introduction to Electronic Word Processing – Microsoft Word 2010	1.5
COSC	1902	Introduction to Electronic Databases – Microsoft Access 2010	1.5
COSC	1812	Introduction to Presentation Graphics – Microsoft PowerPoint 2010	1.5
GEOL	1500	Introduction to Geology*	4
ENER	1510	Introduction to Energy	3
ENER	1520	Introduction to Petroleum Engineering	3
BUSN	1510	Business Communication	3
MGMT	1560	Management Capstone	3
<b>Total</b>			<b>31</b>
<i>* Meets general education requirements</i>			
<b>Required Program General Education (GE) Course</b>			
BIOL	1513	Introduction to Petroleum Engineering	3
<b>Other GE Courses/Local Requirements</b>			<b>14</b>
<b>Electives (Based on student interest)</b>			<b>11</b>
<b>Total</b>			<b>60</b>

**Elective Courses:** Elective courses used to meet the 60 unit degree total must be degree applicable courses. A student may count as credit only one course among English 1000 and Reading 1005. Students who intend to transfer should use elective courses to complete the GE Breadth or EGETC pattern.

Suggested Electives (As needed **and does not include all courses that may count as electives**):

- **IES 1050 Hazardous Material (1.5)**
- **IES 161 Occupational Health and Safety General Industry (1.5)**

*Energy Technology (cont.)***ENERGY TECHNOLOGY: CERTIFICATE OF ACHIEVEMENT**

To earn an Associate in Science Degree in Energy Technology, students must complete: (1) all course requirements with a minimum grade of "C" in each course; and (2) completing General Education Graduation Requirements with an overall GPA of 2.0 or better.

<b>Required Courses</b>			<b>Units</b>
STSU	1501	Educational Planning	.5
PSYC	1517	Becoming a Successful Online Student	1
MGMT	1510	Foundation Essentials: Values and Ethics	.5
MGMT	1515	Communication	.5
MGMT	1520	Team Building	.5
MGMT	1525	Time Management	.5
MGMT	1530	Conflict Resolution	.5
MGMT	1535	Decision Making and Problem Solving	.5
MGMT	1540	Managing Organizational Change	.5
MGMT	1545	Customer Service	.5
MGMT	1550	Attitude	.5
MGMT	1555	Stress Management	.5
ENER	1005	Energy Data Management and Analysis	1
COSC	1703	Introduction to Spreadsheets - Microsoft Excel 2010	1.5
COSC	1603	Introduction to Electronic Word Processing – Microsoft Word 2010	1.5
COSC	1902	Introduction to Electronic Databases – Microsoft Access 2010	1.5
COSC	1812	Introduction to Presentation Graphics – Microsoft PowerPoint 2010	1.5
MATH	1050	Elementary Algebra	4
GEOL	1500	Introduction to Geology*	4
BIOL	1503	Environmental Studies	3
IES	1050	Hazardous Material	1.5
IES	1061	Occupational Health and Safety General Industry	1.5
ENER	1510	Introduction to Energy	3
ENER	1020	Introduction to Petroleum Engineering	3
BUSN	1510	Business Communication	3
SPCH	1511	Fundamentals of Speech*	3
MGMT	1560	Management Capstone	3
<b>Total</b>			<b>45.5</b>

**ENERGY TECHNOLOGY ENTRY LEVEL: CERTIFICATE OF ACHIEVEMENT**

This certificate is designed to provide students with entry level technician skills needed in the energy industry with emphasis on petroleum.

<b>Required Courses</b>			<b>Units</b>
ENER	1005	Energy Data Management and Analysis	1
ENER	1025	Oil & Gas Laws and Regulations	1
ENER	1510	Introduction to Energy	3
ENER	1520	Introduction to Petroleum Engineering	3
BUSN	1510	Business Communication	3
COSC	1703	Excel 2010	1.5
COSC	1902	Access 2010	1.5
<b>Total</b>			<b>14</b>

*Energy Technology (cont.)***ENERGY TECHNOLOGY FIELD TECH: CERTIFICATE OF ACHIEVEMENT**

This certificate is designed to provide students with skills and knowledge necessary to pursue employment as field techs (with emphasis in the petroleum sector).

<b>Required Courses</b>			<b>Units</b>
ENER	1005	Energy Data Management and Analysis	1
ENER	1010	Energy Instrumentation	3
ENER	1025	Oil & Gas Laws and Regulations	1
ENER	1520	Introduction to Petroleum Engineering	3
GEOL	1500	Geology*	4
COSC	1603	Word 2010	1.5
COSC	1703	Excel 2010	1.5
COSC	1812	PowerPoint 2010	1.5
MGMT	1520	Team Building	.5
MGMT	1525	Time Management	.5
MGMT	1530	Conflict Resolution	.5
<b>Total</b>			<b>18</b>

**ENERGY TECHNOLOGY INDUSTRIAL HEALTH AND SAFETY: CERTIFICATE OF ACHIEVEMENT**

This certificate is designed to provide students with skills and knowledge interested in field tech and safety career options.

<b>Required Courses</b>			<b>Units</b>
ENER	1025	Oil & Gas Laws and Regulations	1
ENER	1520	Introduction to Petroleum Engineering	3
BUSN	1510	Business Communication	3
BIOL	1513	Environmental Studies	4
IES	1050	Hazardous Material	1.5
IES	1061	Occupational Health and Safety General Industry	1.5
COSC	1603	Word 2010	1.5
COSC	1812	PowerPoint 2010	1.5
MGMT	1520	Team Building	.5
MGMT	1530	Conflict Resolution	.5
<b>Total</b>			<b>18</b>

**ENERGY TECHNOLOGY PETROLEUM ENGINEERING/GEOLOGICAL TECH: CERTIFICATE OF ACHIEVEMENT**

This certificate is designed to provide students with skills and knowledge necessary to pursue employment as petroleum engineering/geological techs.

<b>Required Courses</b>			<b>Units</b>
ENER	1005	Energy Data Management and Analysis	1
ENER	1025	Oil & Gas Laws and Regulations	1
ENER	1520	Introduction to Petroleum Engineering	3
GEOL	1500	Geology*	4
BUSN	1510	Business Communication	3
COSC	1603	Word 2010	1.5
COSC	1703	Excel 2010	1.5
COSC	1812	PowerPoint 2010	1.5
COSC	1902	Access 2010	1.5
MGMT	1520	Team Building	.5
MGMT	1535	Time Management	.5
<b>Total</b>			<b>19</b>

*Energy Technology (cont.)***ENERGY TECHNOLOGY ENTRY LEVEL: CERTIFICATE OF ACHIEVEMENT**

This certificate is designed to provide students with the foundation knowledge and understanding of the energy industry.

<b>Required Courses</b>			<b>Units</b>
ENER	1025	Oil & Gas Laws and Regulations	1
ENER	1510	Introduction to Energy	3
ENER	1520	Introduction to Petroleum Engineering	3
GEOL	1500	Geology	4
<b>Total</b>			<b>11</b>

**SELECTION CRITERIA**

It is strongly recommended that students be eligible to enroll in or have completed ENGL 1000 and are eligible for MATH 1050. Students interested in being part of the cohort for the Energy Technology Program will need to submit the required application for the program. Please check with an academic advisor or counselor for more information on the application.

**CAREER OPTIONS/PATHWAYS**

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
Engineering Technician	\$24.90	160
Geological and Petroleum Technician	\$37.79	80
Industrial Engineering Technician	\$26.08	160

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/ocguides/Search.aspx> (visited December 12, 2012)

Job prospects will vary by specialty and location, depending on the health and composition of local industry. In general, opportunities will be best for individuals with an associate degree or extensive job training in engineering technology. As technology becomes more sophisticated, employers will continue to look for technicians who are skilled in new technology and require little additional training. An increase in the number of jobs related to public health and safety should create job opportunities for engineering technicians with the appropriate training and certification. In addition to openings from job growth, many job openings will stem from the need to replace technicians who retire or leave the labor force.

**Source:** *Occupational Outlook Handbook, 2010-2011, U.S. Department of Labor* [www.bls.gov/OCC](http://www.bls.gov/OCC)

**TRANSFER**

This degree does not prepare a student to transfer to a four-year college or university. However, certain courses may be transferrable to other colleges and universities. If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

**CERTIFICATION/LICENSES**

Not applicable. However, certain companies may have specific training and education requirements depending on the job type.

**PROGRAM LEARNING OUTCOMES**

Students will be able to:

1. Analyze and take immediate action to communicate with competent authority any major problems or safety-related issues in an energy-related operation or facility through a variety of methods and communication venues.
2. Solve problems as an individual or as part of a team, and take corrective action in an energy-related operation or facility, using their skills in data analysis, reading gauges, and/or observing various other plant performance indicators.
3. Take part in and/or manage teams that can analyze plant performance, externalities that can affect plant performance, and environmental issues, in order to implement proper procedures that will improve upon the capability of an energy-related operation or facility.
4. Clearly demonstrate understanding of regulations and laws governing an energy-related operation or facility, and also apply ethical and other industry-wide acceptable standards that will accentuate professional behaviors.
5. Show through a variety of methods their understanding of scientific, technological, engineering, and mathematical competencies required to safely and efficiently perform assigned requirements in an energy-related operation or facility.

## ENGLISH

### DESCRIPTION

The English major gives students an appreciation of literature and increased skills in written communication. Through the study of language and literature, students are better able to communicate, to persuade, and to understand human nature. More specifically, superior ability to understand and to use English is necessary for success in most careers, particularly those in education, writing, business, journalism, and the law

### ENGLISH: ASSOCIATE IN ARTS

Required Courses			Units
ENGL	1500	Composition and Reading	3
ENGL	1600	Critical Thinking, Literature and Composition	4
<b>Select 3 from the following:</b>			
ENGL	2200	California Literature and The Great Central Valley	3
ENGL	2300	Women's Literature through the Ages	3
ENGL	2400	20th Century American Literature	3
ENGL	2500	Chicano/a Literature	3
<b>Select 6 additional units from the following:</b>			
ENGL	1700	Creative Writing	(3-12)
Foreign Language			4
<b>Total</b>			<b>19-20</b>

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Copywriter/Proofreader	\$20.52	30
Editor	\$29.37	390
Lawyer	\$57.13	2
Reporter	\$23.64	170
Technical Writer	\$38.99	250

\*Some Career Options may require additional training and/or education.

Source: [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

Employment of news analysts, reporters, and correspondents is expected to decline 6% between 2008 and 2018. Many factors will contribute to the decline in this occupation. Consolidation and convergence should continue in the publishing and broadcasting industries. As a result, companies will be better able to allocate their news analysts, reporters, and correspondents to cover news stories. Since broadcasting and newspapers – the two industries employing most of these workers – are dependent on advertising revenue, employment growth will suffer during an economic downturn. Improving technology may eventually lead to more employment growth in this occupation by opening up new areas of work, such as online or mobile news divisions. The continued demand for news will create some job opportunities. Job openings also will result from the need to replace workers who leave their occupations permanently; some news analysts, reports, and correspondents find the work too stressful and hectic or do not like the lifestyle, and transfer to other occupations. Competition will continue to be keen for jobs at large metropolitan and national newspapers, broadcast stations and networks, and magazines. Job opportunities will be best for applicants in the expanding world of new media, such as online newspapers or magazines. Small local papers and news stations also will provide greater job prospects for potential reporters and news analysts. For beginning newspaper reporters, freelancing will supply more opportunities for employment as well. Students with a background in journalism as well as another subject, such as politics, economics, or biology, will have an advantage over those without additional background knowledge in moving beyond an entry-level position.

Journalism graduates have the background for work in closely related fields such as advertising and public relations or communications, and many take jobs in these fields. Other graduates accept sales, managerial or other non-media positions.

Source: *Occupational Outlook Handbook, 2010-2011*, U.S. Department of Labor [www.bls.gov/oco](http://www.bls.gov/oco)

### TRANSFER

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

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*English (cont.)*

**PROGRAM LEARNING OUTCOMES**

Upon successful completion of the requirements for the major in English, a student will be able to:

1. Write clear and coherent compositions
2. Create evidence-based arguments
3. Evaluate expository and literary texts
4. Support original interpretation of literary texts
5. Use cultural contexts to comprehend texts



## GENERAL BUSINESS

### DESCRIPTION

The General Business Program provides individuals with foundation educational training and skills in general business principles, procedures, and operations. Upon the successful completion of the required courses and general education requirements with a minimum 2.0 G.P.A., an Associate in Science Degree in General Business will be awarded.

### GENERAL BUSINESS: ASSOCIATE IN SCIENCE

Required Courses			Units
BSAD	2220	Introduction to Financial Accounting <b>and</b>	4
BSAD	2221	Introduction to Managerial Accounting <b>OR</b>	4
BUSN	1051	General Accounting <b>and</b>	3
BUSN	1052	General Accounting	3
BUSN	1500	Introduction to Business	3
Electives*			7-9
<b>Total</b>			<b>18</b>
<b>*Electives to be selected from the following:</b>			
BUSN	1050	Business Mathematics	4
BUSN	1053	Computerized Accounting	1
BUSN	1054	Office Procedures	2
BUSN	1055	Office Procedures	2
BUSN	1510	Business Communication	3
BUSN	1601, 1602, 1603	Beginning Keyboarding	1-1-1
BUSN	2001, 2002, 2003	Intermediate Keyboarding	1-1-1
BUSN	2275	Business Law	3
COSC	1603	Microsoft Word 2010	1.5
COSC	1703	Microsoft Excel 2010	1.5
COSC	1812	Microsoft PowerPoint 2010	1.5
COSC	1902	Microsoft Access 2010	1.5
ECON	2120	Principles of Economics- Micro	3
ECON	2210	Principles of Economics- Macro	3
MGMT	1500	Introduction to Human Resources	3
MGMT	1560	Capstone Course	3

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Business Operations Specialists	\$27.47	28
Advertising Sales Agent	\$30.13	42
Retail Sales Supervisor	\$19.16	6,220
Office Clerk	\$15.10	10,940

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

### TRANSFER

This is a terminal degree and it is not a transferrable degree. However, certain courses may be transferrable to other colleges and universities.

### PROGRAM LEARNING OUTCOMES

After completing the General Business Program major, a student will be able to:

1. Apply legal and ethical constraints of management to specific business situations.
2. Integrate contemporary business practices and technologies to make effective decisions across many business scenarios.

## HISTORY

### DESCRIPTION

History, in the broad sense, is the study of all human experience. It examines the people, institutions, ideas, and events from the past to the present. The study of history contributes to cultural literacy and develops critical thinking and other useful skills while helping students understand the present and plan for the future. Historical study provides a solid, fundamental preparation for careers in business, industry, government, and education. It also serves as excellent preparation for law school, Foreign Service, international work, urban affairs, historical consulting, and library science. The courses listed meet the requirements for an Associate of Art Degree in History at Taft College.

To earn an Associate in Art Degree in History, students must complete: (1) all course requirements with a minimum grade of "C" in each course; and (2) 42 units of General Education Graduation Requirements with an overall GPA of 2.0.

### HISTORY: ASSOCIATE IN ARTS

Required Courses			Units
HIST	2210	World Civilization to 1600	3
HIST	2202	Western Civilization to 1600	3
HIST	2204	Western Civilization from 1600 to present	3
HIST	2231	History of the United States to 1877	3
HIST	2232	History of the United States from 1877	3
<b>PLUS any one of the following:</b>			
ANTH	1512	Cultural Anthropology	3
ARTH	1500	Art Appreciation	3
ENGL	2200	California Literature and The Great Central Valley	3
HIST	2270	California History	3
SPAN	1601	Elementary Spanish I*	4
SOC	1501	Introduction to Sociology	3
<b>Total</b>			<b>15</b>

\*If student **has not** completed two years of a foreign language in high school.

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Researcher	\$25.63	60
Paralegals and Legal Assistants	\$27.80	920
Lawyer	\$57.13	2
Historian	\$34.49	2

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

Overall employment of anthropologists and archaeologists, geographers, and historians is expected to grow by 22 percent from 2008 to 2018, which is much faster than the average for all occupations. Anthropologists and archaeologists, the largest specialty, is expected to grow by 28 percent, driven by growth in the management, scientific, and technical consulting services industry. Anthropologists who work as consultants will be needed to apply their analytical skills and knowledge to problems ranging from economic development to forensics. A growing number of anthropologists also will be needed in specific segments of the Federal Government, such as the U.S. Department of Defense, to assess the regional customs and values – or “cultural terrain”- of a particular society in specific parts of the world. Employment growth of archaeologists will be driven by higher levels of overall construction, including large-scale transportation projects and upgrades to the Nation’s infrastructure. As construction projects increase, more archaeologists will be needed to ensure that Federal laws related to the preservation of archaeological and historical sites and artifacts are met.

Employment of geographers is expected to increase by 26 percent because the Federal Government-the largest employer-is projected to grow faster than in the past. Outside of the Federal Government, geographers will be needed to advise businesses, local municipalities, real estate developers, utilities, and telecommunications firms regarding where to build new roads, buildings, power plants, and cable lines. Geographers will also be needed to advise students about environmental matters, such as where to build a landfill and where to preserve wetland habitats.

Employment of historians is expected to grow by 11 percent, about as fast as the average for all occupations, reflecting the relatively few jobs outside of Federal, State, and local Government. Nonetheless, historians possess broad training and education in writing, analytical research, and coherent thinking, so their skills can be applied to many different occupations. As a result, many workers with a history background will find work in niche areas with specialized titles, such as researcher, writer, or policy analyst. In addition to opportunities arising from employment growth, some job openings for social scientists will come from the need to replace those who retire or who leave the occupation for other reasons. Some

*History (cont.)*

social scientists leave the occupation to become professors, but competition for tenured teaching positions will be keen. Overall, people seeking social science positions are likely to face competition for jobs. Candidates who have a master's or Ph.D. degree in a social science, who are skilled in quantitative research methods, and who also have good written and communications skills are likely to have the best job opportunities. In addition, many jobs in policy, research, or marketing, for which social scientists qualify, are not advertised exclusively as social scientist positions.

Anthropologists and archaeologists will experience the best job prospects at management, scientific, and technical consulting firms. Those with bachelor's degree in archaeology usually qualify to be a field technician.

Geographers with a background in GIS will find numerous job opportunities applying GIS technology in nontraditional areas, such as emergency assistance, where GISs can track the locations of ambulances, police, and fire rescue units and their proximity to the emergency. Workers in these jobs may not be called "geographers," but instead may be referred to by a different title, such as "GIS analyst" or "GIS specialist."

Historians will find jobs mainly in policy or research. Historians may find opportunities with historic preservation societies or by working as a consultant as public interest in preserving and restoring historical sites increases. Many workers with a history background also choose to teach in elementary, middle, and secondary schools.

**Source:** *Occupational Outlook Handbook, 2010-2011, U.S. Department of Labor* [www.bls.gov/oco](http://www.bls.gov/oco)

**TRANSFER**

This degree does not prepare a student to transfer to a four-year college or university. However, certain courses may be transferrable to other colleges and universities. If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

**PROGRAM LEARNING OUTCOMES**

Upon successful completion of the requirements for the major in History, a student will be able to:

1. Demonstrate knowledge of the changing traditions and values that have operated in western culture.
2. Demonstrate basis knowledge of the changing traditions and values that have operated in non-western or pre-modern societies.
3. Demonstrate understanding of the historical development of events, institutions, and social values.
4. Demonstrate critical thought about the historical questions about the problems that run through human history and about historical continuities and discontinuities.
5. Demonstrate connections between the past and the present by applying a critical perspective to their own place in history.


**HISTORY (FOR TRANSFER)**
**DESCRIPTION**

The History program provides students with the academic foundation History, in the broad sense, and studies all human experience. It examines the people, institutions, ideas, and events from the past to the present. The study of history contributes to cultural literacy and develops critical thinking and other useful skills while helping students understand the present and plan for the future. Historical study provides a solid, fundamental preparation for careers in business, industry, government, and education. It also serves as excellent preparation for law school, Foreign Service, international work, urban affairs, historical consulting, and library science. This curriculum provides a solid foundation upon which to build a history major at a four-year school. The degree guarantees transfer to a CSU as a junior.

To earn an Associate in Arts in History degree for Transfer (AA-T), students must complete: (1) all course requirements with a minimum grade of "C" in each course; and (2) must complete the General Education Breadth pattern for CSUs with an overall GPA of 2.0. There are no local graduation requirements associated with this degree.

Additionally, students shall be deemed eligible for transfer into a California State University baccalaureate program when the student meets both 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:
  - 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, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

**HISTORY: ASSOCIATE IN ARTS DEGREE FOR TRANSFER**

<b>Required Courses</b>			<b>6 Units</b>
HIST	2231	History of the United States to 1877	3
HIST	2232	History of the United States since 1877	3
<b>Area A</b>	<b>Choose 6 semester units from the following:</b>		<b>6 Units</b>
HIST	2202	Western Civilization to 1600	3
HIST	2204	Western Civilization from 1600 to the present	3
HIST	2210	World Civilization to 1600	3
<b>Area B</b>	<b>Choose 6 semester units, one course from each of the following 2 sections:</b>		
<i>Section 1</i>			<b>3 Units</b>
HIST	2210	World Civilization to 1600 (if not used in area A)	3
ANTH	1512	Cultural Anthropology	3
ARTH	1510	Prehistoric to Renaissance Art History	3
ARTH	1520	Renaissance to Contemporary Art History	3
<i>Section 2</i>			<b>3 Units</b>
ANTH	1512	Cultural Anthropology	3
ANTH	1524	Indians of the Southwest	3
ECON	2210	Principles of Economics-Macro	3
ECON	2120	Principles of Economics-Micro	3
GEOG	1520	Cultural Geography	3
HIST	2270	California History	3
POSC	1501	Government	3
POSC	2005	Contemporary Political Topics	3
PSYC	1500	Introduction to Psychology	3
PSYC	2003	Child Growth and Development	3
PSYC	2030	Human Sexuality	3
PSYC	2033	Personal and Social Adjustment ( <i>not UC transferrable</i> )	3
PSYC	2038	Gender Studies <b>OR</b>	3
SOC	2038	Introduction to Sociology	3
SOC	1510	Introduction to Sociology	3
SOC	2110	Minority Group Relations	3
SOC	2120	American Social Problems	3
SOC	2141	Sociology of Marriage ( <i>not UC transferrable</i> )	3
<b>Total</b>			<b>18</b>

*History for Transfer (cont.)*

<b>CSU Breadth or IGETC General Education Pattern</b>	<b>33 to 42 units</b>
<b>Electives to meet the 60 unit degree requirement</b>	<b>10 or fewer</b>
<b>Total Units – completion of a GE pattern and 18 units within the major</b>	<b>60</b>

**CAREER OPTIONS/PATHWAYS**

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
Researcher	\$25.63	60
Paralegals and Legal Assistants	\$27.80	920
Lawyer	\$57.13	2
Historian	\$34.49	2

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

**TRANSFER**

By successfully completing the requirements for the major, students will be guaranteed to transfer to a California State University as a junior.

AA-T and AS-T degree seeking students will want to indicate on the CSU Mentor Application to the California State University that they are pursuing an Associate of Arts/Science Degree for Transfer at Taft College. A student who completes an AA-T or AS-T degree and applies for a program determined to be similar by the specific CSU campus is provided priority consideration for admission.

CSU Application deadlines are below.

[www.csumentor.edu](http://www.csumentor.edu)

<b>Term</b>	<b>Application submission period beginning</b>
Fall 2014	October 1, 2013
*Winter 2015	June 1, 2014
Spring 2015	August 1, 2014
Summer 2015	February 1, 2015

\*Quarter System: Bakersfield, East Bay, Los Angeles, Pomona, San Bernardino, San Luis Obispo, Stanislaus

**PROGRAM LEARNING OUTCOMES**

After completing the History for Transfer major, a student will be able to:

1. Demonstrate that they are informed and critical consumers and producers of history.
2. Have an understanding of the nature of historical interpretation, the variety of historical sources,
3. Have an awareness of the varieties of cultural experience in history.

## INDEPENDENT LIVING SKILLS

### DESCRIPTION

The Transition to Independent Living Program has the unique distinction of being the only such program located on a community college campus nationwide. It is a 22-month program designed for young adults with Autism or Intellectual disabilities who wish to acquire the skills necessary to live independently.

The Transition to Independent Living Program has been referred to as a “one-stop shop” as a result of its inclusion of instruction and/or experiences in basic academics, career education training, independent living skills, and social/leisure skills. Upon program completion, students are provided with transition services as they integrate back into their home communities.

### INDEPENDENT LIVING SKILLS: CERTIFICATE OF COMPLETION

#### Semester 1:

ILS	0010	Personal Advocacy, Level 1
ILS	0015	Interpersonal Relationships, Level 1
ILS	0020	Meal Preparation, Level 1
ILS	0025	Personal Finance, Level 1
ILS	0030	Personal Safety, Level 1
ILS	0040	Community Transition, Level 1
ILS	0045	Career Education, Level 1
ILS	0055	Conflict Resolution, Level 1
ILS	0060	Personal Health, Level 1
ILS	0075	Pedestrian Safety

#### Semester 2:

ILS	0011	Personal Advocacy, Level 2
ILS	0016	Interpersonal Relationships, Level 2
ILS	0021	Meal Prep, Level 2
ILS	0026	Personal Finance, Level 2
ILS	0031	Personal Safety, Level 2
ILS	0041	Community Transition, Level 2
ILS	0046	Career Education, Level 2
ILS	0057	Independent Life, Level 2
ILS	0061	Personal Health, Level 2

#### Semester 3:

ILS	0012	Personal Advocacy, Level 3
ILS	0017	Interpersonal Relationships, Level 3
ILS	0022	Food and Nutrition
ILS	0027	Personal Finance, Level 3
ILS	0032	Personal Safety, Level 3
ILS	0042	Community Transition, Level 3
ILS	0047	Career Education, Level 3
ILS	0056	Conflict Resolution, Level 3
ILS	0070	Travel and Safety, Level 3
ILS	0077	Personal Planning

#### Semester 4:

ILS	0013	Personal Advocacy, Level 4
ILS	0018	Interpersonal Relationships, Level 4
ILS	0028	Personal Finance, Level 4
ILS	0033	Personal Safety, Level 4
ILS	0043	Community Transition, Level 4
ILS	0048	Career Education, Level 4
ILS	0058	Reaching Independence, Level 4
ILS	0071	Travel and Safety, Level 4

### PROGRAM LEARNING OUTCOMES

Upon successful completion of the requirements for this program, a student will be able to:

1. Demonstrate the understanding of good work ethic, employer expectations, and the skills necessary to become a valued employee.
2. Think critically about responsibilities.
3. Demonstrate decision making processes and advocacy.
4. Integrate, transfer, and apply the life skills necessary to live independently.

## INDUSTRIAL HEALTH AND SAFETY

### DESCRIPTION

The program is geared towards providing training and education in various aspects in the industries of health and safety (Oil and Gas, Energy, Construction, Manufacturing, etc). It is ideal for those wishing to learn more about California Occupational Health Safety Health (Cal OSHA) policies, expectations, and requirements. The program will also be ideal for health and safety officers at places of business and industry, safety trainers and teachers, operations managers and supervisors, field staff, etc. Students may earn a Certificate of Achievement and/or an Associate in Science Degree in Industrial Health and Safety upon the successful completion of program requirements.

### INDUSTRIAL HEALTH AND SAFETY: ASSOCIATE IN SCIENCE AND CERTIFICATE OF ACHIEVEMENT

<u>Required Courses</u>			<u>Units</u>
IES	1050	Hazardous Materials	1.5
IES	1052	Respiratory Protection	1.25
IES	1054	Permit-Required Confined Space	1.25
IES	1058	Occupational Safety and Health Standards for the Construction Industry	1.5
IES	1061	Occupational Safety and Health Standards for General Industry	1.5
IES	1100	Basic Employee Safety for General Industry	.25
IES	1104	Supervisor Safety Training	.25
IES	1116	Hazardous Waste Operations and Emergency Response (40 Hour HAZWOPER)	1
IES	1500	Occupational Health and Safety Compliance	3
COSC	1703	Excel	1.5
MGMT	1530	Conflict Resolution	.5
MGMT	1540	Managing Organizational Change	.5
BUSN	1510	Business Communication	3
BUSN	1560 or	Capstone	3
MGMT	1560		
Electives*			5
<b>Total</b>			<b>25</b>
<b>*Elective Courses to be selected from the following:</b>			
ENER	1025	Oil and Gas Laws and Regulations	1
IES	1053	Principles of Ergonomics	1
IES	1055	Excavation, Trenching, and Soil Mechanics	1.25
IES	1056	Electrical Standards	1.25
IES	1057	Fall Arrest Systems	1
IES	1059	Trainer Course in Occupational Safety and Health Standards for the Construction Industry	1.5
IES	1060	Trainer Update Course in Occupational Safety and Health Standards for the Construction Industry	1
IES	1062	Trainer Course in Occupational Safety and Health Standards for General Industry	1.5
IES	1063	Trainer Update Course in Occupational Safety and Health Standards for General Industry	1
IES	1065	Machinery and Machine Guarding	1.5
IES	1066	Introduction to Machinery and Machine Guarding	.5
IES	1067	Guide to Industrial Hygiene	1.5
IES	1103	Plus Safety Training	.25
IES	1106	Hazardous Materials (HAZMAT) First Responder Awareness	.25
IES	1107	Medic First Aid Training/CPR	.25
IES	1108	Hazardous Waste Operation Emergency Response (HAZWOPER)	.25
IES	1112	Forklift Training For Operators	.25
IES	1114	Confined Space Entrant, Attendant, Supervisor Awareness and Rescue	.25
IES	1118	Confined Space Training for Supervisors	.25
IES	1119	Defensive Driving Course	.25
IES	1125	Passport and Medic First Aid Refresher	.25
MGMT	1500	Human Resource Management	3

*Industrial Health and Safety (cont.)*

**Required General Education (GE) courses for this major:**

Natural Science: BIOL 1513 Environmental Studies	4
Social and Behavioral Science: PSYC 1500 Introduction to Psychology <b>OR</b> SOC 1510 Introduction to Sociology	3
<b>Other GE Requirements:</b>	
Humanities: Any Course	3
English Composition: ENGL 1500 Composition and Reading	3
Communication & Analytical Thinking	3
<b>Competency &amp; Local Requirements:</b>	
MATH 1060 Intermediate Algebra	3
Health Education	3
American History and Institutions	3
Information Competency	1
Electives: (degree applicable units to be selected based on interest of student)	9
<b>Recommended Elective:</b>	
PSYC 2200 Elementary Statistics for the Behavioral and Social Sciences	4
<b>TOTAL UNITS Requires for Associate Degree</b>	<b>60</b>

**INDUSTRIAL HEALTH AND SAFETY FOUNDATION: CERTIFICATE of ACHIEVEMENT**

<u>Required Courses</u>			<u>Units</u>
IES	1050	Hazardous Materials	1.5
IES	1052	Respiratory Protection	1.25
IES	1054	Permit-Required Confined Space	1.25
IES	1057	Fall Arrest Systems	1
IES	1058	Occupational Safety and Health Standards for the Construction Industry	1.5
IES	1061	Occupational Safety and Health Standards for General Industry	1.5
IES	1100	Basic Employee Safety for General Industry	.25
IES	1106	Hazardous Materials (HAZMAT) First Responder Awareness	.25
IES	1107	Medic First Aid Training/CPR	.25
IES	1112	Forklift Training for Operators	.25
IES	1116	Hazardous Waste Operations and Emergency Response (40 Hour HAZWOPER)	1.25
IES	1119	Defensive Driving Course	.25
MGMT	1515	Communication	.5
MGMT	1530	Conflict Resolution	.5
MGMT	1540	Managing Organizational Change	.5
Electives*			6
<b>Total</b>			<b>18</b>

**\*Electives – select 6 units from the following courses:**

IES	1053	Principles of Ergonomics	1
IES	1055	Excavation, Trenching, and Soil Mechanics	1.25
IES	1056	Electrical Standards	1.25
IES	1065	Machinery and Machine Guarding	1.5
IES	1066	Introduction to Machinery and Machine Guarding	.5
IES	1067	Guide to Industrial Hygiene	1.5
IES	1103	Plus Safety Training	.25
IES	1108	Hazardous Waste Operation Emergency Response (HAZWOPER) Annual Refresher	.25
IES	1125	Passport and Medic First Aid Refresher	.25
ENER	1025	Oil & Gas Laws and Regulations	1
BUSN	1510	Business Communication	3



*Industrial Health and Safety (cont.)***INDUSTRIAL HEALTH AND SAFETY: ENTRY LEVEL HAZARDOUS MATERIAL (LOCAL CERTIFICATE)**

This certificate is designed to provide entry level training and education on the foundations and basics of hazardous material and industrial safety principles.

<b>Required Courses</b>			<b>Units</b>
IES	1050	Hazardous Materials	1.5
IES	1100	Basic Employee Safety for General Industry	.25
IES	1106	Hazardous Materials (HAZMAT) First Responder Awareness	.25
IES	1109	Emergency Response Technician Training	1
IES	1115	California Oil Producers Confined Space Entry Training	.25
Total			3.25

**CAREER OPTIONS/PATHWAYS**

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
Compliance Officer	\$31.26	3
Health Specialists	\$36.04	680

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

Overall employment for health and safety specialist and compliance specialists will vary by state and area of interest. States with the highest published employment concentration are Vermont, Hawaii, District of Columbia, Alaska, and Nebraska, Wyoming, Washington, New Mexico, and West Virginia.

**Source:** *Occupational Outlook Handbook, 2010-2011, U.S. Department of Labor* [www.bls.gov/oco](http://www.bls.gov/oco)

**TRANSFER**

This degree does not prepare a student to transfer to a four-year college or university. However, certain courses may be transferrable to other colleges and universities. If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

**PROGRAM LEARNING OUTCOMES**

Upon successful completion of the requirements for the major in Industrial Health and Safety, a student will be able to:

1. Demonstrate knowledge of federal and state standards Occupational Safety and Health Administration (OSHA) in general industries.
2. Apply integrated technical knowledge resulting in functional application of health and safety processes.

## INFORMATION TECHNOLOGY AND MANAGEMENT

### DESCRIPTION

This program provides individuals with foundation educational training and skills in principles, operation, and procedures on a variety of technological tools. The program will prepare students to identify, design, or create systems to support technology and information needs of an organization. Upon the successful completion of the required courses and general education requirements with a minimum 2.0 G.P.A., an associate in science degree will be awarded.

### INFORMATION TECHNOLOGY AND MANAGEMENT: ASSOCIATE IN SCIENCE

Required Courses			Units
BUSN	1051	General Accounting <b>OR</b>	
BSAD	2220	Introduction to Financial Accounting	3-4
BUSN	1052	General Accounting <b>OR</b>	
BSAD	2221	Introduction to Managerial Accounting	3-4
COSC	2002	Computer Operating Systems	1.5
COSC	2020	Introduction to Computer Information Systems	3
COSC	2050	Computer Operating System Installation and Administration	3
BUSN	1560	Capstone	3
BUSN	1054 and 1055	Office Procedures	2-2
Electives*			9
<b>Total</b>			<b>29.5 - 31.5</b>

**\*Electives to be taken from the following:**

BUSN	1053	Computerized Accounting	1
BUSN	1510	Business Communication	3
COSC	1532	Basic Internet Skills and Concepts	1
COSC	1050	Personal Computer Repair	2
COSC	1850	Website Production	3
COSC	1800	Introduction to Computer Art	3

### CERTIFICATE OF ACHIEVEMENT: INFORMATION TECHNOLOGY AND MANAGEMENT

Required Courses			Units
BUSN	1051	General Accounting <b>OR</b>	
BSAD	2220	Introduction to Financial Accounting	3-4
BUSN	1052	General Accounting <b>OR</b>	
BSAD	2221	Introduction to Managerial Accounting	3-4
COSC	1760	Microsoft FrontPage 2010	1.5
COSC	1902**	Microsoft Access 2010	1.5
COSC	1812**	Microsoft PowerPoint 2010	1.5
COSC	1703**	Microsoft Excel 2010	1.5
COSC	1604**	Microsoft Word 2010	1.5
COSC	2002	Computer Operating Systems	1.5
COSC	2020	Introduction to Computer Information Systems	3
COSC	1532	Basic Internet Skills and Concepts <b>OR</b>	
INCO	1548	Information Competency and Bibliography	1
ENGL	1000	Interactive Writing and Grammar <b>OR</b>	
ENGL	1500	Composition and Reading	3
Mathematics*			3-4
<b>Total</b>			<b>25 - 28</b>

Student must meet reading competency by placement in Reading 1005 based on placement testing, or successful completion of three semester units of Reading 1005 or a higher level reading course with a grade of "C" or better.

\*Business 1050 or any degree applicable mathematics course

**\*\*Note: Previous versions of required computer courses taken within four (4) years of certificate completion will be accepted.**

*Information Technology and Management (cont.)***CERTIFICATE IN ADVANCED INFORMATION TECHNOLOGY AND MANAGEMENT  
(Locally Approved Certificate)**

<b>Required Courses</b>			<b>Units</b>
BUSN	1051	General Accounting <b>OR</b>	<b>3</b>
BSAD	2220	Introduction to Financial Accounting	4
COSC	1902**	Microsoft Access 2010	1.5
COSC	1812**	Microsoft PowerPoint 2010	1.5
COSC	1703**	Microsoft Excel 2010	1.5
COSC	1603**	Microsoft Word 2010	1.5
COSC	2002	Computer Operating Systems	1.5
COSC	1532	Basic Internet Skills and Concepts <b>OR</b>	
INCO	1548	Information Competency & Bibliography	1
Computer Science elective			2-3
<b>Total</b>			<b>13.5 – 15.5</b>

**CERTIFICATE IN INFORMATION TECHNOLOGY AND MANAGEMENT  
(Locally Approved Certificate)**

<b>Required Courses</b>			<b>Units</b>
COSC	1532	Basic Internet Skills and Concepts <b>OR</b>	
INCO	1548	Information Competency & Bibliography	1
COSC	1902**	Microsoft Access 2010	1.5
COSC	1813 **	Microsoft PowerPoint 2010	1.5
COSC	1703**	Microsoft Excel 2010	1.5
COSC	1603**	Microsoft Word 2010	1.5
COSC	2002	Computer Operating Systems	1.5
<b>Total</b>			<b>8.5</b>

**\*\*Note: Previous versions of required computer courses taken within four (4) years of certificate completion will be accepted.**

**TRANSFER**

This is a terminal degree as it is not a transferrable degree. However, certain courses may be transferrable to other colleges and universities.

**CERTIFICATION/LICENSES**

Not applicable for the program. However, in some career fields additional training and/or certification may be required in certain products, software, and systems.

**CAREER OPTIONS/PATHWAYS**

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
Computer Operator	\$21.31	80
Computer System Administrator	\$39.11	1,730
Computer System Analyst	\$41.11	2,250

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

**PROGRAM LEARNING OUTCOMES**

Students will be able to:

1. Manage business information using a variety of technological tools.
2. Identify, design, and create information systems using current information processing tools.
3. Act in a global environment using a variety of technology to manage information needs of an organization.

## LIBERAL ARTS WITH AN AREA OF EMPHASIS

### DESCRIPTION

The Associate in Arts Degree in Liberal Arts with Areas of Emphasis is intended for students not planning to transfer to a 4-year university. This degree is designed to prepare students for life in the global community by developing a core of knowledge, skills, and attitudes necessary for personal and professional success.

### AREA OF EMPHASIS: ALLIED HEALTH

These courses provide students the opportunity to gain practical and theoretical knowledge in specific disciplines within the Allied Health field. Career possibilities might include psychological technician, medical assistant, and laboratory assistant.

Courses			Units
<b>Select 18 units from the following requirements:</b>			
BIOL	2250	Human Anatomy	5
BIOL	2255	Human Physiology	3
BIOL	2256	Human Physiology Laboratory	2
BIOL	2260	General Microbiology	5
BIOL	2370	Basic Nutrition	3
HLED	1541	Medical Terminology	3
HLED	1542	Basic Pharmacology	2
<b>Maximum of one course to be taken from below:</b>			
BIOL	1500	Fundamentals of Biology	3
BIOL	1501	Fundamentals of Biology Laboratory	1
BIOL	1513	Introduction to Environmental Studies with Lab	4
CHEM	1510	Introduction to College Chemistry	4
CHEM	2108	Organic Chemistry	3
CHEM	2209	Organic Chemistry Laboratory	2
CHEM	2211	General Chemistry	5
CHEM	2212	General Chemistry and Qualitative Analysis	5
PSYC	1500	Introduction to Psychology	3
PSYC	2200	Elementary Statistics for the Behavioral and Social Sciences	4
STAT	1510	Elementary Statistics	5

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Laboratory Technician	\$19.61	580
Pharmacist	\$18.41	1,460
Physician Assistant	\$45.77	380
Registered Nurse	\$43.06	9,980
Veterinarian	\$44.21	210
Anesthesiologist	\$108.12	2,300

\*Some Career Options may require additional training and/or education.

Source: [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

*Liberal Arts with an Area of Emphasis (cont.)*

### AREA OF EMPHASIS: ARTS AND HUMANITIES

These courses emphasize the study of cultural activities and artistic expressions of human beings. Students will develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation. Students will develop aesthetic understanding and an ability to make value judgments.

Courses			Units
<b>Select 18 units from the following courses and from 3 different disciplines:</b>			
AMSL	2010	Music and Poetry	3
ART	1545	Chicano/a Art	3
ART	1600	Basic Design	3
ART	1610	Advanced Design	3
ART	1620	Drawing and Composition	3
ART	1631	Figure Drawing	3
ART	1640	Painting	3
ART	1650	Watercolor Painting	1-4
ART	1670	Portrait Drawing and Painting	2-8
ART	2010	Introduction to Printmaking	3
ARTH	1500	Art Appreciation	3
ARTH	1510	Prehistoric to Renaissance Art History	3
ARTH	1520	Renaissance to Contemporary World Art History	3
ARTH	2040	Survey of African, Oceanic and the Americas Art	3
ARTH	2030	Survey of Asian Art	3
DRAM	1510	Introduction to Theatre	3
DRAM	1535	Elementary Acting	3
ENGL	1600	Critical Thinking, Literature, and Composition	3
ENGL	1700	Creative Writing	3-12
ENGL	2200	California Literature	3
ENGL	2300	Women's Literature through the Ages	3
ENGL	2400	Twentieth Century American Literature	3
ENGL	2500	Chicano Literature	3
ENGL	2600	World Literature	3
ENGL	2700	Survey of British Literature	3
FRNC	2001	Intermediate French	4
FRNC	2002	Intermediate French	4
HIST	2202	Western Civilization to 1600	3
HIST	2204	Western Civilization from 1600	3
HUM	1500	Introduction to the Humanities	3
HUM	2010	Introduction to Film Studies	3
MUSC	1510	Music Appreciation	3
PHIL	1501	Introduction to Philosophy	3
PHIL	1531	The World's Living Religions	3
PHOT	1510	Basic Photography	2
SPAN	2001	Intermediate Spanish III	5
SPAN	2002	Intermediate Spanish IV	5

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Art Director	\$52.81	510
Art, Drama, Music Teacher	\$93,799.65 (median annual salary)	440
Curator	\$35.08	21
Fine Artists (Illustrators, Painters, Sculptors)	\$31.13	380
Graphic Designer	\$25.52	1,760
Producers and Directors	\$62.73	1,650
Set Designer	\$28.27	180

\*Some career options may require additional training and/or education.

Source: [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information, State of California Employment Development Department, California Occupational Guides, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occcguides/Search.aspx> (visited December 14, 2012)

*Liberal Arts with an Area of Emphasis (cont.)***AREA OF EMPHASIS: BUSINESS AND TECHNOLOGY**

These courses provide students the opportunity to gain practical and theoretical knowledge in specific disciplines within the fields of business and management. With proper course selection, students will acquire the discipline specific skills and knowledge necessary for success in business.

<b>Courses</b>			<b>Units</b>
<b>Select 18 units from the following requirements:</b>			
<i>(A minimum of one course per section is needed)</i>			
<b>Select a minimum of one course from the following:</b>			
BSAD	1560*	Introduction to Mathematical Analysis	4
BSAD	2220	Introduction to Financial Accounting	4
BSAD	2221	Introduction to Managerial Accounting	4
BUSN	1050	Business Mathematics	4
BUSN	1051	General Accounting	3
BUSN	1052	General Accounting	3
BUSN	1053	Computerized Accounting	1
BUSN	1054	Office Procedures	2
BUSN	1055	Office Procedures	2
BUSN	1059	Electronic Machine Calculations	1
BUSN	1500	Introduction to Business	3
BUSN	1536	Introduction to Exporting	3
BUSN	1601	Beginning Keyboarding	1
BUSN	1602	Beginning Keyboarding	1
BUSN	1603	Beginning Keyboarding	1
BUSN	2001	Intermediate Keyboarding	1
BUSN	2002	Intermediate Keyboarding	1
BUSN	2003	Intermediate Keyboarding	1
BUSN	2275	Business Law	3
<b>Select a minimum of one course from the following:</b>			
COSC	1532	Basic Internet Skills and Concepts	1
COSC	1603**	Introduction to Electronic Word Processing- Microsoft Word 2010	1.5
COSC	1703**	Introduction to Spreadsheets-Microsoft Excel 2010	1.5
COSC	1812**	Introduction to Presentation Graphics- Microsoft PowerPoint 2010	1.5
COSC	1902**	Introduction to Electronic Databases- Microsoft Access 2010	1.5
COSC	2002	Computer Operating Systems	1.5
COSC	2020	Introduction to Computer Information Systems	3

**\*\*Note: Previous versions of required computer courses taken within four (4) years of certificate completion will be accepted.**

<b>Select a minimum of one course from the following:</b>			
MGMT	1500	Introduction to Human Resources Management	3
MGMT	1505	Principles of Supervision	3
MGMT	1515	Communication	.5
MGMT	1520	Team Building	.5
MGMT	1525	Time Management	.5
MGMT	1530	Conflict Resolution	.5
MGMT	1535	Decision Making and Problem Solving	.5
MGMT	1540	Managing Organizational Change	.5
MGMT	1545	Customer Service	.5
MGMT	1550	Attitude	.5
MGMT	1555	Stress Management	.5

*Liberal Arts with an Area of Emphasis (cont.)*

**Additional courses to select from:**

ART	1855	Electronic Commerce	1
COMM	1510**	Mass Communication and the Individual	3
ECON	1560*	Introduction to Mathematical Analysis	4
ECON	2120	Principles of Economics-Micro	3
ECON	2210	Principles of Economics-Macro	3
ENGL	1000	Interactive Writing & Grammar <b>OR</b>	3
ENGL	1500	Composition and Reading	3
JRNL	1510**	Mass Communication and the Individual	3
MATH	1520	Finite Mathematics	3
MATH	1560*	Intro to Mathematical Analysis	4
SPCH	1507	Group Discussion	3
SPCH	1511	Fundamentals of Speech	3
STAT	1510	Elementary Statistics	5

\* *BSAD 1560 or ECON 1560 or MATH 1560*

\*\* *COMM 1510 or JRNL 1510*

\*\*\* *BUSN 1730 or COSC 1730*

**CAREER OPTIONS/PATHWAYS**

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
Accountant	\$33.29	5,000
Bookkeeping Clerk	\$19.24	4,980
Customer Service Representative	\$17.47	9,260
Executive Secretary	\$24.25	4,000
General Manager	\$53.48	4,000
Office Clerk	\$15.10	10,940
Office Support Supervisor	\$26.75	7,430
Teller	\$13.28	3,000

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

*Liberal Arts with an Area of Emphasis (cont.)***AREA OF EMPHASIS: COMMUNICATION**

These courses emphasize the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of spoken and written communication.

<b>Courses</b>			<b>Units</b>
<b>Select 18 units from the following requirements from 3 different disciplines:</b>			
AMSL	1510	Beginning Sign Language	4
AMSL	2001	Intermediate Sign Language	3
AMSL	2005	Advanced Sign Language	3
AMSL	2010	Music and Poetry	3
BUSN	1510	Business Communication	3
COMM	1510*	Mass Communication and the Individual	3
ENGL	1500	Composition and Reading	3
ENGL	1600	Critical Thinking, Literature, and Composition	4
FRNC	1501	Elementary French	4
FRNC	1502	Elementary French	4
FRNC	2001	Intermediate French	4
FRNC	2002	Intermediate French	4
JRNL	1510*	Mass Communication & the Individual	3
JRNL	1605	Reporting and News Writing	3
JRNL	1610	Reporting and Feature Writing	3
JRNL	2105	News Media Practicum	2
JRNL	2110	Advanced News Media Practicum	2
PHIL	1520	Critical Thinking	3
SPAN	1601	Elementary Spanish I	4
SPAN	1602	Elementary Spanish II	4
SPAN	2001	Intermediate Spanish III	4
SPAN	2002	Intermediate Spanish IV	4
SPCH	1507	Group Discussion	3
SPCH	1511	Fundamentals of Speech	3

\*COMM 1510 or JRNL 1510

**CAREER OPTIONS/PATHWAYS**

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
Advertising, Marketing, Promotions Manager	\$54.26	200
Broadcast Technician	\$23.34	280
Editor	\$29.37	390
Lawyer	\$69.56	2,490
Public Relations Specialist	\$30.50	1,130
Radio and Television Announcers	\$29.87	150
Reporters and Correspondents	\$23.64	170
Writers and Authors	\$45.64	690

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/ocguides/Search.aspx> (visited December 12, 2012)



*Liberal Arts with an Area of Emphasis (cont.)*

**AREA OF EMPHASIS: HEALTH AND PHYSICAL EDUCATION**

The health and nutrition courses emphasize practical and theoretical knowledge necessary for maintenance of physical and mental health. The physical education and intercollegiate athletic courses provide students the opportunity to develop active and healthy life styles.

<b>Courses</b>			<b>Units</b>
<b>Select 18 units from the following requirements:</b>			
BIOL	2250	Human Anatomy	5
BIOL	2255	Human Physiology	3
BIOL	2256	Human Physiology Laboratory	2
BIOL	2370	Basic Nutrition	3
HLED	1510	Principles of Healthful Living	3
PHED	1644	Introduction to Physical Education	3
PSYC	1500	Introduction to Psychology	3
RECR	1510	Introduction to Recreation and Leisure Service	3
RECR	1516	Outdoor Recreation	3
SPCH	1511	Fundamentals of Speech	3
PHED	1539	Fundamentals of Baseball	3
PHED	1643	Sports Officiating	3
PHED	1646	Techniques in Athletic taping	1
PHED	1649	Beginning Athletic Training	3
PHED	2146	Techniques in Athletic Taping	1
<b>PE activity courses numbered 1522-1537, 1542 and/or Intercollegiate Athletic courses 1507-1514 and 2507-2514 (maximum 6 units):</b>			
PHED	1507	Intercollegiate Softball	2
PHED	1508	Women's Intercollegiate Basketball	2
PHED	1509	Women's Intercollegiate Volleyball	2
PHED	1510	Women's Intercollegiate Soccer	2
PHED	1511	Men's Intercollegiate Soccer	2
PHED	1514	Intercollegiate Baseball	2
PHED	1522	Exercising for Fitness	1
PHED	1523	Weight Lifting and Physical Fitness	1
PHED	1524	Softball	2
PHED	1525	Self-Defense	1
PHED	1526	Golf	1
PHED	1527	General Physical Education Activities	1
PHED	1528	Beginning Volleyball	1
PHED	1529	Beginning Water Aerobics	1
PHED	1530	Aerobic Exercise	1
PHED	1531	Foundations for Movement	1
PHED	1532	Low Impact Aerobics	1
PHED	1533	Walking for Fitness	1
PHED	1534	Basketball and Physical Fitness	2
PHED	1535	Baseball and Physical Fitness	2
PHED	1537	Baseball/Softball and Physical Fitness	1
PHED	1542	Soccer	1
PHED	2507	Intercollegiate softball	2
PHED	2508	Women's Intercollegiate Basketball	2
PHED	2509	Women's Intercollegiate Volleyball	2
PHED	2510	Women's Intercollegiate Soccer	2
PHED	2511	Men's Intercollegiate Soccer	2
PHED	2514	Intercollegiate Baseball	2

*Liberal Arts with an Area of Emphasis (cont.)*

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Fitness/Personal Trainer	\$20.15	900
Coach	\$42,683 (median annual salary)	1,560
Physical Therapist	\$41.92	580
Recreation Therapist	\$29.27	50
Recreation Worker	\$11.25	1,370

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

Athletic trainers specialize in preventing, diagnosing, and treating muscle and bone injuries and illnesses. They work with people of all ages and all skill levels, from young children to soldiers and professional athletes.

Many athletic trainers work in educational settings, such as secondary schools or colleges. Others work in physicians' offices or for professional sports teams. Some spend much of their time working outdoors on sports fields in all types of weather.

Athletic trainers need at least a bachelor's degree, although both bachelor's and master's degrees are common. In most states athletic trainers need a license or certification; requirements vary by state.

Employment of athletic trainers is expected to grow by 30 percent from 2010 to 2020, much faster than the average for all occupations. However, because it is a small occupation, the fast growth will result in only about 5,500 new jobs over the 10-year period. As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase, most significantly in schools and youth leagues.

Other healthcare occupations include [recreational therapists](#), [physical therapists](#), [occupational therapy assistants and aides](#), [dietitians and nutritionists](#), [massage therapists](#), and [coaches and scouts](#).

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Healthcare Occupations, on the Internet at <http://www.bis.gov/ooh/healthcare/home.htm> (visited February 26, 2013).

*Liberal Arts with an Area of Emphasis (cont.)***AREA OF EMPHASIS: MATH AND SCIENCE**

The mathematics courses encourage the understanding of basic mathematical concepts, quantitative reasoning and their applications. The natural science courses emphasize experimental methodology, testing hypotheses, and the power of systematic questioning. Students will develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

<b>Courses</b>		<b>Units</b>	
<b>Select 18 units from the following requirements:</b>			
(A minimum of one course per section is needed)			
<b>Select a minimum of one course from the following:</b>			
MATH	1500	Math for Modern Society-A Liberal Arts Course	4
MATH	1520	Finite Mathematics	3
MATH	1530	Plane Trigonometry	3
MATH	1540	Precalculus Mathematics	4
MATH	1560*	Introduction to Mathematical Analysis	4
MATH	2100	Analytical Geometry and Calculus I	5
MATH	2120	Analytical Geometry and Calculus II	4
MATH	2130	Analytical Geometry and Calculus III	4
MATH	2140	Advanced Engineering Mathematics	4
STAT	1510	Elementary Statistics	5
*MATH 1560 or BSAD 1560 or ECON 1560			
<b>Select a minimum of one course from the following:</b>			
ASTR	1511	Introduction to Astronomy w/Lab	4
BIOL	1500	Fundamentals of Biology	3
BIOL	1501	Fundamentals of Biology Laboratory	1
BIOL	1513	Introduction to Environmental Studies w/Lab	4
BIOL	2201	Introductory Biology-Cells	4
BIOL	2202	General Zoology	5
BIOL	2203	General Botany	4
BIOL	2204	Introduction to Vertebrate Zoology	5
BIOL	2250	Human Anatomy	5
BIOL	2255	Human Physiology	3
BIOL	2256	Human Physiology Laboratory	2
BIOL	2260	General Microbiology	5
BIOL	2370	Basic Nutrition	3
CHEM	1510	Introductory College Chemistry	4
CHEM	2108	Organic Chemistry	3
CHEM	2109	Organic Chemistry Laboratory	2
CHEM	2211	General Chemistry	5
CHEM	2212	General Chemistry and Qualitative Analysis	5
ESCI	1520	Introduction to Earth Science	4
GEOG	1510	Physical Geography	3
GEOL	1500	Introduction to Geology	4
GEOL	1501	Historical Geology	4
PHYS	1510	Descriptive Physics	3
PHYS	2201	General Physics (Non-Calculus)	4
PHYS	2202	General Physics (Non-Calculus)	4
PHYS	2221	General Physics (Calculus)	4
PHYS	2222	General Physics (Calculus)	4
PHYS	2223	General Physics (Calculus)	4
PSCI	1520	Introduction to Physical Science Lecture and Lab	4

*Liberal Arts with an Area of Emphasis (cont.)*

**CAREER OPTIONS/PATHWAYS**

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
Aerospace Engineer	\$54.29	720
Computer Programmer	\$41.03	1,350
Environmental Scientist	\$36.04	50
Pharmacist	\$62.77	1,230
Physicist	\$50.91	150
Statistician	\$44.41	230

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

*Liberal Arts with an Area of Emphasis (cont.)***AREA OF EMPHASIS: NATURAL SCIENCE-LIFE SCIENCE**

These courses emphasize experimental methodology, testing hypotheses, and the power of systematic questioning. Students will develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

<b>Courses</b>			<b>Units</b>
<b>Select 18 units from the following requirements:</b>			
BIOL	1500	Fundamentals of Biology	3
BIOL	1501	Fundamentals of Biology Laboratory	1
BIOL	1513	Introduction to Environmental Studies with Lab	4
BIOL	2201	Introductory Biology-Cells	4
BIOL	2202	General Zoology	5
BIOL	2203	General Botany	4
BIOL	2204	Introduction to Vertebrate Zoology	5
BIOL	2250	Human Anatomy	5
BIOL	2255	Human Physiology	3
BIOL	2256	Human Physiology Laboratory	2
BIOL	2260	General Microbiology	5
BIOL	2370	Basic Nutrition	3
<b>Maximum of one course to be take from below:</b>			
CHEM	2108	Organic Chemistry	3
CHEM	2209	Organic Chemistry Laboratory	2
CHEM	2211	General Chemistry	5
CHEM	2212	General Chemistry and Qualitative Analysis	5
GEOL	1500	Introduction to Geology	4
GEOL	1501	Historical Geology	4
MATH	1540	Precalculus Mathematics	4
MATH	2100	Analytical Geometry and Calculus I	5
PHYS	2201	General Physics	4
PHYS	2202	General Physics	4
STAT	1510	Elementary Statistics	5

*Liberal Arts with an Area of Emphasis (cont.)***AREA OF EMPHASIS: NATURAL SCIENCE-PHYSICAL SCIENCE**

These courses emphasize experimental methodology, testing hypotheses, and the power of systematic questioning. Students will develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

<b>Courses</b>			<b>Units</b>
<b>Select 18 units from the following requirements:</b>			
ASTR	1511	Introduction to Astronomy with Lab	4
CHEM	1510	Introduction to College Chemistry	4
CHEM	2108	Organic Chemistry	3
CHEM	2209	Organic Chemistry Laboratory	2
CHEM	2211	General Chemistry	5
CHEM	2212	General Chemistry and Qualitative Analysis	5
CHEM	2250	Quantitative Analysis	4
ESCI	1520	Introduction to Earth Science Lecture and Lab	4
GEOG	1510	Physical Geography	3
GEOL	1500	Introduction to Geology	4
GEOL	1501	Historical Geology	4
PHYS	1510	Descriptive Physics	3
PHYS	2201	General Physics (Non-Calculus)	4
PHYS	2202	General Physics (Non-Calculus)	4
PHYS	2221	General Physics (Calculus)	4
PHYS	2222	General Physics (Calculus)	4
PHYS	2223	General Physics (Calculus)	4
PSCI	1520	Introduction to Physical Science Lecture and Lab	4
<b>Maximum of one course to be taken from courses listed below:</b>			
MATH	1540	Precalculus Mathematics	4
MATH	2100	Analytical Geometry and Calculus I	5
STAT	1510	Elementary Statistics	5

**CAREER OPTIONS/PATHWAYS**

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
Biochemist	\$43.84	390
Chemist	\$36.85	480
Civil Engineer	\$45.19	1,230
Geological and Petroleum Technician	\$37.79	80
Mapping Technician	\$29.00	100
Physicist	\$50.91	150
Surveyor	\$40.12	190
Forensic Science Technician	\$33.55	100

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

*Liberal Arts with an Area of Emphasis (cont.)***AREA OF EMPHASIS: SOCIAL AND BEHAVIORAL SCIENCES**

These courses allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. Students will develop an understanding of the perspectives and methods of the social and behavioral sciences.

<b>Courses</b>			<b>Units</b>
<b>Select 18 units from the following requirements:</b>			
ANTH	1512	Introduction to Cultural Anthropology	3
ARCH	1501	Introduction to Archaeology	2
BSAD	1560*	Introduction to Mathematical Analysis	4
CJA	1501	Introduction to the Administration of Justice	3
CJA	1521	Introduction to Corrections	3
DSE	1501	Introduction to Developmental Disabilities	3
ECON	1560*	Introduction to Mathematical Analysis	4
HIST	2202	Western Civilization to 1600	3
HIST	2204	Western Civilization from 1600	3
HIST	2210	World Civilization to 1600	3
MATH	1560*	Introduction to Mathematical Analysis	4
PHIL	1501	Introduction to Philosophy	3
PHIL	1531	The World's Living Religions	3
PSYC	1500	Introduction to Psychology	3
PSYC	2033	Personal and Social Adjustment	3
PSYC	2200	Elementary Statistics for the Behavioral and Social Sciences	4
SOC	1510	Introduction to Sociology	3
*BSAD 1560 or ECON 1560 or MATH 1560			

**CAREER OPTIONS/PATHWAYS**

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
Counselor	\$17.63	420
Detective and Criminal Investigator	\$44.73	360
Marriage and Family Therapist	\$24.34	17
Police and Sheriff Officers	\$38.40	2,670
Probation Officer	\$37.61	500
Social Workers	\$22.98	1,030
Substance Abuse Counselor	\$23.79	440

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/ocguides/Search.aspx> (visited December 12, 2012)

## LIFE SCIENCE

### DESCRIPTION

The study in life sciences examines and assesses the place of various organisms in the natural world. The courses examine evolutionary principles for a comprehensive model for understanding the origins of organisms and the changes they undergo. Science technicians use the principles and theories of science and mathematics to solve problems in research and development and to help invent and improve products and processes. However, their jobs are more practically oriented than those of scientists. Technicians set up, operate, and maintain laboratory instruments, monitor experiments, make observations, calculate and record results, and often develop conclusions. They must keep detailed logs of all of their work. Those who perform production work monitor manufacturing processes and may ensure quality by testing products for proper proportions of ingredients, for purity, or for strength and durability.

As laboratory instrumentation and procedures have become more complex, the role of science technicians in research and development has expanded. In addition to performing routine tasks, many technicians, under the direction of scientists, now develop and adapt laboratory procedures to achieve the best results, interpret data, and devise solutions to problems. Technicians must develop expert knowledge of laboratory equipment so that they can adjust settings when necessary and recognize when equipment is malfunctioning. Most science technicians specialize, learning their skills and working in the same disciplines in which scientists work.

### LIFE SCIENCE: ASSOCIATE IN SCIENCE

Courses			Units
<b>Select 18 units from the following:</b>			
BIOL	1500	Fundamentals of Biology	3
BIOL	1501	Fundamentals of Biology Laboratory	1
BIOL	1513	Introduction to Environmental Studies with Lab	3
BIOL	2201	Introductory Biology-Cells	4
BIOL	2202	General Zoology	5
BIOL	2203	General Botany	4
BIOL	2204	Introduction to Vertebrate Zoology	5
BIOL	2250	Human Anatomy	5
BIOL	2255	Human Physiology	3
BIOL	2256	Human Physiology Laboratory	2
BIOL	2260	General Microbiology	5
BIOL	2370	Basic Nutrition	3
<b>Total</b>			<b>18</b>

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Forensic Science Technician	\$33.55	100
Pharmacist	\$62.77	1,230
Registered Nurse	\$43.06	9,980
Veterinarian	\$44.21	210

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

Overall employment of science technicians is expected to grow by 12 percent during the 2008-18 decade, about as fast as the average for all occupations. The continued growth of scientific and medical research-particularly research related to biotechnology-will be the primary driver of employment growth, but the development and production of technical products should also stimulate demand for science technicians in many industries. Employment of biological technicians should increase by 18 percent, faster than average, as the growing number of agricultural and medicinal products developed from the results of biotechnology research boosts demand for these workers. Also, an aging population and continued competition among pharmaceutical companies are expected to contribute to the need for innovative and improved drugs, further spurring demand. Most growth in employment will be in professional, scientific, and technical services and in educational services. Job growth for chemical technicians is projected to decline by 1 percent, signifying little or no change. The chemical manufacturing industry except pharmaceutical and medicine manufacturing is anticipated to experience a decline in overall employment as companies downsize and turn to outside contractors and overseas production. However, there will still be a need for chemical technicians, particularly in pharmaceutical research.

Employment of environmental science and protection technicians is expected to grow much faster than average, at a rate of 29 percent; these workers will be needed to help regulate waste products; to collect air, water, and soil samples for



*Life Science (cont.)*

measuring levels of pollutants; to monitor compliance with environmental regulations; and to clean up contaminated sites. Most of this growth is expected to be in firms that assist other companies in environmental monitoring, management, and regulatory compliance. Employment of forest and conservation technicians is expected to grow by 9 percent, about as fast as average. Research in biotechnology and other areas of agricultural science will increase as it becomes more important to balance greater agricultural output with protection and preservation of soil, water, and the ecosystem. In addition, there will be increased research into the use of agricultural products as energy sources, also known as biofuels. Jobs for forensic science technicians are expected to increase by 20 percent, which is much faster than average. Employment growth in State and local government should be driven by the increasing application of forensic science techniques, such as DNA analysis, to examine, solve, and prevent crime.

Employment growth of about 2 percent, representing little or no change, is expected for geological and petroleum technicians as oil companies continue to search for new resource deposits to meet world demand for petroleum products and natural gas. The outlook for these workers is strongly tied to the price of oil; historically, when prices are low, companies limit exploration and curtail hiring of technicians, but when prices are high, they expand exploration activities. In the long run, continued high oil prices will maintain demand for these workers.

Employment of registered nurses is expected to grow by 22 percent from 2008 to 2018, much faster than the average for all occupations. Growth will be driven by technological advances in patient care, which permit a greater number of health problems to be treated, and by an increasing emphasis on preventive care. In addition, the number of older people, who are much more likely than younger people to need nursing care, is projected to grow rapidly.

However, employment of RNs will not grow at the same rate in every industry. The projected growth rates for RNs in the industries with the highest employment of these workers are:

<b>Industry</b>	<b>Percent</b>
Offices of physicians	48
Home health care services	33
Nursing care facilities	25
Employment services	24
Hospitals, public and private	17

Employment is expected to grow more slowly in hospitals—health care’s largest industry—than in most other healthcare industries. While the intensity of nursing care is likely to increase, requiring more nurses per patient, the number of inpatients (those who remain in the hospital for more than 24 hours) is not likely to grow by much. Patients are being discharged earlier, and more procedures are being done on an outpatient basis, both inside and outside hospitals. Rapid growth is expected in hospital outpatient facilities, such as those providing same-day surgery, rehabilitation, and chemotherapy.

More and more sophisticated procedures, once performed only in hospitals, are being performed in physicians’ offices and in outpatient care centers, such as freestanding ambulatory surgical and emergency centers. Accordingly, employment is expected to grow fast in these places as healthcare in general expands.

**Source:** *Occupational Outlook Handbook, 2010-2011, U.S. Department of Labor* [www.bls.gov/oco](http://www.bls.gov/oco)

**TRANSFER**

If you are interested in transferring to a four-year college or university to pursue a bachelor’s degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor’s degree.

Students with intent to transfer to the UC universities should take BIOL 2201, prior to taking BIOL 2202 or 2203. BIOL 1500 and 1501 are designed for non-biology majors.

**CERTIFICATION/LICENSES**

Not applicable for this program. However, for a list of accredited associate, baccalaureate, and graduate nursing programs and schools, please visit <http://www.n.ca.gov/>. For information on the NCLEX-RN exam and a list of individual State boards of nursing, contact: National Council of State Boards of Nursing, 111 E. Wacker Dr., Suite 2900, Chicago, IL 0611. Internet: <http://www.ncsbn.org>. For additional information on registered nurses, including credentialing, contact: American Nurses Association, 8515 Georgia Ave., Suite 400, Silver Spring, MD 20910. Internet: <http://nursingworld.org>

**PROGRAM LEARNING OUTCOMES**

After completing the Life Sciences courses, students will be able to:

1. Identify and explain the definitive characteristics of living organisms in a clear and concise manner.
2. Demonstrate an understanding of evolution and its relationship to the unity and diversity of living organisms.

*Life Science (cont.)*

3. Employ the scientific method by proposing hypotheses based on observations, testing the hypotheses, critical analyzing experimental data, and formulating conclusions based on the experimental data.
4. Find, select, and evaluate various types of scientific information including research articles, mass media sources, and web information.
5. Demonstrate the safe and correct operating procedures in the use and treatment of common lab equipment and materials.

## MANAGEMENT

### DESCRIPTION

The program is designed to prepare students to step into leadership and management roles in the workplace. The management program is also ideal for individuals wanting to advance their careers into management positions from communication and customer service to conflict resolution, managing organizational change, and general business operations; skills in these areas are needed by businesses and organizations in order to be successful. Students may earn a Certificate of Achievement and/or an Associate in Science Degree in Management.

### MANAGEMENT: ASSOCIATE IN SCIENCE

To earn an Associate in Science Degree in Management, students must complete: (1) all course requirements with a minimum grade of "C" in each course; and (2) General Education Graduation Requirements with an overall GPA of 2.0 or better.

<b>Select 27 Units from the following:</b>			<b>Units</b>
BUSN	1500	Introduction to Business	3
BUSN	1510	Business Communication	3
BUSN	1051	General Accounting	3
MGMT	1500	Introduction to Human Resources	3
MGMT	1505	Principles of Supervision	3
MGMT	1510	Values and Ethics	.5
MGMT	1515	Communication	.5
MGMT	1520	Team Building	.5
MGMT	1525	Time Management	.5
MGMT	1530	Conflict Resolution	.5
MGMT	1535	Decision Making and Problem Solving	.5
MGMT	1540	Managing Organizational Change	.5
MGMT	1545	Customer Service	.5
MGMT	1550	Attitude	.5
MGMT	1555	Stress Management	.5
MGMT	1560	Capstone	1-3
Required General Education Units**			6
Electives*			3
<b>Total</b>			<b>27-29</b>

#### **\*Electives to be selected from the following:**

COSC	1603**	Microsoft Word 2010	1.5
COSC	1703**	Microsoft Excel 2010	1.5
COSC	1812**	Microsoft Power Point 2010	1.5
PSYC	2033	Personal and Social Adjustment	3
BUSN	1601, 1602, 1603	Keyboarding	3

**\*\*Note: Previous versions of required computer courses taken within four (4) years of certificate completion will be accepted.**

#### **\*\*Required General Education Courses**

SOC	2110	Minority Group Relations*	3
SPCH	1507	Group Discussions* <b>OR</b>	3
SPCH	1511	Fundamentals of Speech*	3

\* Meets general education requirements

*Management (cont.)***CERTIFICATE OF ACHIEVEMENT: MANAGEMENT**

To earn a Certificate of Achievement in Management, students must complete all course requirements with a minimum grade of "C" in each course with an overall GPA of 2.0.

BUSN	1500	Introduction to Business	3
BUSN	1051	General Accounting	3
MGMT	1500	Introduction to Human Resources	3
MGMT	1505	Principles of Supervision	3
MGMT	1510	Values and Ethics	.5
MGMT	1515	Communication	.5
MGMT	1520	Team Building	.5
MGMT	1525	Time Management	.5
MGMT	1530	Conflict Resolution	.5
MGMT	1535	Decision Making and Problem Solving	.5
MGMT	1540	Managing Organizational Change	.5
MGMT	1545	Customer Service	.5
MGMT	1550	Attitude	.5
MGMT	1555	Stress Management	.5
MGMT	1560	Capstone	1-3
Electives*			3
		<b>Total</b>	<b>18-20</b>

**\*Electives to be selected from the following:**

COSC	1703**	Microsoft Excel 2010	1.5
COSC	1812**	Microsoft PowerPoint 2010	1.5
COSC	1603**	Microsoft Word 2010	1.5
PSYC	2033	Personal and Social Adjustment	3

**\*\*Note: Previous versions of required computer courses taken within four (4) years of certificate completion will be accepted.**

**CERTIFICATE IN MANAGEMENT - CUSTOMER SERVICE:  
(Locally Approved Certificate)**

The purpose of the program is to prepare and remind professionals in the workplace of unique attitudes, characteristics, and skills needed to address customer needs and meet or exceed customer expectations. The course content in this program is applicable to customer service in places of employment and business in the private and public sector including government, non-profit agencies, educational institutions and essentially any entity that serves the public. Upon successful completion of the required courses with a 2.0 or better (C) grade point average, a Certificate in Customer Service will be awarded.

<b>Required Courses</b>			<b>Units</b>
MGMT	1510	Values and Ethics	.5
MGMT	1515	Communication	.5
MGMT	1520	Team Building	.5
MGMT	1525	Time Management	.5
MGMT	1530	Conflict Resolution	.5
MGMT	1535	Decision Making and Problem Solving	.5
MGMT	1540	Organizational Change	.5
MGMT	1545	Customer Service	.5
MGMT	1550	Attitude	.5
MGMT	1555	Stress Management	.5
		<b>Total</b>	<b>5.0</b>

**TRANSFER**

This is a terminal degree as it is not a transferrable degree. However, certain courses may be transferrable to other colleges and universities.

**CERTIFICATION/LICENSES**

Not applicable. However, certain companies may have specific training and education requirements depending on the job type.

*Management (cont.)***CAREER OPTIONS/PATHWAYS**

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
First-Line Production supervisors	\$13.48	4,260
Office Support Supervisors	\$26.75	7,430
Administrative Service Managers	\$47.05	1,270
Food Service Managers	\$23.59	2,350
Distribution Managers	\$43.96	460

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/ocguides/Search.aspx> (visited December 12, 2012)

Job openings will stem due to the need to replace workers who retire or transfer to other occupations. In production facilities and operations, employers also are likely to seek candidates who have excellent communication skills, related work experience, and who are personable, flexible, and eager to enhance their knowledge and skills through ongoing training for supervisor or management positions.

**PROGRAM LEARNING OUTCOMES**

After completing the Management major, a student will be able to:

1. Synthesize business and personal growth skills into strategies useful in public and private sectors.
2. Utilize specific business concepts to work effectively in personal and business environments.
3. Exhibit a high standard of professional practice by demonstrating ethical and social responsibility in a multi-cultural team oriented rapidly changing environment.

## MATHEMATICS

### DESCRIPTION

This degree provides students with the foundation classes to support ongoing interest in the field of mathematics. The core consists of the calculus sequence required for transfer, in which students acquire a conceptual understanding of the principles of differential and integral calculus for functions in one and several variables, as well as the ability to apply calculus techniques in a variety of applications.

### MATHEMATICS: ASSOCIATE IN ARTS

Required Courses			Units
MATH	2100	Analytic Geometry and Calculus I	5
MATH	2120	Analytic Geometry and Calculus II	4
MATH	2130	Analytic Geometry and Calculus III	5
STAT	1510	Elementary Statistics	5
<b>Total</b>			<b>18</b>

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Engineer	\$54.29	720
Mathematician	\$47.99	12
Software Developers	\$55.29	3,200
Statistician	\$44.41	230

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/ocguides/Search.aspx> (visited December 12, 2012)

Employment of mathematicians is expected to increase by 22 percent during the 2008-2018 decade. Advancements in technology usually lead to expanding applications of mathematics, and more workers with knowledge of mathematics will be required in the future. However, jobs in industry and government often require advanced knowledge of related scientific disciplines in addition to mathematics. The most common fields in which mathematicians study and find work are computer science and software development, physics, engineering, and operations research. Many mathematicians also are involved in financial analysis and in life sciences research.

Job competition will remain keen because employment in this occupation is relatively small and few new jobs are expected. Ph.D. holders with a strong background in mathematics and a related discipline, such as engineering or computer science, and who apply mathematical theory to real-world problems will have the best job prospects in related occupations. In addition, mathematicians with experience in computer programming will better their job prospects in many occupations.

Holders of a master's degree in mathematics will face very strong competition for jobs in theoretical research. Because the number of Ph.D. degrees awarded in mathematics continues to exceed the number of available university positions—especially tenure-track positions—many graduates will need to find employment in industry and government.

**Source:** *Occupational Outlook Handbook, 2010-2011*, U.S. Department of Labor [www.bls.gov/oco](http://www.bls.gov/oco)

### TRANSFER

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Recommended Courses for transfer:			Units
PHYS	2221	General Physics (Calculus)	4
PHYS	2222	General Physics (Calculus)	4
PHYS	2223	General Physics (Calculus)	4

### CERTIFICATION/LICENSES

Not applicable for this program. However, in some career fields additional training and/or certification may be required in certain products, software, and systems.

*Mathematics (cont.)***PROGRAM LEARNING OUTCOMES**

After completing a degree in mathematics, a student should be able to:

1. Compare and contrast various mathematical models and then apply the appropriate model to real world problems
2. Describe, compare and contrast various mathematical functions used in everyday language.
3. Identify and utilize appropriate mathematical operations in the simplification of expressions and solutions of equations.

## MULTI-MEDIA JOURNALISM

### DESCRIPTION

Writers and editors produce a wide variety of written materials delivered to an audience in an increasing number of ways. They develop content using any number of multimedia formats for readers, listeners, or viewers. Although many people write as part of their primary job, or on on-line chats or blogs, only writers and editors who are paid for their work are included in this occupation.

News analysts, reporters, and correspondents gather information, prepare stories, and make broadcasts that inform us about local, state, national, and international events; present points of view on current issues; and report on the actions of public officials, corporate executives, interest groups, and others who exercise power.

### MULTI-MEDIA JOURNALISM: ASSOCIATE IN ARTS

<b>Required Courses</b>			<b>Units</b>
<i>Select at least 19 units from the following:</i>			
<b>Journalism:</b>			
JRNL	1510	Mass Communication & the Individual	3
JRNL	1605	Reporting and News Writing	3
<b>Media:</b>			
ART	1820	Computer Imaging – Adobe Photoshop	3
ART	1850	Website Production	3
<b>Capstone:</b>			
JRNL	2105	News Media Practicum	2
JRNL	2110	News Media Practicum	2
Select 3 elective units from the following:			3
JRNL	1610	Reporting and Feature Writing	3
ART	1860	Introduction to Computer Animation OR	
COSC	1860	Introduction to Computer Animation	3
<b>Total</b>			<b>19</b>
<b>Recommended Support Courses:</b>			
ENGL	1500	Composition & Reading	3
ENGL	1600	Critical Thinking, Literature & Composition	4
SPCH	1511	Fundamentals of Speech	3
JRNL	2105	News Media Practicum	2
JRNL	2110	Advanced News Media Practicum	2
STAT	1510	Elementary Statistics	5

### CAREER OPTIONS/PATHWAYS

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
Proofreaders and Copy Makers	\$20.52	30
Editor	\$29.37	390
Graphic Designer	\$25.52	1,760
Public Relations Specialists	\$30.50	1,130
Reporter	\$23.64	170

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

Employment of graphic designers is expected to grow 13 percent, as fast as the average for all occupations from 2008 to 2018, as demand for graphic design continues to increase from advertisers and computer design firms. Moreover, graphic designers with Web site design and animation experience will especially be needed as demand increases for design projects for interactive media – Web sites, mobile phones, and other technology. Demand for graphic designers also will increase as advertising firms create print and Web marketing and promotional materials for a growing number of products and services. Growth in Internet advertising, in particular, is expected to increase the number of designers. However, growth may be tempered by reduced demand in the print publishing, where many graphic designers are employed. Graphic designers are expected to face keen competition for available positions. Many talented individuals are attracted to careers as graphic designers. Individuals with Web site design and animation experience will have the best opportunities. Graphic designers with a broad liberal arts education and experience in marketing and business management will be best suited for positions developing communication strategies.



*Multi-Media Journalism (cont.)*

Employment of authors, writers, and editors is expected to grow 8 percent, about as fast as the average for all occupations, from 2008 to 2018. Employment in salaried writing and editing positions is expected to increase slightly as jobs become more prevalent throughout the economy. Companies in a wide array of industries are using newer multimedia technologies and online media to reach a more technology friendly consumer and meet the growing demand for Web-based information. Online publications and services are growing in number and sophistication, spurring the demand for authors, writers, and editors, especially those with Web or multimedia experience. Businesses and organizations are adding text messaging services to expanded newsletters and Web sites as a way of attracting new customers. They may hire writers or editors on either a salaried or freelance basis to contribute additional content. Some publishing companies however, especially those that rely on advertising revenues and sales receipts to support large staffs of writers, will employ fewer writers and editors. But many experienced writers and editors will find work with nonprofit organizations and associations in their public relations offices, or in the public affairs departments of large companies or agencies. Others will find freelance work for newspaper, magazine, or journal publishers; some will write books. Competition is expected for writing and editing jobs as many people are attracted to this occupation. Competition for jobs with established newspaper and magazines will be particularly keen as many organizations move their publication focus from a print to an online presence and as the publishing industry continues to contract. Writers and editors who have adapted to the new media and are comfortable writing for and working with a variety of electronic and digital tools will have an advantage in finding new work. The declining costs of self-publishing and the growing popularity of electronic books and book readers will allow many freelancers to get their work published. Some job openings will arise as experienced workers retire, transfer to other occupations, or leave the labor force.

**Source:** *Occupational Outlook Handbook, 2010-2011*, U.S. Department of Labor [www.bls.gov/oco](http://www.bls.gov/oco)

**TRANSFER**

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree. Check with your counselor or advisor for transfer degree requirements for the college or university of your choice.

**PROGRAM LEARNING OUTCOMES**

After completing the Multi-Media Journalism major, a student will be able to:

1. Construct, evaluate, and critique journalistic works, including all media determined as viable for the work.
2. Correctly use elements of associated Press style.
3. Define libel and legitimate sources for journalistic pieces.

## PHYSICAL EDUCATION

### DESCRIPTION

The Physical Activity Department provides opportunities for students to participate in activity classes, pursue a professional career, and transfer and complete in intercollegiate athletics. The degree provides an introduction to the profession with the ability to utilize principles of human anatomy, physiology, and behavioral processes.

### PHYSICAL EDUCATION: ASSOCIATE IN ARTS

Required Courses			Units
PHED	1644	Introduction to Physical Education	3
BIOL	2250	Human Anatomy	5
Electives*			10
<b>Total</b>			<b>18</b>

***\*Electives to be selected from the following:***

BIOL	2255	Human Physiology	3
BIOL	2256	Human Physiology Laboratory	2
CHEM	1510	Introductory College Chemistry	4
HLED	1510	Principles of Healthful Living	3
RECR	1510	Introduction to Recreation and Leisure Service	3
PHED	1539	Fundamentals of Baseball	3
PHED	1643	Sports Officiating	3
PHED	1646	Techniques in Athletic Taping	1
PHED	1649	Beginning Athletic Taping	3
PHED	2146	Techniques in Athletic Taping	1
PHYS	1510	Descriptive Physics	3

**Physical Education activity courses 1522, 1523-1537, 1542 and/or**

**Intercollegiate Athletic courses 1507-1514 and 2507-2514 (limit 6 units):**

PHED	1507	Intercollegiate Softball	2
PHED	1508	Women's Intercollegiate Basketball	2
PHED	1509	Women's Intercollegiate Volleyball	2
PHED	1510	Women's Intercollegiate Soccer	2
PHED	1511	Men's Intercollegiate Soccer	2
PHED	1514	Intercollegiate Baseball	2
PHED	1522	Exercising for Fitness	1-2
PHED	1523	Weight Lifting and Physical Fitness	1
PHED	1524	Softball	2
PHED	1525	Self-Defense	1
PHED	1526	Golf	1
PHED	1527	General Physical Education Activities	1
PHED	1528	Volleyball	1-2
PHED	1529	Beginning Water Aerobics	1
PHED	1530	Aerobic Exercise	1
PHED	1531	Foundations of Movement	1
PHED	1532	Low Impact Aerobics	1
PHED	1533	Walking for Fitness	1
PHED	1534	Basketball and Physical Fitness	2
PHED	1535	Baseball and Physical Fitness	2
PHED	1537	Baseball/Softball and Physical Fitness	1
PHED	1542	Soccer	1
PHED	2507	Intercollegiate Softball	2
PHED	2508	Women's Intercollegiate Basketball	2
PHED	2509	Women's Intercollegiate Volleyball	2
PHED	2510	Women's Intercollegiate Soccer	2
PHED	2511	Men's Intercollegiate Soccer	2
PHED	2514	Intercollegiate Baseball	2

*Physical Education (cont.)***CAREER OPTIONS/PATHWAYS**

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Fitness Trainer/Aerobics Instructor	\$20.15	6
Athletics Coach	\$42,683 (median annual salary)	1,560
Sports Official	\$27,726 (median annual salary)	100

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

Employment of athletes, coaches, umpires, and related workers is expected to increase by 15 percent from 2006 to 2016, which is faster than the average for all occupations. Employment will grow as the general public continues to participate in organized sports for entertainment, recreation, and physical conditioning. Persons who are State-certified to teach academic subjects in addition to physical education are likely to have the best prospects for obtaining coaching and instructor jobs. The need to replace the many high school coaches who change occupations or leave the labor force entirely also will provide some coaching opportunities.

**Source:** *Occupational Outlook Handbook, 2010-2011, U.S. Department of Labor* [www.bls.gov/oco](http://www.bls.gov/oco)

**TRANSFER**

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

<b>Recommended Courses for Transfer:</b>			<b>Units</b>
SPCH	1511	Fundamentals of Speech	3
PHYS	2201	General Physics (Non-Calculus)	4
STATS	1510	Elementary Statistics <b>OR</b>	5
PSYC	2200	Elementary Statistics for the Behavioral and Social Sciences	4

Please see your counselor or advisor regarding specific transfer requirements for Kinesiology, Physical Education Teacher Education or pre-Physical Therapy majors.

**CERTIFICATION/LICENSES**

Not applicable for this program. However, in some career fields additional training and/or certification may be required. To officiate at high school athletic events, officials must register with the state agency that oversees high school athletics and pass an exam on the rules of the particular game. For college refereeing, candidates must be certified by an officiating school and be evaluated during a probationary period. Some larger college sports conferences require officials to have certification and other qualifications, such as residence in or near the conference boundaries, along with several years of experience officiating at high school, community college, or other college conference games. For those interested in becoming a tennis, golf, karate, or other kind of instructor, certification is highly desirable. Often, one must be at least 18 years old and certified in cardiopulmonary resuscitation (CPR). There are many certifying organizations specific to the various sports, and their training requirements vary. Participation in a clinic, camp, or school usually is required for certification. Part-time workers and those in smaller facilities are less likely to need formal education or training.

**PROGRAM LEARNING OUTCOMES**

After completing the Physical Education major, a student will be able to:

1. Demonstrate the skills necessary to participate, perform, and progress in a variety of sport and/or exercise classes.
2. Identify and explain the rules, concepts and vocabulary used in the Physical Education curriculum.
3. Apply the cognitive and/or movement experiences from the Physical Education curriculum in order to participate in lifelong fitness.

## PHYSICAL SCIENCE

### DESCRIPTION

The Physical Science major provides a board background in the sciences. The degree utilizes problem solving, proficiencies in the laboratory techniques and analysis of experimental data and will demonstrate an ability to communicate effectively using written, oral, electronic, and graphical means. The major consists of a combination of courses selected from astronomy, chemistry, physical geography, geology, and physics.

### PHYSICAL SCIENCE: ASSOCIATE IN SCIENCE

Select 18 units from the following:			Units
ASTR	1511	Introduction to Astronomy with Lab	4
CHEM	1510	Introduction to College Chemistry	4
CHEM	2211	General Chemistry	5
CHEM	2212	General Chemistry and Qualitative Analysis	5
CHEM	2250	Quantitative Analysis	4
GEOG	1510	Physical Geography	3
GEOL	1500	Introduction to Geology	4
GEOL	1501	Historical Geology	4
PHYS	1510	Descriptive Physics	3
PHYS	2201	General Physics (Non-Calculus)	4
PHYS	2202	General Physics (Non-Calculus)	4
PHYS	2221	General Physics (Calculus)	4
PHYS	2222	General Physics (Calculus)	4
PSCI	1520	Introduction to Physical Science Lecture and Lab	4
<b>Total</b>			<b>18</b>

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Cartographer	\$32.31	60
Chemist	\$36.85	480
Geographer	\$43.05	260
Physicist	\$50.91	150
Surveyor	\$40.12	190

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

Overall employment of science technicians is expected to grow by 12 percent during the 2008-2018 decade, about as fast as the average for all occupations. The continued growth of scientific and medical research-particularly research related to biotechnology-will be the primary driver of employment growth, but the development and production of technical products should also stimulate demand for science technicians in many industries. Employment of surveyors, cartographers, photogrammetrists, and surveying and mapping technicians is expected to grow 19 percent from 2008 to 2018, which is faster than the average for all occupations. Increasing demand for fast, accurate, and complete geographic information will be the main source of job growth. An increasing number of firms are interested in geographic information and its applications. For example, GIS can be used to create maps and information used in emergency planning, security, marketing, urban planning, natural resource exploration, construction, and other applications. Also, the increased popularity of online interactive mapping systems and GPS devices have created a higher demand for and awareness of current and accurate digital geographic information among consumers. Growth in construction stemming from increases in the population and the related need to upgrade the Nation's infrastructure will cause growth for surveyors and surveying technicians who ensure that projects are completed with precision and in line with original plans. These workers are usually the first on the job for any major construction project, and they provide information and recommendations to engineers, architects, contractors, and other professionals during all phases of a construction project.

**Source:** *Occupational Outlook Handbook, 2010-2011 U.S. Department of Labor* [www.bls.gov/oco](http://www.bls.gov/oco)

### TRANSFER

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

*Physical Science (cont.)***CERTIFICATION/LICENSES**

Not applicable for this program. However, in some career fields additional training and/or certification may be required in certain products, software, and systems. A GIS (Geographic Information Systems) Certificate and familiarity with other mapping systems may be helpful for certain career fields.

**PROGRAM LEARNING OUTCOMES**

Upon successful completion of the Physical Science major, a student will be able to:

- 1 Demonstrate the safe and correct operating procedures in the use and treatment of common laboratory equipment and materials.
- 2 Employ the scientific method by proposing hypotheses based on observations, testing the hypotheses, critically analyzing experimental data, and formulating conclusions based on the experimental data.
- 3 Demonstrate proficiency in physical science computations.



## PSYCHOLOGY (FOR TRANSFER)

### DESCRIPTION

This curriculum provides a broad perspective on the human condition and skills essential to any educated person. Courses span the areas of human behavior from birth to death, dealing with the many problems and potentialities experienced along the way. Courses examine the theories, techniques, and principles basic to the study of human behavior and psychology including such topics as perception, learning, memory, motivation, personality, psychopathology, education, human growth and development, social psychology, and experimental analysis and design.

This curriculum provides a solid foundation upon which to build a psychology major at a four-year school. The degree guarantees transfer to a CSU as a junior.

To earn an Associate in Arts in Psychology for Transfer, students must complete: (1) all course requirements with a minimum grade of "C" in each course; and must complete the General Education Breadth pattern for CSUs with an overall GPA of 2.0. There are no local graduation requirements associated with this degree.

### ASSOCIATE IN ARTS IN PSYCHOLOGY FOR TRANSFER

Required Courses			Units
PSYC	1500	Introduction to Psychology	*3
PSYC	2205	Introduction to Research Methods in the Social Sciences	4
BIOL	1500	Fundamentals in Biology	*3
BIOL	1501	Fundamentals in Biology Laboratory	*1
PSYC	2003	Child Growth and Development	**3
SOC	1510	Introduction to Sociology	**3
<b>Plus one (1) of the following courses:</b>			
PSYC	2200	Elementary Statistics for the Behavioral and Social Sciences <b>OR</b>	*4
STAT	1510	Elementary Statistics	*5
<b>Total</b>			<b>21-22</b>

### CSU Breadth Pattern

**37 - 39**

(\*Courses with an asterisk can be double counted for General Education)

(\*\*Only one course with two asterisks can be used for Area D., Either PSYC 2003 or SOC 1510)

**Total Units – completion of a CSU Breadth pattern and 21 or 22 units within the major – 60 units.**

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities in the following areas:	Median Hourly Rate, CA	Annual Job Openings, CA
Clinical, Counseling, & School Psychologists	\$41.19	790
Educational, Vocational, & School Counselors	\$32.18	1,200
Psychology Teacher, Postsecondary	\$91,898 (median annual salary)	150
Social and Human Services Assistants	\$17.35	1,250
Research Assistant	\$19.74	170

\*Some career options may require additional training and/or education

Source: <http://labormarketinfo.edd.ca.gov/> Labor Market Information, 2012/2013, State of California Employment Development Department, 2012, on the internet at <http://labormarketinfo.edd.ca.gov/> (visited December 12, 2012).

Psychology is an extraordinarily diverse field with hundreds of career paths. Some specialties, like caring for people with mental and emotional disorders, are familiar to most of us. Others, like helping with the design of advanced computer systems or studying how we remember things, are less well known.

What all psychologists have in common is a shared interest in the minds and behaviors of both human and nonhuman animals. In their work, psychologists draw on an ever-expanding body of scientific knowledge about how we think, act and feel, and they apply the information to their areas of expertise. Psychologists study mental processes and human behavior by observing, interpreting, and recording how people and other animals relate to one another and the environment.

*Psychology for Transfer (cont.)*

Some psychologists work independently, doing research or working only with patients or clients. Others work as part of a healthcare team, collaborating with physicians, social workers, and others to treat illness and promote overall wellness. Those in private practice have their own offices and set their own schedules, often working evenings and weekends.

Employment of psychologists is expected to grow 22 percent from 2010 to 2020, faster than the average for all occupations. Job prospects should be best for those who have a doctoral degree in an applied specialty and those with a specialist or doctoral degree in school psychology.

Employers need people with communication skills; the ability to collect, organize, analyze and interpret data; and an understanding of human behavior. Psychology graduates may work in human resources or communications, while further education will open paths toward clinical practice and research. Psychologists need a master's, specialist, or doctoral degree in psychology. Practicing psychologists also need a license or certification.

Subfields in Psychology include clinical psychologists, cognitive and perceptual psychologists, community psychologists, counseling psychologists, developmental psychologists, educational psychologists, engineering psychologists, environmental psychologists, evolutionary psychologists, experimental psychologists, forensic psychologists, health psychologists, industrial/organizational psychologists, neuropsychologists, quantitative and measurement psychologists, rehabilitation psychologists, school psychologists, social psychologists, and sport psychologists. For further information on careers in psychology visit <http://www.apa.org/careers/resources/guides/careers.aspx>

Source: [www.bls.gov/oco](http://www.bls.gov/oco). Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Psychologists, on the Internet at <http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm> (visited July 17, 2012).

**TRANSFER**

By successfully completing the requirements for the major, students will be guaranteed to transfer to a California State University as a junior.

AA-T and AS-T degree seeking students will want to indicate on the CSU Mentor Application to the California State University that they are pursuing an Associate of Arts/Science Degree for Transfer at Taft College. A student who completes an AA-T or AS-T degree and applies for a program determined to be similar by the specific CSU campus is provided priority consideration for admission.

CSU Application deadlines are below.

[www.csumentor.edu](http://www.csumentor.edu)

Term	Application submission period beginning
Fall 2014	October 1, 2013
*Winter 2015	June 1, 2014
Spring 2015	August 1, 2014
Summer 2015	February 1, 2015

\*Quarter System: Bakersfield, East Bay, Los Angeles, Pomona, San Bernardino, San Luis Obispo, Stanislaus

**CERTIFICATION/LICENSES**

In most states, practicing psychology or using the title of "psychologist" requires licensure or certification. Licensing laws vary by state and type of position.

For more information on state licensing requirements, visit [Association of State and Provincial Psychology Boards](http://www.asppb.org)

For more information on licensing and certification for school psychologists, visit [National Association of School Psychologists](http://www.nasps.org)

For more information about psychology specialty certifications, visit [American Board of Professional Psychology](http://www.abpp.org)

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*Psychology for Transfer (cont.)***PROGRAM LEARNING OUTCOMES**

Upon successful completion of the Psychology for Transfer major, a student will be able to:

- 1 Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- 2 Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- 3 Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- 4 Understand and apply psychological principles to personal, social, and organizational issues.
- 5 Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.



## RECREATION

### DESCRIPTION

People spend much of their leisure time participating in a wide variety of organized recreational activities, such as arts and crafts, the performing arts, camping, and sports. Recreation workers plan, organize, and direct these activities in local playgrounds and recreation areas, parks, community centers, religious organizations, camps, theme parks, and tourist attractions. Increasingly, recreation workers also are found in businesses where they organize and direct leisure activities for employees.

### RECREATION: ASSOCIATE IN ARTS

Select 18 units from the following:			Units
RECR	1510	Introduction to Recreation and Leisure Service	3
RECR	1516	Outdoor Recreation	3
PSYC	1500	Introduction to Psychology	3
PSYC	2003	Child Growth and Development	3
PSYC	2033	Personal and Social Adjustment	3
SPCH	1511	Fundamentals of Speech	3
BIOL	1500	Fundamentals of Biology	3
ANTH	1512	Cultural Anthropology	3
DRAM	1535	Elementary Acting	3
<b>Total</b>			<b>18</b>

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Amusement/Recreation Attendant	\$10.30	2,600
Recreation Worker	\$11.25	1,370
Recreational Therapist	\$29.27	50
Conservation Scientists	\$35.65	50

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

Overall employment of recreation workers is projected to increase by 15 percent between 2008 and 2018, which is faster than the average for all occupations. Although people will spend more time and money on recreation, budget restrictions in State and local government will limit the number of jobs added. Many of the new jobs will be in social assistance organizations and in nursing and residential care facilities. Civic and social organizations and fitness and sports centers will also contribute to growth. Growth will be driven by the growing numbers of young and older Americans. The large numbers of births in recent years likely will increase the demand for recreation services for children, and retiring baby boomers are expected to have more leisure time, higher disposable incomes, and more concern for health and fitness than previous generations had. The latter factors should lead to an increasing demand for recreation services for baby boomers.

**Source:** *Occupational Outlook Handbook, 2010/2011*, U.S. Department of Labor [www.bls.gov/oco](http://www.bls.gov/oco)

### TRANSFER

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a TC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of the Recreation major, a student will be able to:

1. Demonstrate a method of inquiry to be used in decision making.
2. Evaluate how theories are applied to the development of leisure activities.
3. Demonstrate how recreation and leisure are related to human development.



## SOCIOLOGY (FOR TRANSFER)

### DESCRIPTION

This curriculum provides a systematic study of human behavior in social groups. The primary focus is on the importance of social groups within the larger society, sociology seeks to explain the broad range of human behavior as it is influenced by the social context. It focuses on how people coordinate their activities to achieve both individual and collective goals. Courses examine the theories, techniques, and principles basic to the study of human behavior within social groups. This curriculum provides a solid foundation upon which to build the sociology major at a four-year school. The degree guarantees transfer to a CSU as a junior.

To earn an Associate in Arts in Sociology for Transfer, students must complete: (1) all course requirements with a minimum grade of "C" in each course; (2) must complete the General Education Breadth pattern for CSUs with an overall GPA of 2.0. There are no local graduation requirements associated with this degree.

### ASSOCIATE IN ARTS IN SOCIOLOGY FOR TRANSFER

Required Courses			Units
SOC	1510	Introduction to Sociology (Area D)	3
PSYC	2200	Elementary Statistics for the Behavioral and Social Sciences (Area B4) <b>OR</b>	4
STAT	1510	Elementary Statistics (Area B4)	5
PSYC	2205	Introduction to Research Methods in the Social Sciences	4
SOC	2120	American Social Problems (Area D)	3
SOC	2141	Sociology of Marriage (Area E)	3
SOC	2110	Minority Group Relations (Area D)	3
<b>Total</b>			<b>20-21</b>
<b>CSU Breadth or IGETC General Education Pattern</b>			<b>39 – 40</b>
<b>Program Unit Requirements</b>			<b>20 – 21</b>
<b>Total Units – completion of a GE pattern and 21 or 22 units within the major</b>			<b>60</b>

(Areas in parentheses ( ) indicate where the course can be double counted on the GE Breadth Pattern)

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Sociologist	\$38.89	12
Research Assistant	\$20.33	130
Post-Secondary Sociology Teacher/Instructor	\$98,541 (median annual salary)	40
Secondary School Teacher	\$65,388 (median annual salary)	3,110

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

Overall employment of sociologists and political scientists is expected to grow 21 percent from 2008 to 2018, much faster than the average for all occupations. Sociologists will experience much faster than average job growth because the incorporation of sociology into research in other fields continues to increase. Sociologists possess broad training and education in analytical, methodological, conceptual, and quantitative and qualitative analysis and research, so their skills can be applied to many different occupations. As a result, many workers with sociology backgrounds will find work in niche areas with specialized titles, such as market analyst, research assistant, writer, and policy analyst. Some sociologists may find work conducting policy research for consulting firms, and their knowledge of society and social behavior may be used as well by a variety of companies in product development, marketing, and advertising. Demand for sociologists also will stem from growth in the number of social, political, and business associations and organizations, including many nonprofit organizations, to conduct various evaluations and statistical work.

**Source:** *Occupational Outlook Handbook, 2010-2011* [www.bls.gov/oco/ocos314.htm](http://www.bls.gov/oco/ocos314.htm)

### TRANSFER

By successfully completing the requirements for the major, students will be guaranteed to transfer to a California State University as a junior.

*Sociology for Transfer (cont.)*

AA-T and AS-T degree seeking students will want to indicate on the CSU Mentor Application to the California State University that they are pursuing an Associate of Arts/Science Degree for Transfer at Taft College. A student who completes an AA-T or AS-T degree and applies for a program determined to be similar by the specific CSU campus is provided priority consideration for admission.

CSU Application deadlines are below.

[www.csumentor.edu](http://www.csumentor.edu)

Term	Application submission period beginning
Fall 2014	October 1, 2013
*Winter 2015	June 1, 2014
Spring 2015	August 1, 2014
Summer 2015	February 1, 2015

\*Quarter System: Bakersfield, East Bay, Los Angeles, Pomona, San Bernardino, San Luis Obispo, Stanislaus

**PROGRAM LEARNING OUTCOMES**

After completing the Sociology for Transfer major, a student will be able to:

1. Accessing, reviewing, and analyzing current sociological literature.
2. Diversity of research methodologies.
3. Diversity of social life, inequality, social conflict, and relations of power.
4. Integrating life goals and professional and career interests with a sociological perspective.
5. Theoretical perspectives that inform sociological analysis.
6. Major substantive areas of sociological analysis.



## STUDIO ARTS (FOR TRANSFER)

### DESCRIPTION

The Associate in Arts in Studio Arts prepares students to transfer to a four year institution to further their studies of the practice and production of visual arts.

The Associate in Arts degree for Transfer (AA-T) or the Associate in Science degree for Transfer (AS-T) is granted upon successful completion of a program of study with a minimum of 60 semester units with an overall average grade of 'C' or higher. The following is required for all AA-T or AS-T degrees for transfer to the California State University system.

1. Completion of a minimum of 60 CSU-transferable semester units.
2. Maintaining a minimum grade point average (GPA) of at least 2.0 (C) in all CSU-transferable coursework. Note that while a minimum GPA of 2.0 (C) is required for admission, some majors may require a higher GPA. Please consult with a counselor for details.
3. Completion of a minimum of 18 semester units in an AA-T or AS-T major as detailed in the "Majors/Field of Study" section of the catalog. Please see a counselor or visit [www.taftcollege.edu](http://www.taftcollege.edu) for more information.
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth)/Intersegmental General Education Transfer Curriculum (IGETC).

There are no local graduation requirements associated with this degree.

### PROGRAM REQUIREMENTS

<b>Required Core Courses</b>			<b>12 Units</b>
ART	1600	Basic Design	3
ART	1610	Advanced Design	3
ART	1620	Drawing and Composition	3
ARTH	1520	Renaissance to Contemporary Art History	3

<b>Art History Restricted Electives</b>			<b>3 Units</b>
Select one course to total 3 units from the following:			
ARTH	1510	Prehistoric to Renaissance Art History	3
ARTH	2030	Survey of Asian Art	3
ARTH	2040	Survey of African, Oceanic, and the Americas Art	3

<b>Studio Arts Restricted Electives</b>			<b>9 Units</b>
Select courses totaling nine units from the following:			
ART	1625	Color Theory	3
ART	1631	Figure Drawing	3
ART	1640	Painting	3
ART	1800	Introduction to Computer Art	3
ART	1810	Graphic Design	4
ART	1820	Computer Imaging: Adobe Photoshop	3
ART	2010	Introduction to Printmaking	3

<b>Major Units</b>	<b>24</b>
<b>CSU GE Breadth Pattern or IGETC</b>	<b>29-49</b>
<b>Electives</b>	<b>0-7</b>
<b>Total Units</b>	<b>60</b>

### CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Art Director	\$52.81	510
Commercial and Industrial Designer	\$32.12	210
Studio Arts Teacher, Postsecondary	\$93,800 (median annual salary)	440
Fine Artist/Painting & Sculpting	\$31.13	380
Graphic Designer	\$25.52	1,760

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information, State of California Employment Development Department, *California Occupational Guides*, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 14, 2012)

*Studio Arts for Transfer (cont.)*

Artists make art to express what they are feeling or thinking. They use many methods including drawing, painting, and sculpting. They use an assortment of materials – different kinds of paints, pencils, and pens, plaster, clay, and even computers. An artist's work may show objects, people, nature, or events.

Artists fall into one of several groups:

- a. Art Directors are responsible for the visual style and images in magazines, newspapers, product packaging, and movie and television productions. They create the overall design and direct others who develop artwork or layouts. Art directors need at least a bachelor's degree in an art or design subject and previous work experience. Employment of art directors will continue to be needed to oversee the work of graphic designers, illustrators, photographers, and others who design in artwork or layouts
- b. Multimedia Artists and Animators create animation and visual effects for television, movies, video games, and other media. They create two- and three – dimensional models and animation. Many multimedia artists and animators pursue a bachelor's degree in computer graphics, art, or a related field to develop a good portfolio of work and learn the strong technical skills that many employers prefer. Expected growth in employment will be due to increased demand for animation and visual effects in video games, movies, and television. However, competition is tough and many companies hiring animators who are overseas.
- c. Craft and Fine Artists use a variety of materials and techniques to create art for sale and exhibition. Craft artists create handmade objects, such as pottery, glassware, textiles, or other objects that are designed to be functional. Fine artists, including painters, sculptors, and illustrators, create original works of art for their aesthetic value, rather than a functional one. Formal education is rarely required for craft and fine artists. However, many artists take classes or earn a bachelor's or master's degree in fine arts, which can improve their skills and job prospects. Employment growth or artists depends, in large part, on the overall state of the economy, because purchases of art are usually optional. Craft and fine artists may find it difficult to make a living solely by selling their artwork.
- d. Graphic Designers create visual concepts, by hand or using computer software, to communicate ideas that inspire, inform, or captivate consumers. They help to make an organization recognizable by selecting color, images, or logo designs that represent a particular idea or identity to be used in advertising and promotions. A bachelor's degree in graphic design or a related field is usually required for jobs in this field. High job turnover should result in numerous employment openings. However, competition for senior graphic designer positions will be very strong.

Other groups include illustrators, cartoonists, sketch artists, sculptors, printmakers, painting restorers, and many others.

Source: [www.bls.gov/oco](http://www.bls.gov/oco). Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Psychologists, on the Internet at <http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm> (visited July 17, 2012).

**TRANSFER**

By successfully completing the requirements for the major, students will be guaranteed to transfer to a California State University as a junior.

AA-T and AS-T degree seeking students will want to indicate on the CSU Mentor Application to the California State University that they are pursuing an Associate of Arts/Science Degree for Transfer at Taft College. A student who completes an AA-T or AS-T degree and applies for a program determined to be similar by the specific CSU campus is provided priority consideration for admission.

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[www.csumentor.edu](http://www.csumentor.edu)

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*Winter 2015	June 1, 2014
Spring 2015	August 1, 2014
Summer 2015	February 1, 2015

*Studio Arts for Transfer (cont.)*

*\*Quarter System: Bakersfield, East Bay, Los Angeles, Pomona, San Bernardino, San Luis Obispo, Stanislaus  
Studio Arts for Transfer (cont.)*

**PROGRAM LEARNING OUTCOMES**

After completing the Studio Arts for transfer degree major, a student will be able to:

1. Create art that engages and builds on historical and contemporary practices, theories, and materials.
2. Critically analyze and assess diverse historical and contemporary works of art, architecture, and design.
3. Evaluate and critique their own artwork and receive criticism from others.
4. Express artistic concepts and intents in written and oral formats.
5. Present finished artwork for peer and academic review.
6. Translate concepts and visual experience into images or tactile forms.

## WELDING TECHNOLOGY

### DESCRIPTION

The program is designed to provide comprehensive occupational training in common types of welding methods as related to today's welding industries. This program will provide students with manipulative skills and technical knowledge required to perform in a variety of entry to mid-level welding careers in manufacturing, petroleum, fabrication, and others. The courses and training will prepare students to take the necessary code tests required in several occupational fields for employment. The welding technology program offers five certificate options and an associate in science degree.

### WELDING TECHNOLOGY: ASSOCIATE IN SCIENCE

To earn an Associate in Science Degree in Welding Technology, students must complete: (1) all welding technology course requirements with a minimum grade of "C" in each course; and (2) General Education Graduation Requirements with an overall GPA of 2.0.

<b>Required courses</b>			<b>Units</b>
WELD	1500	Welding Processes	3
WELD	1010	Gas Metal Arc Welding and Flux Core Arc Welding	3
WELD	1020	Gas Tungsten Arc Welding	3
WELD	1030	Pipe Code Welding	3
WELD	1040	Shielded Metal Arc Welding	3
WELD	1560	Blueprint Reading	3
INTC	1100	Capstone	3
<b>Total</b>			<b>21</b>

### CERTIFICATE OF ACHIEVEMENT: STRUCTURAL CODE WELDING

<b>Required Courses</b>			<b>Units</b>
WELD	1500	Welding Processes	3
WELD	1040	Shielded Metal Arc Welding	3
WELD	1560	Blueprint Reading	3
INTC	1000	Career Readiness	3
<b>Total</b>			<b>12</b>

### CERTIFICATE OF ACHIEVEMENT: PIPE CODE WELDING

<b>Required Courses</b>			<b>Units</b>
WELD	1500	Welding Processes	3
WELD	1040	Shielded Metal Arc Welding	3
WELD	1030	Pipe Code Welding	3
INTC	1000	Career Readiness	3
<b>Total</b>			<b>12</b>

### CERTIFICATE IN GAS TUNGSTEN ARC WELDING

(Locally Approved Certificate)

<b>Required Courses</b>			<b>Units</b>
WELD	1500	Welding Processes	3
WELD	1020	Tungsten Arc Welding	3
INTC	1000	Career Readiness	3
<b>Total</b>			<b>9</b>

### CERTIFICATE IN GAS METAL ARC and FLUX CORE ARC WELDING

(Locally Approved Certificate)

<b>Required Courses</b>			<b>Units</b>
WELD	1500	Welding Processes	3
WELD	1010	Gas Metal Arc Welding and Flux Core Arc Welding	3
INTC	1000	Career Readiness	3
<b>Total</b>			<b>9</b>

### CERTIFICATE IN WELDING ASSISTANT/HELPER

(Locally Approved Certificate)

<b>Required Courses</b>			<b>Units</b>
WELD	1500	Welding Processes	3
INTC	1000	Career Readiness	3
<b>Total</b>			<b>6</b>

*Welding Technology (cont.)***CAREER OPTIONS/PATHWAYS**

<b>*Possible career types/employment opportunities</b>	<b>Median Hourly Rate, CA</b>	<b>Annual Job Openings, CA</b>
Welders, Cutters, Solderers, and Brazers	\$18.90	820
Fabricator	\$18.73	240
Sheet Metal Worker	\$26.02	300
Historian	\$34.49	2

\*Some Career Options may require additional training and/or education.

**Source:** [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Labor Market Information 2012-2013, State of California Employment Development Department, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx> (visited December 12, 2012)

Retirements and job growth in the oil and gas and other industries are expected to create excellent opportunities for welders. Welding schools report that graduates have little difficulty finding work, and some welding employers report difficulty finding trained welders. The basic skills of welding are the same across industries, so welders can easily shift from one industry to another depending on where they are needed most.

**Source:** *Occupational Outlook Handbook, 2010-2011*, U.S. Department of Labor [www.bls.gov/oco](http://www.bls.gov/oco)

**TRANSFER**

This is a terminal degree as it is not a transferrable degree. However, certain courses may be transferrable to other colleges and universities.

**CERTIFICATION/LICENSES**

There are various welding certifications. To find out more about welding and related certifications, contact the American Welding Society at 550 N.W. LeJeune Road, Miami, Florida 33126, phone (800) 443-9353/(305) 443-9353, [www.aws.org](http://www.aws.org).

**PROGRAM LEARNING OUTCOMES**

1. Demonstrate proper safety practices when working in a welding environment.
2. Demonstrate technical welding skills and knowledge sufficient to meet industry standards and perform various welding projects.
3. Apply various hand, measuring, and layout tools to weld projects.
4. Apply skills in reading and applied mathematics as related to welding.
5. Demonstrate work attributes that contribute to personal success and contribute to the goals of an organization for which one is or will be employed.
6. Pass industry code testing certifications required for employment based upon area of interest.



## PRE-PROFESSIONAL PROGRAMS

Taft College offers a variety of courses designed to prepare students who wish to pursue professional programs in forestry, nursing, physical therapy, dentistry, medicine, law, and pharmacy. The following course lists may be helpful in planning the student's program and should be incorporated into the student's area of concentration for their degree. Students should consult with a counselor requiring preparation for these professions.

<u>Courses</u>	<u>Units</u>
<b>PRE-FORESTRY</b>	
<b>Suggested Preparation:</b>	
BIOL 1513*	Introduction to Environmental Studies with Lab 4
BIOL 2202	General Zoology 5
BIOL 2203	General Botany 4
BIOL 2204	Introduction to Vertebrate Zoology 5
CHEM 1510	General Chemistry 5
CHEM 2212	General Chemistry and Qualitative Analysis 5
MATH 2100	Analytic Geometry and Calculus I 5
*BIOL 1503 or BIOL 1513	
<b>PRE-NURSING</b>	
<b>Suggested Preparation:</b>	
BIOL 2250	Human Anatomy 5
BIOL 2255	Human Physiology 3
BIOL 2256	Human Physiology Laboratory 2
BIOL 2260	General Microbiology 5
CHEM 1510	Introductory College Chemistry 4
ENGL 1500	Composition and Reading 3
ENGL 1600	Critical Thinking, Literature and Composition <b>OR</b> 4
PHIL 1520	Critical Thinking* 3
SPCH 1511	Fundamentals of Speech 3
STAT 1510	Elementary Statistics or 5
PSYC 2200	Elementary Statistics for the Behavioral and Social Sciences 4
<b>Recommended Support Courses:</b>	
PSYC 2003	Child Growth and Development 3
PSYC 1500	Introduction to Psychology 3
SOC 1510	Introduction to Sociology 3
<b>PRE-PHYSICAL THERAPY</b>	
<b>Suggested Preparation:</b>	
BIOL 2201	Introduction Biology – Cells* 4
BIOL 2202	General Zoology 5
BIOL 2203	General Botany 4
BIOL 2250	Human Anatomy 5
BIOL 2255	Human Physiology 3
BIOL 2256	Human Physiology Laboratory 2
BIOL 2260	General Microbiology 5
CHEM 2211	General Chemistry 5
CHEM 2212	General Chemistry and Qualitative Analysis 5
KINE 1500	Introduction to Kinesiology 3
PHYS 2201	General Physics (Non-Calculus) 4
PSYC 1500	Introduction to Psychology 3
PSYC 2003	Child Growth and Development 3
STAT 1510	Elementary Statistics 5
*Should be completed prior to BIOL 2202 and BIOL 2203	
<b>Recommended Support Courses:</b>	
ENGL 1600	Critical Thinking, Literature and Composition 4
SOC 1510	Introduction to Sociology 3
SPCH 1511	Fundamentals of Speech 3

*Pre-professional Programs (cont.)***PRE-DENTISTRY/PRE-MEDICINE****Suggested Preparation:**

BIOL	2201	Introductory Biology – Cells*	4
BIOL	2202	General Zoology	5
BIOL	2203	General Botany	4
BIOL	2204	Introduction to Vertebrate Zoology	5
BIOL	2250	Human Anatomy	5
BIOL	2255	Human Physiology	3
BIOL	2256	Human Physiology Laboratory	2
BIOL	2260	General Microbiology	5
CHEM	2211	General Chemistry	5
CHEM	2212	General Chemistry and Qualitative Analysis	5
ENGL	1600	Critical Thinking, Literature and Composition	4
		Foreign Language (may be required)	
MATH	2100	Analytic Geometry & Calculus I	5
PHYS	2201	General Physics (Non-Calculus)	4
PHYS	2202	General Physics (Non-Calculus)	4
PSYC	1500	Introduction to Psychology	3
SOC	1510	Introduction to Sociology	3

\*Should be completed prior to BIOL 2202 & BIOL 2203

**PRE-LAW**

There is no prescribed pre-legal program. Students are generally admitted to law schools after they have received their B.A. degrees and passed the Law School Admission Test. Most pre-legal students pursue Bachelor's Degrees in economics, business administration, political science, or liberal arts. Courses in English, speech, psychology, philosophy, accounting, economics, history, and political science form a basic recommended core.

**PRE-PHARMACY****Suggested Preparation:**

BIOL	2201	Introductory Biology – Cells*	4
BIOL	2202	General Zoology	5
BIOL	2203	General Botany	4
BIOL	2250	Human Anatomy	5
BIOL	2255	Human Physiology	3
BIOL	2256	Human Physiology Laboratory	2
BIOL	2260	General Microbiology	5
CHEM	2108	Organic Chemistry	3
CHEM	2109	Organic Chemistry Laboratory	2
CHEM	2211	General Chemistry	5
CHEM	2212	General Chemistry and Qualitative Analysis	5
CHEM	2250	Quantitative Analysis	4
ENGL	1600	Critical Thinking, Literature and Composition	4
MATH	2100	Analytic Geometry & Calculus I	5
MATH	2120	Analytic Geometry & Calculus II	4
PHYS	2201	General Physics (Non-Calculus)	4
PHYS	2202	General Physics (Non-Calculus)	4
PHYS	2221	General Physics (Calculus)*	4
PHYS	2222	General Physics (Calculus)*	4
PSYC	1500	Introduction to Psychology	3

\*Should be completed prior to BIOL 2202 & BIOL 2203

**Recommended Support Courses:**

ECON	2120	Principles of Economics-Micro	3
ECON	2210	Principles of Economics-Macro	3
		Any Foreign Language	4
PSYC	1500	Introduction to Psychology	3
SPCH	1511	Fundamentals of Speech	3
SOC	1510	Introduction to Sociology	3

# Courses of Instruction

The courses described in this section of the catalog have been authorized by the Governing Board of the West Kern Community College District. Whether or not they are given in any particular college year depends on prospective enrollment and the availability of instructors and physical facilities. Courses marked with an asterisk (\*) are generally not offered over a two-year period unless there is a demonstrable demand. Consult the fall, spring, and summer class schedules for the courses actually offered. The college reserves the right to cancel any course in which there is not sufficient enrollment.

It is the policy of this district that, unless specifically exempted by statute, every course, course section, or class, the average daily attendance of which is to be reported for state funding, wherever offered and maintained by the district, shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets such prerequisite as may be established.

## CATALOG RIGHTS

Students retain catalog rights by continuous attendance as defined as attendance in at least one course during the academic yearly calendar starting from the beginning of the fall semester to the close of the subsequent summer session. Attendance, regardless of the length of time of course duration, is established, if it results in any grade notation on the student's official transcript. A course in which a student receives "W" is a non-evaluative grade and does not count towards retaining catalog rights.

Students who maintain continuous attendance at Taft College may elect to graduate under the Taft College catalog in effect either upon first enrollment at Taft College, or at the time of graduation. If the student breaks continuous enrollment at Taft College, then the catalog rights change to the year in which continuous enrollment can be established.

Among the credit courses applicable to the Associate Degree, courses numbered 1500 and higher are considered Baccalaureate level and are specifically intended for college transfer. These courses parallel or approximately parallel similarly named courses at the California State University or the University of California. Degree credit courses notated with (UC) will transfer to all campuses of the University of California and those with (CSU) will transfer to the California State Universities. Credit courses applicable to the Associate Degree numbered from 1000 and up are designed primarily to meet the needs of vocational-technical students and may not yield college transfer credit.

The credit value of each credit course in semester units is indicated after the title of the course. A semester unit of credit is based upon one hour of the student's time at the college per week in lecture or recitation throughout one semester, together with the time necessary in preparation, or longer time in laboratory or other instruction not requiring outside preparation.

Course prerequisites and advisories in computational, reading, and writing skills have been established for entry-level degree and pre-collegiate basic skills curriculum. Information regarding them may be obtained at the Counseling Center.

The student must assume the responsibility for learning the specific lower division and major requirements of the school of his/her choice and for the selection of his/her community college courses in accordance with these requirements. Since the requirements and policies vary with different colleges and universities and among departments in the same university, the student is urged to study the catalog of the institution to which he/she will transfer and to discuss his/her proposed program with his/her advisor each semester. A change in the objective or in the choice of the senior college may increase the number of semesters required to obtain the Baccalaureate Degree.

No student shall receive more than 30 semester units of credit for pre-collegiate basic skills. Students enrolled in ESL courses and those identified as having learning disabilities are exempt from this unit limit. A waiver procedure is available for those students showing significant measurable progress who have reached the 30-unit limit.

## COURSE PREREQUISITES, CO-REQUISITES, AND RECOMMENDED PREPARATION

Prerequisite means a condition of enrollment the student is required to meet in order to demonstrate current readiness for enrolling in a course or educational program. A prerequisite represents a set of skills or a body of knowledge that a student must possess before enrolling and without which the student is highly unlikely to succeed in the course or program. Students are expected to have satisfied the prerequisite requirements as stated in this catalog for all courses. All prerequisite classes must be completed with a grade of "C" or better.

Co-requisite is a condition of enrollment consisting of a course a student is required to simultaneously take in order to enroll in another course. A co-requisite represents a set of skills or a body of knowledge that a student must acquire through concurrent enrollment in another course and without which the student is highly unlikely to succeed.

Advisory states the preparation suggested by the faculty to successfully complete a particular course. While encouraged to do so, students do not have to satisfy recommended preparation guidelines to enroll in a course.

Recommended prerequisite, co-requisites, or recommended preparation are specified within course descriptions announced in this catalog. They are also specified in the schedule of classes. A course has no prerequisite or co-requisites unless so designated. Students must have satisfied the prerequisite or co-requisite requirements for all course in which they enroll.

**CHALLENGING A PREREQUISITE OR CO-REQUISITE**

Students may have preparation equivalent to the stated prerequisites or co-requisites or may wish to challenge a prerequisite or co-requisite as allowed by state law. The petition for challenging a prerequisite or co-requisite is available in the Counseling Center. The student shall bear the initial burden of showing that grounds exist for the challenge. The following is a list of grounds under which a challenge may be pursued:

- The student will be subject to undue delay in attaining the goal of his/her educational plan because the prerequisite or co-requisite course had not been made reasonably available (student educational plan must be on file).
- The prerequisite or co-requisite is not valid because it is not necessary in the course for which it is required (student educational plan must be on file).
- The prerequisite or co-requisite is unlawfully discriminatory or is being applied in an unlawfully discriminatory manner (student documentation required).
- The student has documented knowledge or ability to succeed in the course despite not meeting the prerequisite (student documentation required).

**COURSE ADVISORIES**

Course advisories in computational, reading, and writing skills have been established for entry-level degree and certificate-applicable courses and to each level of the pre-collegiate basic skills curriculum. Information regarding these advisories may be obtained in the Counseling Center.

## COURSE DESCRIPTIONS

**(NOTE: \* indicates courses offered on a more than 2 year cycle)**

### AMERICAN SIGN LANGUAGE

#### **AMSL 1510 Beginning Sign Language (4)**

**[FORMERLY SIGN 1; SIGN 1510; SPCE1]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 hours lecture*

**Transfer Credit: CSU: UC**

This course introduces the historical development of American Sign Language (ASL) and Deaf Culture, basic vocabulary, and grammatical structure, techniques of signing, and non-verbal aspects of American Sign Language. Outside assignments require practice with DVD programs.

#### **AMSL 2001 Intermediate Sign Language (3)**

**[FORMERLY SIGN 2; SIGN 2001]**

*Prerequisite: Successful completion in American Sign Language 1510 or 2 years of high school American Sign Language with a grade of 'C' or better*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 32 hours lecture; 32 hours lab (64 hours total)*

**Transfer Credit: CSU: UC**

This course is a continued study of the fundamentals of American Sign Language, (ASL). The course emphasizes grammatical structure, conceptual accuracy, vocabulary, placement of signs, fingerspelling and numerical proficiency. The course introduces the specturn of sign language, idiomatic expressions, and topical areas relating to deaf culture.

#### **AMSL 2005 Advanced Sign Language (3)**

**[FORMERLY SIGN 2005; SIGN 3; SPCE 2]**

*Prerequisite: Successful completion in American Sign Language 2001 or 3 years of high school American Sign Language with a grade of 'C' or better*

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course will focus on further American Sign Language development and the using of American Sign Language in interpreting situations. It will encourage communication on a socially accepted level.

## AMERICAN SIGN LANGUAGE

### **AMSL 2010 Music and Poetry (3)**

**[FORMERLY SIGN 2010; SIGN 4]**

*Prerequisite: Successful completion in American Sign Language 2001 or 3 years of high school American Sign Language with a grade of 'C' or better*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

The course will explore fine arts skills in the area of poetry and song through interpretive translations of selected pieces. The course will also explore various styles of interpretations as well as confront the pros and cons of current opinions.

## ANTHROPOLOGY

### **ANTH 1501 Introduction to Physical Anthropology (3)\***

**[FORMERLY ANTH 1]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course covers the concepts, methods of inquiry, and theory of biological evolution and their application to the human species. There is a specific focus on molecular, Mendelian and population genetics, mechanisms of evolution, primatology, paleoanthropology, biocultural adaptations, human variation, and current bioethical issues. The philosophy of science and the scientific method serve as foundations to the course.

### **ANTH 1512 Cultural Anthropology (3)\***

**[FORMERLY ANTH 2]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is an introduction to anthropological theory, concepts, and methodologies used to create cross-cultural understanding of human behavior. Comparative methods are stressed in examining cultural change, subsistence strategies, marriage and kinship, sociopolitical, economic, and religious systems.

### **ANTH 1524 Indians of the Southwest (3)\***

**[FORMERLY ANTH 4]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course explores the cultures of Native American groups living in the Southwestern United States including the Pueblos, Hopi, Zuni, O'odham, Yaqui, Yumans, Navajo, Apache and Southern Paiutes. The course surveys tribal relationships with landscapes, other tribal groups, and non-Native peoples. Native American beliefs, social organization, and history are explored, as are some of the current conflicts and challenges faced by Native Americans in the Southwest.

## ARCHAEOLOGY

### **ARCH 1501 Introduction to Archaeology (2)\***

**[FORMERLY ARCH 1]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture; 48 hours lab (64 hours total)*

**Transfer Credit: CSU**

A survey of the basic methods and techniques of archaeology are provided in this course, with site excavation and analysis of materials in both field and laboratory situations. Emphasis is on the Yokuts (Tulamni) Indians of the Buena Vista Lake area.

## ART

### **ART 1530 Special Studies in Art (1 or 3)**

**[FORMERLY ART 48]**

*Prerequisite: None; 16 hours lecture for 1 unit; 48 hours lecture for 3 units*

**Transfer Credit: CSU: UC\*\***

This course provides individual research, and/or group investigation of selected topics in art and/or art history. Topics to be studied in any particular semester will be designated before registration. This course may be repeated for different topics.

*\*\*UC credit may be granted after transfer*

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## ART

**ART 1600 Basic Design (3)****[FORMERLY ART 12A]***Prerequisite: None; 32 hours lecture; 64 hours lab (96 hours total)***Transfer Credit: CSU: UC**

The creative use of principles of color and design are covered in this course, stressing development of two-dimensional and three-dimensional form, including the use of natural, abstract and historical design motifs.

**ART 1610 Advanced Design (3)****[FORMERLY ART 12B]***Prerequisite: Successful completion in Art 1600; 32 hours lecture; 64 hours lab (96 hours total)***Transfer Credit: CSU: UC**

The creative use of principles of color and design in three-dimensional forms, including the use of natural, abstract and historical design motifs, provide the subject matter for this course.

**ART 1620 Drawing and Composition (3)****[FORMERLY ART 25; ART 25A]***Prerequisite: None; 32 hours lecture; 64 hours lab (96 hours total)***Transfer Credit: CSU: UC**

This course presents techniques in drawing and painting, stressing visual organization and effective expression in various media.

**ART 1625 Color Theory (3)***Prerequisite: None; 32 hours lecture; 48 hours lab (80 hours total)***Transfer Credit: CSU**

This course focuses on the principles, theories, and applications of additive and subtractive color in two dimensions. Topics will include major historical and contemporary color systems, production of projects in applied color, and utilize the elements and principles of design as they apply to color. Additional art materials may be required.

**ART 1631 Figure Drawing (3)****[FORMERLY ART 1630; ART 10AB]****Transfer Credit: CSU: UC**

This course is a beginning course in figure drawing using live models. The focus of this course is pictorial concepts and portraiture motivated by the study of anatomy and the human figure, both mannequins and live models, in the studio setting. Students are responsible for supplying their own art supplies.

**ART 1640 Painting (3)****[FORMERLY ART 25B; ART 26ABCD]***Prerequisite: Successful completion of Art 1600 or 1620 with a grade of "C" or higher; 32 hours lecture; 48 hours lab (80 hours total)***Transfer Credit: CSU: UC**

This course presents techniques in painting, stressing visual organization and effective expression in various media.

**ART 1650 Watercolor Painting (1)****[FORMERLY ART 11ABCD]***Prerequisite: Successful completion in Art 1620 with a grade of "C" or higher; 12 hours lecture; 16 hours lab***Transfer Credit: CSU: UC**

This course offers a study of the basic techniques and materials of transparent and opaque watercolor. Techniques of line, flat and graduated wash, dry brush, wet-into-wet and brush calligraphy are some of the techniques presented. Still life, landscape, figure and abstract painting are explored in the media.

**ART 1710 Basic Photography (2)***Prerequisite: None; 24 hours lecture, 24 hours lab (48 hours total)***Transfer Credit: CSU: UC**

This is a basic introductory course in 35mm and digital camera operation and photographic composition. It represents the first level of instruction for students considering professional photography as a career. Students may opt to receive credit in either Art 1710 or Photography 1510, not both.

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## ART

**ART 1800 Introduction to Computer Art (3)****[FORMERLY ART 30B]**

*Advisory: Successful completion in Art 1600 or 1620 strongly recommended; 32 hours lecture; 64 hours lab (96 hours total)*

**Transfer Credit: CSU**

This course is an introduction to the basic principles and techniques of using computer (Adobe Illustrator) to generate graphics and illustrations. Students may opt to receive credit in either Art 1800 or Computer Science 1800, not both.

**ART 1810 Graphic Design (4)****[FORMERLY ART 32B]**

*Prerequisite: Successful completion in Art 1800/Computer Science 1800; 48 hours lecture; 48 hours lab (96 hours total)*

**Transfer Credit: CSU**

This course introduces basic principles and techniques of graphic design by using the computer and Adobe InDesign software to combine text and visuals.

**ART 1820 Computer Imaging: Adobe Photoshop (3)****[FORMERLY ART 33B]**

*Prerequisite: None; 32 hours lecture; 64 hours lab (96 hours total)*

**Transfer Credit: CSU**

Basic principles and techniques of using Adobe Photoshop to generate computer enhanced drawings, paintings or photographs.

**ART 1850 Web Site Production (3)\*****[FORMERLY ART 34]**

*Advisory: Successful completion in Art 1800/Computer Science 1800 or Art 1820; 32 hours lecture; 64 hours lab (96 hours total)*

**Transfer Credit: CSU**

This course covers the development, publishing, and maintenance of websites. The student may opt to receive credit in Art 1850 or Computer Science 1850, not both.

**ART 1860 Introduction to Computer Animation for Web and Multimedia (3)****[FORMERLY ART 36]**

*Advisory: Successful completion in Art 1800 or equivalent introduction to vector graphics course; 32 hours lecture; 64 hours lab (96 hours total)*

**Transfer Credit: CSU**

Introduction to Macromedia Flash TM and its use in animation and Web site design. Design, creation and publication of Flash TM animations, icons, navigation buttons and Web sites. The student may opt to receive credit in either Art 1860 or Computer Science 1860, not both.

**ART 1900 Internship in Graphic Design (2)\*****[FORMERLY ART 40A]**

*Prerequisite: Successful completion in Art 1820; 96 hours lab*

**Transfer Credit: CSU**

This course is designed for students considering electronic publishing or graphic design as a career; provides practical experience at a commercial printing or graphic design establishment. Promising students may take a second semester if arrangements can be made.

**ART 1910 Internship in Graphic Design (2)\*****[FORMERLY ART 40B]**

*Prerequisite: Successful completion in Art 1900; 96 hours lab*

**Transfer Credit: CSU**

This course is designed for students considering electronic publishing or graphic design as a career; provides practical experience at a commercial printing or graphic design establishment.

## ART

### ART 2010 Introduction to Printmaking (3)\*

*Prerequisite: Successful completion in Art 1600 or Art 1620 with a grade of 'C' or better; 32 hours lecture; 48 hours lab(80 hours total)*

**Transfer Credit: CSU**

This course is an introductory class in to printmaking. The student will be introduced to basic materials, equipment and process of relief, monotype, and intaglio printmaking. Items covered will be woodcut, linoleum cut, collograph, dry point, basic etching and digital processes.

## ART HISTORY

### ARTH 1500 Art Appreciation (3)

**[FORMERLY ART 1500; ART 2]**

*Prerequisite: Eligibility for English 1000 and Reading 1005; 48 hours lecture*

**Transfer Credit: CSU: UC**

This is a survey course structured especially for non-art majors. It is designed to assist the student to see and respond to the visual environment. Emphasis is placed on the evaluation of everyday art forms. Visit to an art museum during the semester is required.

### ARTH 1510 Prehistoric to Renaissance Art History (3)

**[FORMERLY ART 1510; ART 1A]**

*Prerequisite: Successful completion of English 1000 and Reading 1005 with grades of 'C' or better, or eligibility for English 1500; 48 hours lecture*

**Transfer Credit: CSU: UC**

The architecture, sculpture, and painting of world cultures from the prehistoric era to 1400 are studied in this survey course. A visit to an art museum is required. C-ID: ARTH 110

### ARTH 1520 Renaissance to Contemporary Art History (3)

**[FORMERLY ART 1520; ART 1B]**

*Prerequisite: Successful completion of English 1000 and Reading 1005 with grades of 'C' or better, or eligibility for English 1500; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course continues the study of architecture, sculpture, and painting of European cultures from 1400 through the Twentieth Century. A visit to an art museum is required. C-ID: ARTH 120

### ARTH 2030 Survey of Asian Art (3)

*Prerequisite: Eligibility for English 1500; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is a survey of the arts of Asia. Sacred and secular art forms of India, Southeast Asia, China, Japan and Korea will be explored in this course.

### ARTH 2040 Survey of African, Oceanic, and the Americas Art (3)

*Prerequisite: Eligibility for English 1500; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is a survey of the indigenous arts of African, Oceanic, and the Americas. Sacred and secular art forms and how they reflect the native culture will be explored in this course.

## ASTRONOMY

### ASTR 1511 Introduction to Astronomy with Lab (4)

**[FORMERLY ASTR 10; ASTR 1510]**

*Advisory: Successful completion in English 1000, Reading 1005, and Math 1050 strongly recommended; 48 hours lecture; 48 hours lab (96 hours total)*

**Transfer Credit: CSU: UC**

This survey course includes historical development of astronomy; astronomical instruments; basic physical laws and processes; the formation, life cycle and death of stars; the structure and dynamics of the Milky Way galaxy and other galaxies, and the structure of the universe; cosmology; and the evolution and structure of the solar system. Field trips are required to study points of astronomical interest. The student may opt to receive credit in only one of the following courses: Astronomy 1510 or Astronomy.



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## BIOLOGY

### **BIOL 1500 Fundamentals of Biology (3)**

**[FORMERLY BIOL 1]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This survey of the principles of biology includes cell theory, cell division, heredity, and anatomy and physiology of plants and animals. The course also includes a survey of the principle groups of plants and animals. This course is a non-majors life science course.

### **BIOL 1501 Fundamentals of Biology Laboratory (1)**

**[FORMERLY BIOL 1L]**

*Prerequisite: Successful completion in or concurrent enrollment in Biology 1500*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lab*

**Transfer Credit: CSU: UC**

Biology 1501 is an introductory laboratory course designed to survey the plant and animal kingdoms. The course includes microscopy of plants and lower animals, mitosis, life cycles, cell structure, and animal dissection.

### **BIOL 1513 Introduction to Environmental Studies with Lab (4)**

**[FORMERLY BIOL 1503; ENST 10]**

*Advisory: Eligibility for English 1000 and Reading 1005 and Math 1050, or 1 year of high school algebra, strongly recommended; 48 hours lecture; 48 hours lab (96 total hours)*

**Transfer Credit: CSU: UC**

This is an interdisciplinary introduction to ecology through the study of contemporary environmental problems of renewable and nonrenewable resources. The socioeconomic and political concerns of resource shortages, pollution, conservation, and management will be discussed. Field trips are required to certain local points of geological interest. The student may opt to receive credit in only one of the following courses: Biology 1503 or Biology 1513.

### **BIOL 2201 Introductory Biology - Cells (4)**

**[FORMERLY BIOL 2]**

*Prerequisite: Successful completion in or concurrent enrollment in Chemistry 2211 and English 1500; 48 hours lecture; 48 hours lab (96 hours total)*

**Transfer Credit: CSU: UC**

This is a basic course in cellular biology for all students of plant or animal science as an introduction to the fundamental principles of biology. Lecture will emphasize cell structure and function highlighting molecular aspects. Laboratory will exercise the fundamental principles of and techniques in cell and molecular biology.

### **BIOL 2202 General Zoology (5)**

**[FORMERLY ZOO 1A]**

*Prerequisite: Successful completion in Mathematics 1060 or high school intermediate algebra with a grade of 'C' or better*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture; 96 hours lab (144 hours total)*

**Transfer Credit: CSU: UC**

A survey of the animal kingdom, this course is designed as an introduction to the principles of animal biology with special reference to comparative anatomy, physiology, evolution, and ecology. Laboratory work includes the study of cells, tissues, and organ systems of the frog and representatives of the major invertebrate groups. A number of field trips serve as an introduction to field biology.

### **BIOL 2203 General Botany (4)**

**[FORMERLY BOT 1; BOT 1L]**

*Prerequisite: Successful completion in Mathematics 1060 or high school intermediate algebra with a grade of 'C' or better*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture; 48 hours lab (96 hours total)*

**Transfer Credit: CSU: UC**

This is a basic course in plant biology for all students of plant or animal science and serves as an introduction to the fundamental principles of biology as illustrated by plants. Emphasis is placed on the morphology, physiology, evolution, and ecology of the major plant groups. The lab serves as an introductory laboratory course designed to survey the plant kingdoms. The lab includes the microscopy of plants, mitosis, life cycles, reproduction, cell structure, anatomy, adaptation, ecology, and identification of plant groups as well as local native and landscape plants.

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## BIOLOGY

**BIOL 2204 Introduction to Vertebrate Zoology (5)****[FORMERLY ZOOL 1B]**

*Prerequisite:* Successful completion in Mathematics 1060 or high school intermediate algebra with a grade of 'C' or better

*Advisory:* Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture; 96 hours lab (144 hours total)

**Transfer Credit: CSU: UC**

This course is designed to study the comparative anatomy, physiology, evolution, and behavior of the vertebrates. Laboratory work includes a comparison of vertebrate systems as revealed through animal dissection, physiology, and behavior. A number of field trips to examine local ecology are taken.

**BIOL 2250 Human Anatomy (5)****[FORMERLY ANAT 6]**

*Advisory:* Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture; 96 hours lab (144 hours total)

**Transfer Credit: CSU: UC**

This course examines the structure of the systems of the human body. It is designed to meet anatomy requirements for nursing and physical education students. The course includes the cellular detail (histology) and gross anatomy of all the body systems.

**BIOL 2255 Human Physiology (3)****[FORMERLY PHYS 7]**

*Prerequisite:* Successful completion in Chemistry 1510 or high school chemistry with a grade of 'C' or better and Biology 2250.

*Advisory:* Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture

**Transfer Credit: CSU: UC**

This course provides an introduction to the function and interrelationships of human body systems. An emphasis is placed on homeostatic nature of these systems. Human diseases will serve as examples of physiological dysfunction.

**BIOL 2256 Human Physiology Laboratory (2)****[FORMERLY PHYS 7L]**

*Prerequisite:* Successful completion in Chemistry 1510 or high school chemistry with a grade of 'C' or better, Biology 2250, and Biology 2255 or concurrent enrollment in Biology 2255

*Advisory:* Eligibility for English 1000 and Reading 1005 strongly recommended; 96 hours lab

**Transfer Credit: CSU: UC**

This is a laboratory course to accompany Biology 2255. It includes laboratory exercises on basic laboratory calculations including metric conversions, general and cellular metabolism including osmosis and biomolecules, hemodynamics, hemostasis, blood, muscle function, respiration, digestion, and the nervous system.

**BIOL 2260 General Microbiology (5)****[FORMERLY MICR 8]**

*Prerequisite:* Successful completion in Biology 1500 or one year of high school biology with a grade of 'C' or better; and Chemistry 1510 or one year of high school chemistry with a grade of 'C' or better

*Advisory:* Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture; 96 hours lab (144 hours total)

**Transfer Credit: CSU: UC**

As an introduction to the microbes, this course will include the morphology, metabolism, and pathogenicity of bacteria, fungi, viruses, prions, protozoa, and helminths. Special emphasis will be placed on human immunology and those etiological agents of human disease. Laboratory exercises will include aseptic techniques, culturing and identification of common microbes, cataloging results in structured, notebook format, presentation skills of technical material to peers, drawing fungus micro and macro morphology, drawing micro and macro parasite morphology.

## BIOLOGY

### **BIOL 2280 Biotechnology (5)**

*Prerequisites: Successful completion in Math 1060 or high school intermediate algebra with a grade of 'C' or better, and completion of one of the following courses: Biology 2260, Biology 2201 or Chemistry 2211 with a grade of 'C' or better*

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture; 96 hours lab (144 hours total)*

**Transfer Credit: CSU: UC**

This is a basic course in the principles of biotechnology. It is intended for those in the Life and Physical Sciences who are interested in gaining hands-on biotechnology experience to pursue work or a career in this field. Among the techniques covered in detail are sterile technique, media preparation, cell culture, DNA cloning and sequencing, Polymerase Chain Reaction (PCR), animal husbandry and biochemical purification.

### **BIOL 2370 Basic Nutrition (3)**

**[FORMERLY BIOL 15]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

In this basic nutrition course students will learn fundamental principles of nutrition and their application to diets under normal conditions.

## BUSINESS

### **BUSN 1050 Business Mathematics (4)**

**[FORMERLY BUS 21; BUS 50]**

*Advisory: Eligibility for Mathematics 1050 strongly recommended; 64 hours lecture*

**Degree Applicable**

Use of arithmetic functions with emphasis on business applications is the focus of this course. Special attention is given to equations and their application to business problems.

### **BUSN 1051 General Accounting (3)**

**[FORMERLY BUS 52A]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture; 16 hours lab (64 hours total)*

**Degree Applicable**

This is an introductory course in accounting stressing theory and principles of elementary accounting applicable to single proprietorship. The course includes the entire bookkeeping cycle. The program gives the student practical training for clerical, bookkeeping, and managerial positions.

### **BUSN 1052 General Accounting (3)**

**[FORMERLY BUS 52B]**

*Prerequisite: Successful completion in Business 1051 with a grade of 'C' or better; 48 hours lecture; 16 hours lab (64 hours total)*

**Degree Applicable**

This course gives instruction in business practices and procedures in partnerships, corporations, negotiable instruments, current and fixed asset valuation, and departmental sales.

### **BUSN 1053 Computerized Accounting (1)**

**[FORMERLY BUS 53]**

*Prerequisite: Successful completion in Business 1051 or Business Administration 2220 with a grade of 'C' or better; 48 hours lab*

**Degree Applicable**

This course covers accounting practices using a computerized database to develop skills using computerized accounting systems to create customized accounting reports to meet the needs of business and industry.

### **BUSN 1054 Office Procedures (2)**

**[FORMERLY BUS 54A]**

*Advisory: Typing speed of 35 words per minute strongly recommended; 24 hours lecture; 24 hours lab (48 hours total)*

**Degree Applicable**

This comprehensive course for secretarial and clerical majors provides training in general office procedures, including filing, postal services, telephone techniques, use of transcribing machines and other office machines. It introduces basic data and word processing concepts and telecommunications technology and stresses the importance of office relations, good grooming, and personality development.

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**BUSINESS****BUSN 1055 Office Procedures (2)****[FORMERLY BUS 54B]**

*Prerequisite: Successful completion in Business 1054 with a grade of 'C' or better; 24 hours lecture; 24 hours lab (48 hours total)*

**Degree Applicable**

A continuation of Business 1054 which provides advanced training in general office procedures, including filing, postal services, telephone techniques, use of transcribing machines and other office machines, continues to present data and word processing concepts and telecommunications technology and stresses importance of office relations, good grooming, and personality development.

**BUSN 1056 QuickBooks (.5)**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 8 hours lecture*

**Degree Applicable**

This is an introductory course on how to use QuickBooks' basic features through lecture and activities. The course will introduce students to the types of information needed for a business, how to enter the information, and track it in QuickBooks.

**BUSN 1059 Electronic Machine Calculations (1)****[FORMERLY BUS 22; BUS 59; BUS 72]**

*Advisory: Eligibility for Mathematics 1050 strongly recommended; 48 hours lab*

**Degree Applicable**

This course provides instruction on touch addition and solving business problems using the electronic calculator. Assignments are based on typical business situations and problems. Instruction is on an individual progress basis. Students who have completed Business 72 or Business 22 are not eligible for enrollment in this course.

**BUSN 1500 Introduction to Business (3)****[FORMERLY BUS 32]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

A survey course designed to give the student an overview of the functions, objectives, organization and structure of business and its importance in a free enterprise system.

**BUSN 1510 Business Communication (3)**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course is a study of communication in the business and organizational setting. Effective business communication skills will be highlighted by preparing and analyzing business letters, reports, electronic mail, and other technical reports. Emphasis will also be placed on gathering, organizing, and presenting information including PowerPoint presentations. Practical ways to succeed in employment interviews, compose a resume, and develop an application cover letter will also be discussed.

**BUSN 1536 Introduction to Exporting (3)**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; completion of Business 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course covers the fundamentals of exporting including marketing and sales, quotations, payments and risks, regulations, licensing, shipping, documentation and business plan development. The process of identifying resources along with their benefits is included. Students will conduct market research for exporting a given product and/or service with online presentations.

**BUSN 1560 Business Capstone (3)**

*Advisory: Completion of all other required courses in either the Business Programs or Automotive Program; 48 hours lecture*

**Transfer Credit: CSU**

This course is designed to be the culminating project specific to a program of study. Professional and employment related situations and projects will be explored through a variety of learning methods to include simulations, case studies, scenarios, individual research papers, projects, internships, portfolios and presentations necessary for twenty-first century success. Selection of a project will be based on need and/or interest related to the discipline.

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**BUSINESS****BUSN 1601 Beginning Keyboarding (1)****[FORMERLY BUS 1A]***Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lab***Transfer Credit: CSU**

A beginning course in keyboarding, Business 1601 uses a multi-component instructional program which offers a high degree of flexibility and is designed to allow for individual progress. The major objectives are to teach the keyboard including the alphabet, number and symbol keys and to develop touch control of the keyboard.

**BUSN 1602 Beginning Keyboarding (1)****[FORMERLY BUS 1B]***Prerequisite: Successful completion in Business 1601 with a grade of 'C' or better; 48 hours lab***Transfer Credit: CSU**

Business 1602 uses a multi-component instructional program which offers a high degree of flexibility and is designed to allow for individual progress. The major objective is to provide an introduction to typing basic business documents.

**BUSN 1603 Beginning Keyboarding (1)****[FORMERLY BUS 1C]***Prerequisite: Successful completion in Business 1602 with a grade of 'C' or better; 48 hours lab***Transfer Credit: CSU**

Business 1603 uses a multi-component instructional program which offers a high degree of flexibility and is designed to allow for individual progress. The major objective is to provide an introduction to typing correspondence, reports, and employment documents.

**BUSN 2001 Intermediate Keyboarding (1)****[FORMERLY BUS 2; BUS 2A]***Prerequisite: Successful completion in Business 1603 or 1 year of high school typing with a grade of 'C' or better; 48 hours lab***Transfer Credit: CSU**

Business 2001 uses a multi-component instructional program which offers a high degree of flexibility and is designed to allow for individual progress. This course continues the development of basic typing skills and emphasizes the formatting of various kinds of business correspondence, reports, and tables.

**BUSN 2002 Intermediate Keyboarding (1)****[FORMERLY BUS 2B]***Prerequisite: Successful completion in Business 2001 with a grade of 'C' or better; 48 hours lab***Transfer Credit: CSU**

Business 2002 uses a multi-component instructional program which offers a high degree of flexibility and is designed to allow for individual progress. This course continues the development of basic typing skills and provides an introduction to specialized applications, such as formal reports and legal documents.

**BUSN 2003 Intermediate Keyboarding (1)****[FORMERLY BUS 2C]***Prerequisite: Successful completion in Business 2002 with a grade of 'C' or better; 48 hours lab***Transfer Credit: CSU**

Business 2003 uses a multi-component instructional program which offers a high degree of flexibility and is designed to allow for individual progress. This course continues the development of basic typing skills and is an orientation to using templates and designing forms. It also provides practice in the design and layout of announcements, flyers, and newsletters and provides an overview of web page design.

**BUSN 2275 Business Law (3)****[FORMERLY BUS 18]***Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture***Transfer Credit: CSU: UC**

This course is a survey of the principles of business law with particular emphasis given to contracts, sales, negotiable instruments, and trade regulations.

## BUSINESS ADMINISTRATION

### **BSAD 1560 Introduction to Mathematical Analysis (4)**

**[FORMERLY BSAD 16]**

*Prerequisite: Successful completion in Mathematics 1060 or 2 years of high school algebra with a grade of 'C' or better; 64 hours lecture*

**Transfer Credit: CSU: UC\*\***

This is a college-level mathematics course designed for business administration, social science, life science, and industrial technology majors. Includes a brief review of advanced topics from algebra. Matrix operations and solution of systems of linear equations by the Gauss-Jordan elimination method are covered. Course emphasis is on differential and integral calculus for polynomial, rational, exponential and logarithmic functions, functions involving radicals, and combinations of these, with applications to problems in the student's field of interest. This course is not open to students with credit in Mathematics 2100. The student may opt to receive credit in only one of the following courses: Business Administration 1560, Economics 1560, or Math 1560.

**\*\*UC Credit not granted for Business Administration 1560 if taken after Math 2120**

**\*\*UC credit may be granted after transfer**

### **BSAD 2220 Introduction to Financial Accounting (4)**

**[FORMERLY BSAD 1A]**

*Advisory: Eligibility for English 1000 and Reading 1005, and Business 1050 or Business 1051 strongly recommended; 64 hours lecture*

**Transfer Credit: CSU: UC**

Business Administration 2220 is a foundation course in financial accounting principles. It is a study of the basic principles of accounting, with emphasis on the accounting cycle, internal control of sole proprietorships, corporations and partnerships, financial statements, and accounting for assets, liabilities, expenses, revenues, and capital.

### **BSAD 2221 Introduction to Managerial Accounting (4)**

**[FORMERLY BSAD 1B]**

*Prerequisite: Successful completion in Business Administration 2220 with a grade of 'C' or better; 64 hours lecture*

**Transfer Credit: CSU: UC**

Business Administration 2221 is a foundation course in managerial accounting principles. Areas covered include study of the basic features of internal reporting systems, cost system designs, cost management and strategic management with an emphasis on business decision making.

## CHEMISTRY

### **CHEM 1510 Introductory College Chemistry (4)**

**[FORMERLY CHEM 10]**

*Prerequisite: Successful completion in Mathematics 0240 or eligibility for Mathematics 1050*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture; 48 hours lab (96 hours total)*

**Transfer Credit: CSU: UC**

This is an introductory course emphasizing basic principles of inorganic and organic chemistry with a brief introduction to biochemistry and contemporary chemistry problems. This is a general education course not open to students with credit in Chemistry 2211 (for non-science majors or students who need an introductory chemistry course).

### **CHEM 2108 Organic Chemistry (3)**

**[FORMERLY CHEM 8]**

*Prerequisite: Successful completion in Chemistry 1510 or equivalent or high school chemistry with a grade of 'C' or better within the last five years*

*Advisory: It is recommended that Chemistry 2108 be taken concurrently with Chemistry 2109; 48 hours lecture*

**Transfer Credit: CSU: UC**

An introduction to the aliphatic, aromatic and biochemistry carbon compounds. This course is required of pre-medical, pre-dental, pre-pharmacy, and some pre-engineering majors.

## CHEMISTRY

### **CHEM 2109 Organic Chemistry Laboratory (2)**

**[FORMERLY CHEM 9]**

*Prerequisite: Successful completion in Chemistry 1510 or equivalent or high school chemistry with a grade of 'C' or better within the last five years*

*Corequisite: Concurrent enrollment in Chemistry 2108 required; 96 hours lab*

**Transfer Credit: CSU: UC**

In this course the physical and chemical properties of aliphatic and aromatic carbon compounds are studied and useful organic compounds are synthesized in the laboratory.

### **CHEM 2211 General Chemistry (5)**

**[FORMERLY CHEM 1A]**

*Prerequisite: Chemistry 1510 and Mathematics 1060 with a grade of 'C' or better; high school chemistry or physics and intermediate algebra or trigonometry with grades of 'C' or better are acceptable alternatives; Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture; 112 hours lab (160 hours total)*

**Transfer Credit: CSU: UC**

This basic course in the principles of chemistry, with special emphasis on chemical calculations, is required of all pre-professional science majors.

### **CHEM 2212 General Chemistry and Qualitative Analysis (5)**

**[FORMERLY CHEM 1B]**

*Prerequisite: Successful completion in Chemistry 2211 with a grade of 'C' or better*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture; 112 hours lab (160 hours total)*

**Transfer Credit: CSU: UC**

This course is a continuation of Chemistry 2211 with special emphasis in the laboratory on the theory and techniques of qualitative analysis. A unit on organic chemistry is included in this course.

### **CHEM 2250 Quantitative Analysis (4)\***

*Prerequisite: Successful completion in Chemistry 2212 with a grade of 'C' or better; 32 hours lecture; 96 hours lab (128 hours total)*

**Transfer Credit: CSU: UC**

This course is a practical and theoretical exploration of quantitative analytical techniques. Principles of gravimetric, volumetric, spectrophotometric and chromatographic analysis are stressed in both lecture and laboratory. Sample preparation methods and data analysis are also introduced.

## COMMUNICATIONS

### **COMM 1510 Mass Communication and the Individual (3)**

**[FORMERLY COMM 1; HUM 1]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This lecture course emphasizes consumer awareness of mass communication on all levels. Students may opt to receive credit in either Communications 1510 or Journalism 1510, not both.

## COMPUTER SCIENCE

### **COSC 1000 Introduction to Computers (1)**

**[FORMERLY COSC 55]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 8 hours lecture; 24 hours lab (32 hours total)*

**Degree Applicable**

This course is a basic introduction to computer technology. It is intended for students with limited or no familiarity with computer use and technology. Students will become familiar with computer hardware and software through lecture, discussion, and hands on activities in the classroom during focused segments of instruction. The course content is presented in a classroom environment as well as via a textbook and interactive CD ROM.

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## COMPUTER SCIENCE

### **COSC 1050 Personal Computer Repair (2)**

**[FORMERLY COSC 50]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 24 hours lecture; 24 hours lab (48 hours total)*

**Degree Applicable**

This course is designed for students planning to enter computer hardware replacement business. It will include demonstrations, lectures, problem assignments and hands-on experience troubleshooting a computer. The emphasis will be placed on a recent Microsoft Windows Operating System and its relationship to computer hardware components. Other operating systems will be explored.

### **COSC 1532 Basic Internet Skills and Concepts (1)**

**[FORMERLY COSC 32A]**

*Prerequisite: None; 8 hours lecture; 24 hours lab (32 hours total)*

**Transfer Credit: CSU**

This course provides an introduction to information resources on the Internet. Protocols and services covered include e-mail, news, discussion groups, and the World Wide Web. Navigation, searching, and retrieving techniques will be covered using Windows based web-browsers and search engines. Special focus will be given to the fastest growing resource, the WWW, by creating a personal home page.

### **COSC 1602 Introduction to Electronic Word Processing - Microsoft Word 2007 (1.5)**

**[FORMERLY COSC 40J]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture; 24 hours lab (40 hours total)*

**Transfer Credit: CSU**

This course is an introduction to electronic word processing in the Microsoft Windows environment. Students will learn the operation and features of Microsoft Word 2007 to support common communication requirements in a business environment.

### **COSC 1603 Introduction to Electronic Word Processing - Microsoft Word 2010 (1.5)**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture, 24 hours lab (40 hours total)*

**Transfer Credit: CSU**

This course is an introduction to electronic word processing in the Microsoft Windows environment. The course covers the operation and features of Microsoft Word 2010 to support common communication requirements in a business environment.

### **COSC 1702 Introduction to Spreadsheets - Microsoft Excel 2007 (1.5)**

**[FORMERLY COSC 39I]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture; 24 hours lab (40 hours total)*

**Transfer Credit: CSU**

This course is an introduction to electronic spreadsheets in the Microsoft Windows environment. Students will learn the operation and features of Microsoft Excel 2007 to solve common problems in a business environment.

### **COSC 1703 Introduction to Spreadsheets - Microsoft Excel 2010 (1.5)**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture, 24 hours lab (40 hours total)*

**Transfer Credit: CSU**

This course is an introduction to electronic spreadsheets in the Microsoft Windows environment. The course covers the operation and features of Microsoft Excel 2010 to solve common problems in a business environment.

### **COSC 1800 Introduction to Computer Art (3)**

**[FORMERLY COSC 30B]**

*Advisory: Art 1600 or 1620 strongly recommended; 32 hours lecture; 64 hours lab (96 hours total)*

**Transfer Credit: CSU**

This course is an introduction to the basic principles and techniques of using computers (Adobe Illustrator) to generate graphics and illustrations. Students may opt to receive credit in either Computer Science 1800 or Art 1800, not both.



## COMPUTER SCIENCE

### **COSC 1811 Introduction to Presentation Graphics - Microsoft PowerPoint 2007 (1.5)**

**[FORMERLY COSC 38G]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture; 24 hours lab (40 hours total)*

**Transfer Credit: CSU**

This course is an entry-level course for students who wish to obtain a general knowledge of the application of presentation graphics software in the preparation of effective, professional presentations. Students will exhibit a computerized presentation on a topic of their choice as a final project. All presentations will be developed using Microsoft PowerPoint 2007.

### **COSC 1812 Introduction to Presentation Graphics - Microsoft PowerPoint 2010 (1.5)**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture, 24 hours lab (40 hours total)*

**Transfer Credit: CSU**

This is an entry-level course for students who wish to obtain a general knowledge of the application of presentation graphics software in the preparation of effective, professional presentations. Students will exhibit a computerized presentation on a topic of their choice as a final project. All presentations will be developed using Microsoft PowerPoint 2010.

### **COSC 1850 Web Site Production (3)**

**[FORMERLY COSC 36Y]**

*Advisory: Successful completion in Computer Science 1800/Art 1800 or Art 1820; 32 hours lecture; 64 hours lab (96 hours total)*

**Transfer Credit: CSU**

This course covers the development, publishing and maintenance of websites. The student may opt to receive credit in Computer Science 1850 or Art 1850, not both.

### **COSC 1860 Introduction to Computer Animation for Web and Multimedia (3)**

**[FORMERLY COSC 36Z]**

*Advisory: Successful completion in Computer Science 1800 or Art 1800 or equivalent introduction to vector graphics course with a 'C' or better; 32 hours lecture; 64 hours lab (96 hours total)*

**Transfer Credit: CSU**

This course is an introduction to Macromedia Flash™ and its use in animation and web site design, creation and publication of Flash™ animations, icons, navigation buttons and web sites. The student may opt to receive credit in either Computer Science 1860 or Art 1860, not both.

### **COSC 1901 Introduction to Electronic Databases - Microsoft Access 2007 (1.5)**

**[FORMERLY COSC 34I]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture; 24 hours lab (40 hours total)*

**Transfer Credit: CSU**

This course is an introduction to electronic Database Management Systems (DBMS) in the Microsoft Windows environment. The student will learn the operation and features of Microsoft Access 2007 to support common data management requirements in a business environment.

### **COSC 1902 Introduction to Electronic Databases - Microsoft Access 2010 (1.5)**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture, 24 hours lab (40 hours total)*

**Transfer Credit: CSU**

This course is an introduction to electronic Database Management Systems (DBMS) in the Microsoft Windows environment. The course covers the operation and features of Microsoft Access 2010 to support common data management requirements in a business environment.

### **COSC 2000 Computer Operating Systems (1.5)**

**[FORMERLY COSC 42D]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture; 24 hours lab (40 hours total)*

**Transfer Credit: CSU**

This course is designed for students planning to enter computer science. It will include demonstrations, lectures, problem assignments and hands-on experience troubleshooting a computer. The emphasis will be placed on the Microsoft Windows 2000 Operating System and its relationship to computer hardware components. Other operating systems will be explored.

## COMPUTER SCIENCE

### **COSC 2002 Computer Operating Systems (1.5)**

**[FORMERLY COSC 42E]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture; 24 hours lab (40 hours total)*

**Transfer Credit: CSU**

This course is an introduction to the Microsoft Windows XP Operating System. Both fundamental and advanced skills necessary to use Windows XP will be covered. The course will provide a solid foundation of knowledge upon which students can build. Real world examples prepare students to be skilled users of Windows XP.

### **COSC 2020 Introduction to Computer Information Systems (3)**

**[FORMERLY COSC 43]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 32 hours lecture; 48 hours lab (80 hours total)*

**Transfer Credit: CSU**

This course is designed for students planning to enter computer science, science, business, education or other related fields. Learn basic through advanced computer concepts with an emphasis on both the personal computer and enterprise computing. Topics include hardware, application and system software, the Internet and World Wide Web, communications, e-commerce, societal issues, database management, systems analysis and design, programming, information systems career opportunities, certifications in the computer field, and computer trends.

### **COSC 2300 Dreamweaver (3)**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 32 hours lecture; 48 hours lab (80 hours total)*

**Transfer Credit: CSU**

This introductory course is designed to present and provide various techniques for planning, building, uploading, maintaining, and updating a web site using the Dreamweaver software program. The course will emphasize methods for designing and creating web pages through the use of Hyper Text Markup Language (HTML), Cascading Style Sheets (CSS), web scripting, and other web technologies. Topics such as integrating images, sound, and other multimedia into web pages using Dreamweaver will be discussed. This course will also address web file management, navigation systems, usability issues, limitations of web technologies, and content management.

## COURT REPORTING

### **CTRP 1010 Beginning Machine Shorthand Theory and Lab 1 (5)**

**[FORMERLY BUS 71; CTRP 51]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 hours lecture; 48 hours lab (112 hours total)*

**Degree Applicable**

This first semester course covers the basic theory of machine shorthand and mastery of the keyboard. It covers the introduction and master of basic stenotype concepts for all one-syllable words and simple two-syllable words written by sound, beginning number writing, all marks of punctuation, one- and two-letter brief forms, two- and three-letter phrases, reading from stenotype notes, and dictation at 40 words per minute. This course meets partial requirements of the Court Reporters Board of California and the National Court Reporters Association. This course is offered on a Pass/No Pass basis only.

### **CTRP 1031 Machine Shorthand Speed Building - Level 1 Literary (1.25 units per semester; limit 5 units)**

*Prerequisite: Successful completion in Court Reporting 1010*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours*

**Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write literary material on a stenotype machine at 60 words per minute (wpm) and 80 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

## COURT REPORTING

### **CTRP 1032 Machine Shorthand Speed Building - Level 2 Literary (1.25 units per semester; limit 5 units)**

*Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1031*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours*

#### **Not Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write literary material on a stenotype machine at 100 words per minute (wpm) and 120 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

### **CTRP 1033 Machine Shorthand Speed Building - Level 3 Literary (1.25 units per semester; limit 5 units)**

*Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1032*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours*

#### **Not Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write literary material on a stenotype machine at 140 words per minute (wpm) and 160 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

### **CTRP 1034 Machine Shorthand Speed Building - Advanced Literary (1.25 units per semester; limit 5 units)**

*Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1033*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours*

#### **Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write literary material on a stenotype machine at 180 words per minute (wpm) and 200 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

### **CTRP 1041 Machine Shorthand Speed Building - Level 1 Jury Charge (1.25 units per semester; limit 5 units)**

*Prerequisite: Successful completion in Court Reporting 1010*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours*

#### **Not Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write jury charge material on a stenotype machine at 60 words per minute (wpm) and 80 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

### **CTRP 1042 Machine Shorthand Speed Building - Level 2 Jury Charge (1.25 units per semester; limit 5 units)**

*Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1041*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours*

#### **Not Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write jury charge material on a stenotype machine at 100 words per minute (wpm) and 120 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

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## COURT REPORTING

### **CTRP 1043 Machine Shorthand Speed Building - Level 3 Jury Charge (1.25 units per semester; limit 5 units)**

*Prerequisite: Successful completion in Court Reporting 1042*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours*

#### **Not Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write jury charge material on a stenotype machine at 140 words per minute (wpm) and 160 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

### **CTRP 1044 Machine Shorthand Speed Building - Advanced Jury Charge (1.25 units per semester; limit 5 units)**

*Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1043*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours*

#### **Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write jury charge material on a stenotype machine at 180 words per minute (wpm) and 200 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

### **CTRP 1051 Machine Shorthand Speed Building - Level 1 Medical (1.25 units per semester; limit 5 units)**

*Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1010*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours*

#### **Not Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write medical material on a stenotype machine at 60 words per minute (wpm) and 80 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

### **CTRP 1052 Machine Shorthand Speed Building - Level 2 Medical (1.25 units per semester; limit 5 units)**

*Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1051*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours*

#### **Not Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write medical material on a stenotype machine at 100 words per minute (wpm) and 120 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

### **CTRP 1053 Machine Shorthand Speed Building - Level 3 Medical (1.25 units per semester; limit 5 units)**

*Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1052*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours*

#### **Not Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write medical material on a stenotype machine at 140 words per minute (wpm) and 160 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

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## COURT REPORTING

**CTRP 1054 Medical Shorthand Speed Building - Advanced Medical (1.25 units per semester; limit 5 units)**

*Prerequisite:* Qualification by assessment process or successful completion of Court Reporting 1053

*Advisory:* Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours

**Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write medical material on a stenotype machine at 180 words per minute (wpm) and 200 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a

**CTRP 1061 Machine Shorthand Speed Building - Level 1 Multi-Voice (1.25 units per semester; limit 5 units)**

*Prerequisite:* Qualification by assessment process or successful completion of Court Reporting 1010

*Advisory:* Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours

**Not Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write multi-voice material on a stenotype machine at 60 words per minute (wpm) and 80 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

**CTRP 1062 Machine Shorthand Speed Building - Level 2 Multi-Voice (1.25 units per semester; limit 5 units)**

*Prerequisite:* Qualification by assessment process or successful completion of Court Reporting 1061

*Advisory:* Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours

**Not Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write multi-voice material on a stenotype machine at 100 words per minute (wpm) and 120 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

**CTRP 1063 Machine Shorthand Speed Building - Level 3 Multi-Voice (1.25 units per semester; limit 5 units)**

*Prerequisite:* Qualification by assessment process or successful completion of Court Reporting 1062

*Advisory:* Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours

**Not Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write multi-voice material on a stenotype machine at 140 words per minute (wpm) and 160 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

**CTRP 1064 Machine Shorthand Speed Building - Advanced Multi-Voice (1.25 units per semester; limit 5 units)**

*Prerequisite:* Qualification by assessment process or successful completion of Court Reporting 1063

*Advisory:* Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours

**Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write multi-voice material on a stenotype machine at 180 words per minute (wpm) and 200 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

## COURT REPORTING

### **CTRP 1070 Legal Terminology I (3)**

**[FORMERLY CTRP 57]**

*Prerequisite: None; 48 hours lecture*

#### **Degree Applicable**

This course will provide a background of basic legal terminology. The course will explore Latin prefixes and Latin suffixes, which will allow for correct spelling, pronunciation and definition of basic legal terms. This course meets the requirements of the Court Reporters Board of California leading to certification to take the state Certified Shorthand Reporter test. This course is offered on a Pass/No Pass basis only.

### **CTRP 1075 Legal Terminology II (3)**

*Prerequisite: Successful completion in Court Reporting 1070; 48 hours lecture*

#### **Degree Applicable**

This course is designed to provide an overview of terminology of the legal profession. The course will cover laws of wills and estates, real property, family law, negotiable instruments, business organization, and bankruptcy. The common legal terms used in these areas will be emphasized. This course meets the requirements of the Court Reporters Board of California leading to certification to take the Certified Shorthand Reporter test. This course is offered on a Pass/No Pass basis only.

### **CTRP 1080 Court and Deposition Procedures (3)**

**[FORMERLY CTRP 58]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 32 hours lecture; 48 hours lab (80 hours total)*

#### **Degree Applicable**

Emphasizes role of the official and freelance reporter in preparation of deposition and court transcripts, marking and handling of exhibits, indexing and storing notes, reporting techniques and ethics; also, the course includes the communication skills, professional image and business etiquette expected of the reporter. This course meets the requirements of the Court Reporters Board of California and this course is offered on a Pass/No Pass basis only.

### **CTRP 1090 Court Reporting Punctuation and Grammar (4)**

**[FORMERLY CTRP 59]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 hours lecture*

#### **Degree Applicable**

A comprehensive course covering standard English rules for grammar, punctuation, and capitalization with particular emphasis on punctuating the reporter's transcript. This course contains specialized English topics as they apply to the reporting profession. Grammar for reporters emphasizes parts of speech and parts of sentence structure. This course lays an essential foundation for correct grammar and punctuation, as well as an overview of proofreading techniques that apply to verbatim transcripts. This course meets the requirements of the Court Reporters Board of California. This course is offered on a Pass/No Pass basis only.

### **CTRP 1210 Proofreading for the Court Reporter (2)**

*Co-requisite: Enrollment in Court Reporting 1030, 1040, 1050, and 1060;*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 24 hours lecture; 24 hours lab (48 hours total)*

#### **Degree Applicable**

This course will discuss the fundamentals of word division, capitalization, expressions of numbers, punctuation, grammar, and proofreading in court reporting. The course will provide practice on writing, proofreading, and editing various transcripts and documents. An extensive review of parts of speech and types and classification of sentences will be presented. This course is offered on a Pass/No Pass basis only.

### **CTRP 1250 Certified Shorthand Reporter Preparation (2)**

**[FORMERLY CTRP 61]**

*Prerequisite: Qualification by assessment process; 32 hours lecture*

#### **Degree Applicable**

Comprehensive review of all academic course material, as well as court reporting related courses, which are necessary to take the Registered Professional Reporter and Certified Shorthand Reporter tests. Extensive reviews of vocabulary, legal and medical terminologies, court and deposition review (including various State and Federal codes), ethics, grammar and punctuation development, anatomy, and spelling. This course meets the requirements of the Court Reporters Board of California. This course is offered on a Pass/No Pass basis only.

## COURT REPORTING

### **CTRP 1260 Machine Shorthand Speed Building - Dictation/Transcription (1.25)**

*Prerequisite:* Qualification by assessment process or successful completion of Court Reporting 1034, 1044, 1054 and 1064

*Advisory:* Eligibility for English 1000 and Reading 1005 strongly recommended; 64 lab hours total

#### **Not Degree Applicable**

This course promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and develops sufficient skills to write and transcribe complex material on a stenotype machine up to 240 words per minute (wpm) for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

## CRIMINAL JUSTICE ADMINISTRATION

### **CJA 1001 Corrections Officer Core Course (5.5)**

**[FORMERLY CJA 52]**

*Prerequisite:* None; 32 hours lecture; 176 hours lab (208 hours total)

#### **Degree Applicable**

This course provides the student with the necessary knowledge and skills required to effectively supervise inmates in a correctional setting. The course is designed to comply with the Board of Corrections guidelines in the standard training for corrections (Basic CORE course for corrections officers in local detention facilities). It will cover professionalism, laws, and the criminal justice system, custody and supervision of inmates, demonstrated skills in the handling of contraband, restraint techniques, first aid and CPR, and physical conditioning. Certificate of completion issued.

### **CJA 1002 Firearms Training (1)\***

**[FORMERLY CJA 51; POCS 51]**

*Prerequisite:* None; 16 hours lecture

#### **Degree Applicable**

This course meets firearms training and qualification as mandated by the Bureau of Consumer Affairs of the State of California. Students will receive instruction in the legal, moral and ethical use of firearms while performing their duties. Students will also receive instruction in marksmanship and will be required to qualify in marksmanship.

### **CJA 1003 Chemical Agent Deployment (1.5)**

**[FORMERLY CJA 73]**

*Prerequisite:* None; 24 hours lecture

#### **Degree Applicable**

This course is designed to provide students with the practical, safe, legal, and technical aspects of deploying chemical agents in the confines of a correctional facility. It will also cover the proper use of the devices used to deliver the chemical agent and the use of the gas mask and the decontamination process. This course is offered on a Pass/No Pass basis only.

### **CJA 1004 Defensive Tactics and Weaponless Defense (1)**

**[FORMERLY CJA 60; POCS 60]**

*Prerequisite:* None; 12 hours lecture; 12 hours lab (24 hours total)

#### **Degree Applicable**

This course is designed to train law enforcement personnel to perform their daily tasks with less danger to themselves and to increase their ability to control prisoners or suspects in a humane manner. Students must provide their own gym clothing, a Sam Brown belt (less revolver), and a regulation baton.

### **CJA 1005 Unarmed Self-Defense (2.5)**

**[FORMERLY CJA 61]**

*Prerequisite:* Successful completion in Criminal Justice Administration 1001 or 1057; *Advisory:* In good health; 16 hours lecture; 80 hours lab (96 hours total)

#### **Degree Applicable**

This is a course that deals with an advanced curriculum of self-defense and is designed specifically for law enforcement and corrections candidates and personnel. A high level of physical fitness will be obtained as well as a study and practice of control holds, escape techniques, kicks, blocks, punches, and take downs. This is a confidence building course that delves into the assessment of various threat levels and their elimination, as well as the avoidance of confrontations when feasible.

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## CRIMINAL JUSTICE ADMINISTRATION

**CJA 1006 Report Writing (1)\*****[FORMERLY CJA 59; POCS 59]***Prerequisite: None; 3 hours per week for 7 weeks (21 hours)****Degree Applicable***

This course provides instruction in the writing and use of various types of police reports as are used by law enforcement agencies. This course is designed for the new officer, the experienced officer, and reserve officers who may have trouble writing reports.

**CJA 1011 Probation Officer Core Course (5)****[FORMERLY CJA 74]***Prerequisite: None; 32 hours lecture; 144 hours lab (176 hours total)****Degree Applicable***

This course is designed to meet the Board of Corrections - Standards and Training for Corrections (STC) requirements for entry-level probation officers. The course will identify and specify the training necessary for entry level probation officers who have no prior experience in the probation field. Issues addressed will consist of those knowledge and skills which are essential for the newly hired probation officer to meet minimum performance standards for entry level personnel and to obtain maximum benefit from subsequent on-the-job training experience. The student will be introduced to the adult/juvenile court systems, and processes which cover court reports, writing initial violator reports, case information gathering, conducting interviews and assessments. The student will also be introduced to crisis intervention counseling and CPR.

**CJA 1021 Juvenile Counselor Core Course (3)****[FORMERLY CJA 56]***Advisory: Students should be eligible to work in a juvenile detention facility upon completion of the course; 8 hours lecture; 136 hours lab (144 hours total)****Degree Applicable***

The juvenile counselor course is designed to meet all of the Board of Corrections (STC) requirements for entry-level staff for employment in a juvenile correctional institution. This course includes arrest, searches and seizure laws and procedures, report writing, counseling, and first aid and CPR.

**CJA 1031 Federal Privatized Corrections Officer Core Course (10)****[FORMERLY CJA 62]***Prerequisite: None; 167.5 hours lecture; 6.5 hours lab (174 hours total)****Degree Applicable***

This course is designed to provide the student with the necessary knowledge and skills required to effectively supervise inmates in a private facility contracting to the Federal Bureau of Prisons. The course complies with the Federal Bureau of Prisons and Corrections Corporation of America's guidelines in the Standards and Training for Corrections Officers who are employed by CCA in their facilities that house Federal inmates. It will cover professionalism, laws, the Criminal Justice System, custody and supervision of inmates, demonstrated skills in the handling of contraband, restraint techniques, first aid and CPR, as well as physical conditioning.

**CJA 1032 Federal Prison Yearly In-service Training (2.5)****[FORMERLY CJA 71]***Prerequisite: None; 40 hours lecture****Degree Applicable***

This course is designed to provide students with the federally mandated forty hour in-service training in the following areas: interpersonal communication, human resources, blood borne pathogens, CPR, cultural diversity, firearms qualification, ethics, firearms, and badges, use of force, emotionally disturbed inmates, fire and safety, emergency plans, key and tool control, contraband, sexual harassment, disruptive groups, defensive tactics, and chemical agents. This course is offered on a Pass/No Pass basis only.

**CJA 1033 Federal Prison Emergency Response Training (2.5)****[FORMERLY CJA 72]***Prerequisite: None; 40 hours lecture****Degree Applicable***

This course is designed to provide students with the basic tools necessary to operate as a member of a federal prison 'Emergency Response Team.' This course is offered on a Pass/No Pass basis only.



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## CRIMINAL JUSTICE ADMINISTRATION

### **CJA 1034 Administrative/Management Yearly In-service Training (2.5)** **[FORMERLY CJA 70]**

*Prerequisite: None; 40 hours lecture*

#### ***Degree Applicable***

This course is designed for mid-level and upper level managers/administrators in a federal prison. The course will provide students with the necessary skills and knowledge required to effectively supervise corrections personnel. It will cover the role of the manager/administrator, supervisor skills, cultural diversity, current laws and standards, stress awareness, health issues, fire and life safety, workers compensation, labor law, employee/management relations, community relations, elements of the criminal justice system, and communication skills. This course is offered on a Pass/No Pass basis only.

### **CJA 1057 Reserve Officer Training - Arrest and Control (1 unit per semester; limit 4 units)** **[FORMERLY CJA 57ABCD]**

*Prerequisite: None; 4 hours lecture; 36 hours lab (40 hours total)*

#### ***Degree Applicable***

This course introduces methods and regulations used by peace officers regarding the powers of arrest, search and seizure. Students will engage in the use of weaponless self-defense activities. The course is designed primarily to meet the requirements of Penal Code Section 832, which establishes a minimum mandatory standard of training for Peace Officers in the State of California. This course meets P.O.S.T. requirements. This course is offered on a Pass/No Pass basis only.

### **CJA 1058 Reserve Officer Training - Firearms Training (.5 unit per semester; limit 2 units)** **[FORMERLY CJA 58ABCD]**

*Prerequisite: None; 4 hours lecture; 20 hours lab (24 hours total)*

#### ***Degree Applicable***

The course is designed primarily to meet the requirements of Penal Code Section 832, which establishes a minimum mandatory standard of training for Peace Officers in the State of California. Students will engage in the use of firearms. This course meets P.O.S.T. requirements for Firearms Training. This course is offered on a Pass/No Pass basis only.

### **CJA 1100 Criminal Justice Administration Special Topics (.25-3)** **[FORMERLY CJA 65A-Z]**

*Prerequisite: None; minimum of 4 hours lecture; 4 hours lab (8 hours total)*

#### ***Degree Applicable***

This is a series of workshop/seminar sessions devoted to instruction in specialized topics pertinent to criminal justice administration. The course will feature speakers or panels of specialists from the law enforcement or corrections fields who have expertise in the particular subject area. These courses will be graded on a Pass/No Pass basis only.

### **CJA 1501 Introduction to the Administration of Justice (3)** **[FORMERLY CJA 1]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

#### ***Transfer Credit: CSU: UC***

The history and philosophy of administration of justice in America are studied in this course, including recapitulation of system, identifying the various sub-systems, role expectations and their interrelationships, theories of crime, punishment and rehabilitation, ethics, and education and training for professionalism in the system. C-ID: AJ 110

### **CJA 1521 Introduction to Corrections (3)** **[FORMERLY CJA 21]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

#### ***Transfer Credit: CSU***

This course provides a critical analysis of punishment, the various types of punishment, alternatives to punishment, and the impact of punishment on the criminal justice system and a critical examination of the types of correctional institutions and the clients housed in each institution.

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## CRIMINAL JUSTICE ADMINISTRATION

### **CJA 1549 Criminal Justice Administration Vocational Work Experience (1, 2, 3, or 4 units per semester; limit 16 units)**

**[FORMERLY CJA 49ABCD]**

*Prerequisite: Students must have declared vocational/occupational major in Criminal Justice Administration and have a related work opportunity. Students must be concurrently enrolled in at least additional CJA course required for the declared major, and carry a minimum grade point average of 2.00*

**Transfer Credit: CSU**

This course is for students enrolled in vocational programs and who are employed in occupational fields directly related to their declared CJA major. Attitudes, skills and knowledge essential for success in their career field are explored. Note: Units in work experience cannot be included as part of a student's load for Veterans Educational benefits.

### **CJA 2102 The Justice System (3)**

**[FORMERLY CJA 2]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course provides an in-depth study of the role and responsibilities of each segment within the administration of justice system: law enforcement, judicial, corrections. A past, present and future exposure to each sub-system proceeds from initial entry to final disposition and the relationship each segment maintains with its system members are provided.

### **CJA 2103 Concepts of Criminal Law (3)**

**[FORMERLY CJA 3]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course covers the historical development, philosophy and practice of law and constitutional provisions; definitions and classifications of crime; and legal research, study of case law, methodology, and concepts of law as a social force. Law as it affects the correctional component of the justice system will be clearly identified. C-ID AJ120

### **CJA 2104 Legal Aspects of Evidence (3)**

**[FORMERLY CJA 4]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

The origin, development, philosophy and constitutional basis of evidence are surveyed in this course with emphasis on constitutional and procedural considerations affecting arrest, search and seizure; kinds and degrees of evidence and rules governing admissibility; judicial decisions interpreting individual rights and case studies.

### **CJA 2105 Community Relations (3)**

**[FORMERLY CJA 5]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

An in-depth exploration of the roles of the administration of justice practitioners and their agencies is provided in this course. Through interaction and study the student will become aware of the interrelationships and role expectations among the various agencies and the public. Principal emphasis will be on the professional image of the system of justice administration and the development of positive relationships between members of the system and the public. This course will also include the role of the police in the community, actions of the field police officer in the areas of press relations, minority group relations, and the areas of public information.

### **CJA 2111 Juvenile Procedures (3)**

**[FORMERLY CJA 11]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This is a study of the organization, functions and jurisdiction of juvenile agencies with emphasis on the processing and detention of juveniles; juvenile case disposition; juvenile statutes and court procedures.

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## CRIMINAL JUSTICE ADMINISTRATION

### **CJA 2112 Problems of Physical Evidence (3)**

**[FORMERLY CJA 12]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

The collection, identification, preservation and transportation of physical evidence found at crime scenes are studied in this course. Featured are the use of photography, molds, casts, moulage masks to preserve evidence; fingerprint examinations, classification and preservation of prints; familiarization with polygraph examination; identification of handwriting and typewriting; firearms identification; importance of hair, fibers, dust and blood as evidence; importance of laboratory examination and discussion of available facilities.

### **CJA 2113 Criminal Investigation (3)**

**[FORMERLY CJA 13]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This is a discussion of the problems involved in the investigation of specific offenses with emphasis upon the felonies. Sources of information, cooperation with related agencies, writing of the investigation report and use of testing for driver intoxication are covered.

### **CJA 2115 Patrol Procedures (3)**

**[FORMERLY CJA 15]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

Theories, philosophies and concepts related to the role expectations of the line enforcement officer are explored. Emphasis is placed on the patrol, traffic and public service responsibilities and their relationship to the administration of justice system.

### **CJA 2130 Corrections Supervisor Core Course (2.5)**

**[FORMERLY CJA 30]**

*Prerequisite: None; 24 hours lecture; 56 hours lab (80 hours total)*

**Transfer Credit: CSU**

This course is designed to provide the student with the necessary knowledge and skills required to effectively supervise corrections officers in a correctional setting. This course is designed to comply with the Board of Corrections guidelines in the Standard Training for Corrections (Supervisor Core Course) in local and private detention facilities. It will cover the role of the supervisor, managing personnel, supervisor skills, laws, standards and communication.

### **CJA 2131 Control and Supervision in Corrections (3)**

**[FORMERLY CJA 31]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course offers an overview of supervision of inmates in the local, state and federal correctional institutions. The issues of control in a continuum from institutional daily living through crisis situations will be introduced and discussed. The course will emphasize the role played by the offender and correctional worker. Topics include inmate sub-culture, violence and the effects of crowding on inmates and staff, and coping techniques for correctional officers in a hostile prison environment. The causes and effects of abusive tactics will also be discussed.

### **CJA 2133 Legal Aspects of Corrections (3)**

**[FORMERLY CJA 33]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course provides students with an awareness of the historical framework, concepts, and precedent that guide correctional practice. Course material will broaden the individual's perspective of the corrections environment, the civil rights of prisoners and responsibilities and liabilities of correctional officials.

## CRIMINAL JUSTICE ADMINISTRATION

### **CJA 2134 Correctional Interviewing and Counseling (3)**

**[FORMERLY CJA 34]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course is an overview of the techniques in counseling available to practitioners in corrections. Appropriate techniques and theories in confidence building which may be used by the correctional employee in client interviews and counseling will be covered. This is a basic course for students planning to enter, or already employed within, the correctional science field.

### **CJA 2135 Public Safety Communications (3)**

**[FORMERLY CJA 35]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This is an introductory course dealing with all aspects of public safety communication. It will cover the techniques of effectively communicating facts, information, and ideas in a clear and logical manner for a variety of public safety systems reports, i.e. crime/violation/incident reports, letters, memoranda, directives, and administrative reports. Students will gain practical experience in interviewing, note taking, report writing, and testifying.

## DENTAL HYGIENE

### **DNTL 1054 Clinical Practice IV (1)**

**[FORMERLY DNTL 54; DNTL 54ABC]**

*Prerequisite: Acceptance into the Dental Hygiene Program and successful completion of Dental Hygiene 2243 with a grade of "C" or higher; 48 clinic (lab) hours per semester to be arranged with the instructor*

**Degree Applicable**

This course will provide the opportunity to become more proficient in the clinical skills learned and practiced in previous clinical courses and to prepare for success on the state clinical licensing examinations. It is offered on a Pass/No Pass basis only.

### **DNTL 1510 Oral Biology (4)**

**[FORMERLY DNTL 10]**

*Prerequisite: Acceptance into Dental Hygiene Program, and successful completion in Biology 2250 and 2260 with grades of 'C' or better; 64 hours lecture*

**Transfer Credit: CSU**

This is a study of embryology and histology of oral structural formation, clinical recognition of normal oral structures, the physiological and structural functions of teeth and supporting tissues, and oral anatomy relative to proper dental hygiene procedures.

### **DNTL 1511 Oral Radiology (2)**

**[FORMERLY DNTL 11]**

*Prerequisite: Acceptance into Dental Hygiene Program; 32 hours lecture; 32 hours lab (64 hours total)*

**Transfer Credit: CSU**

This course teaches the fundamentals of radiation equipment and avoidance of exposure hazards along with clinical application of procedures involved in exposing, processing, preparation and interpretation of dental roentgenograms.

### **DNTL 1512 Head and Neck Anatomy (3)**

**[FORMERLY DNTL 12]**

*Prerequisite: Acceptance into Dental Hygiene Program and successful completion in Biology 2250, 2255, and 2256 with grades of 'C' or better; 48 hours lecture*

**Transfer Credit: CSU**

This course studies the anatomical structures of the head and neck regions and relates these structures to the clinical practice of dental hygiene.

### **DNTL 1513 Dental Health Education/Seminar (2)**

**[FORMERLY DNTL 13]**

*Prerequisite: Acceptance into Dental Hygiene Program; 32 hours lecture*

**Transfer Credit: CSU**

Principles and practices of prevention and control of dental disease with emphasis on nutrition, plaque control, motivation and chair side patient education are covered in this course.

## DENTAL HYGIENE

### **DNTL 1514 Introduction to Clinic (5.5)**

**[FORMERLY DNTL 14]**

*Prerequisite: Acceptance in Dental Hygiene Program; 48 hours lecture; 128 hours lab (176 hours total)*

**Transfer Credit: CSU**

Introduction to all clinical procedures and skills needed for Dental Hygiene.

### **DNTL 1517 Critical Thinking for Health Sciences (1.5)**

**[FORMERLY DNTL 17]**

*Prerequisite: Acceptance into Dental Hygiene Program; Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 24 hours lecture*

**Transfer Credit: CSU**

The Introduction to Critical Thinking for Health Sciences course is designed to improve students' reasoning process. Instruction consists of creating argument maps, analyzing the validity of arguments, creating valid arguments, critiquing assumptions within arguments, distinguishing between induction and deduction, and in arriving at valid and supportable conclusions. Special emphasis is placed on reasoning and problem solving in health care.

### **DNTL 2020 Local Anesthesia and Nitrous Oxide (2)**

**[FORMERLY DNTL 20]**

*Prerequisite: Successful completion of all first semester Dental Hygiene Program courses and Chemistry 2108 and 2109 with grades of 'C' or better; 16 hours lecture; 48 hours lab (64 hours total)*

**Transfer Credit: CSU**

This course emphasizes pharmacology and physiology of local anesthetic agents and their proper use, the anatomy of the trigeminal nerve, physiology of nerve conduction and how anesthesia works and the prevention and management of emergencies.

### **DNTL 2021 General and Oral Pathology (4)**

**[FORMERLY DNTL 21]**

*Prerequisite: Successful completion of all first semester Dental Hygiene Program courses, Biology 2250, 2255, 2256, and 2260 with grades of 'C' or better; 64 hours lecture*

**Transfer Credit: CSU**

This course covers the pathological processes of inflammation, immunology defense, degeneration, neoplasm, developmental disorders, healing and repair. Recognition of abnormalities in the human body with a special emphasis on normal and abnormal conditions in the oral cavity are also emphasized.

### **DNTL 2025 Patient Management and Geriatrics (2)**

**[FORMERLY DNTL 23; DNTL 2023]**

*Prerequisite: Successful completion of all first semester Dental Hygiene Program courses with grades of 'C' or better; 32 hours lecture*

**Transfer Credit: CSU**

This course teaches the Dental Hygiene student how to effectively and compassionately treat patients with special needs according to each of their individual needs. Specific diseases, disorders, and disabilities are studied in depth to gain a working knowledge of how to treat these patients in the scope of dental hygiene care and prevention.

### **DNTL 2024 Clinical Practice I (4)**

**[FORMERLY DNTL 24]**

*Prerequisite: Successful completion of all first semester Dental Hygiene Program courses with grades of 'C' or better; 16 hours lecture; 144 hours clinic (lab) (160 hours total)*

**Transfer Credit: CSU**

This course provides beginning clinical experience in the treatment of adult and child patients. Various clinical procedures utilizing scaling and polishing techniques, extra-oral and intra-oral inspections, cancer screening, dental and periodontal charting, plaque control instructions and topical fluoride application will be put into supervised practice.

### **DNTL 2026 Nutrition in Dentistry (1)**

**[FORMERLY DNTL 26]**

*Prerequisite: Successful completion of all first semester Dental Hygiene Program courses with grades of 'C' or better; 16 hours lecture*

**Transfer Credit: CSU**

This course provides the basic principles of nutrition and their relationship to dental and total health. Its intent is to teach the students how to perform dietary surveys on clinic patients and to plan nutritional dietary programs.

## DENTAL HYGIENE

### **DNTL 2027 Critical Thinking for Health Sciences (1.5)**

**[FORMERLY DNTL 27]**

*Prerequisite: Successful completion in Dental Hygiene 1517 with a grade of 'C' or better.*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 24 hours lecture*

**Transfer Credit: CSU**

This course is a continuation of Dental Hygiene 1517. Instruction consists of creating argument maps, analyzing the validity of arguments, creating valid arguments, critiquing assumptions within arguments, distinguishing between induction and deduction, and in arriving at valid and supportable conclusions. Special emphasis is placed on case studies germane to Dental Hygiene and Health Sciences.

### **DNTL 2130 Periodontics I (3)**

**[FORMERLY DNTL 30]**

*Prerequisite: Successful completion of all first and second semester Dental Hygiene Program courses; 48 hours lecture*

**Transfer Credit: CSU**

This course in periodontics teaches identification of the normal periodontium and recognition of deviations from normal and the etiology and principles of periodontal diseases, examination procedures, treatment and preventative measures.

### **DNTL 2131 Pharmacology (2)**

**[FORMERLY DNTL 31]**

*Prerequisite: Successful completion of all first and second semester Dental Hygiene Program courses, Chemistry 2108, 2109, Biology 2255 and 2256 with grades of 'C' or better; 32 hours lecture*

**Transfer Credit: CSU**

This course emphasizes the classification and study of drugs according to origin, physical and chemical properties, therapeutic effect and values, particularly of drugs used in dentistry.

### **DNTL 2132 Dental Materials (2)**

**[FORMERLY DNTL 32]**

*Prerequisite: Successful completion of all first and second semester Dental Hygiene Program courses with grades of 'C' or better; 32 hours lecture; 16 hours lab (48 hours total)*

**Transfer Credit: CSU**

The composition and use of various materials used in the dental procedures, fundamentals of chair side assisting while using dental materials, the concepts of the entire dental team, and principles and application of expanded duties for registered dental hygienists are covered.

### **DNTL 2133 Advanced Clinical Topics (2)**

**[FORMERLY DNTL 33]**

*Prerequisite: Successful completion of all first and second semester Dental Hygiene Program courses with grades of 'C' or better; 32 hours lecture*

**Transfer Credit: CSU**

This course teaches the student to perform proficiency in soft tissue diagnosis and evaluation and develops clinical proficiency under supervision by performing curettage and soft tissue management procedures.

### **DNTL 2134 Clinical Practice II (5)**

**[FORMERLY DNTL 34]**

*Prerequisite: Successful completion of all first and second semester Dental Hygiene Program courses with grades of 'C' or better; 16 hours lecture; 192 hours clinic (lab) (208 hours total)*

**Transfer Credit: CSU**

This course provides intermediate experience in the treatment of dental hygiene patients to expand on the procedures and techniques introduced in Introduction to Clinic and Clinical Practice I, and to provide more experience on more difficult cases.

### **DNTL 2240 Periodontics II (1.5)**

**[FORMERLY DNTL 40]**

*Prerequisite: Successful completion of all first, second and third semester Dental Hygiene Program courses with grades of 'C' or better; 24 hours lecture*

**Transfer Credit: CSU**

This course is designed to enhance assessment skills applicable in the treatment of patients with advanced periodontal disease. It covers dental hygienist ethical and clinical responsibility in periodontal disorders and teaches the legal ramifications and the relationship of the specialty practice of periodontics within the broad scope of dentistry.

## DENTAL HYGIENE

### DNTL 2241 Practice and Financial Management (1)

[FORMERLY DNTL 41]

*Prerequisite: Successful completion of all first, second and third semester Dental Hygiene Program courses with grades of 'C' or better; 16 hours lecture*

**Transfer Credit: CSU**

This course covers office practice management, ethical and legal aspects of dentistry and dental hygiene, and business matters relating to dental hygiene practice.

### DNTL 2243 Clinical Practice III (6)

[FORMERLY DNTL 43]

*Prerequisite: Successful completion of all first, second and third semester Dental Hygiene Program courses with grades of 'C' or better; 16 hours lecture; 256 hours clinic (lab) (272 hours total)*

**Transfer Credit: CSU**

This course provides students with the opportunity to become more proficient in the clinical skills learned and practiced in previous clinical courses and to prepare them for success on their state and national board examinations.

### DNTL 2244 Community Oral Health (2)

[FORMERLY DNTL 44]

*Prerequisite: Successful completion of all first, second and third semester Dental Hygiene Program courses with grades of 'C' or better; 32 hours lecture*

**Transfer Credit: CSU**

This course introduces students to the principles and practices of dental public health. The emphasis is placed on the role of the dental hygienist as an innovator of, and an educator in, community health programs. Public health issues will be introduced and discussed.

### DNTL 2245 Ethics and Jurisprudence (2)

[FORMERLY DNTL 45]

*Prerequisite: Successful completion of all first, second, and third semester Dental Hygiene Program courses with grades of 'C' or better; 32 hours lecture*

**Transfer Credit: CSU**

This course is the study of the fundamental factors necessary to be employed and practice within the ethical and legal framework of the State Dental Practice Act and the code of ethics of the American Dental Association.

## DIRECT SUPPORT EDUCATION

### DSE 1501 Introduction to Developmental Disabilities (3)

[FORMERLY DSE 1; S.S. 1]

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course will provide a background in the history, language, the basic concepts of services for persons with developmental disabilities, effective communication, and terms and vocabulary that are important to the field of developmental disabilities. The course will also detail ethics, confidentiality, and mandated privacy.

### DSE 1502 Documentation and Individual Rights and Choices (3)

[FORMERLY DSE 2; S.S. 2]

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course will provide general guidelines for documentation, recording activities and/or events, different types of documentation, effective documentation methods, and the importance of confidentiality. This course will also provide an overview of rights and issues as they relate to individuals with developmental disabilities and recipients of services.

### DSE 1503 Introduction to Medication Support (3)

[FORMERLY DSE 3; S.S. 3]

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course provides understanding of how to support people in effectively and safely managing their medications. Information on how to work with medical professionals and safely store, administer and handle medications is included. Since not all Direct Support Providers (DSP's) have the same responsibilities in medication support due to different regulations and the varied needs of the persons being supported, the course provides concepts and tools that help to understand and address their unique situations.

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## DIRECT SUPPORT EDUCATION

### **DSE 1504 Cultural Competency (3)**

**[FORMERLY DSE 4; S.S. 4]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course helps develop cultural awareness and to understand how to work with people who have a wide variety of personal perspectives, cultures, and life circumstances. It helps develop increased cultural competency by learning about the five elements of cultural competence: 1) valuing diversity; 2) understanding your own culture; 3) understanding when culture may be affecting interactions between persons and among groups; 4) knowing where to find good resources; and 5) knowing how to change your behavior to meet the cultural needs of others.

### **DSE 1505 Teaching Individuals with Developmental Disabilities and Dealing with Challenging Behavior (3)**

**[FORMERLY DSE 5]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course will provide learners with an overview of methods for helping people with developmental disabilities effectively learn new tasks and skills. The effects of cognitive disabilities on learning will be examined as well as general learning principles. It will then combine these learning principles in dealing with challenging behaviors that are harmful to self or others, result in property destruction, or consistently interfere with the achievement of personal goals.

### **DSE 1506 Maltreatment and Safety at Home and in the Community (3)**

**[FORMERLY DSE 6]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course will review what abuse, neglect and exploitation are, how to identify suspected cases, how to protect the person who has been the victim of these situations and how to effectively document these situations. In addition, this course will look at the personal and environmental factors that put people at risk and how to negotiate and support a balance between the risks of freedom, people's right to be safe, and the responsibilities of a Direct Support Provider (DSP).

## DRAMA

### **DRAM 1510 Introduction to Theatre (3)**

**[FORMERLY DRAM 10]**

*Advisory: Eligibility for English 1500 or concurrent enrollment strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

Introduction to Theatre provides a foundation for attending, enjoying, analyzing and participating in the live theatrical experience. This course is designed to introduce students to the study of theatre as a living art by emphasizing performance as an event rather than as literature. It will focus on the contributions of actors, directors, designers, playwrights, and audiences, and how they collaborate to create the performance. Class activities will include lectures, discussion, audio-visual components, student presentations, practical experience, reading, and writing assignments.

### **DRAM 1535 Elementary Acting (3)**

**[FORMERLY DRAM 35]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This general course is a study of acting as an art and profession, and emphasizes performance and practical problems of the theater.



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## EARLY CARE, EDUCATION AND FAMILY STUDIES

### **ECEF 1001 Introduction to Curriculum (3) (DS3)**

**[FORMERLY ECE 1001]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

***Degree Applicable***

This course is designed as an introduction to the appropriate and effective methods, theories, and practices of Early Care, Education and Family Studies. It is also a practical 'hands-on' approach to presenting a variety of learning experiences to preschool aged children, with an awareness of cultural differences and diverse abilities. The units to be covered include mathematics, language arts, science, nutrition, seasonal activities, and fine arts. This is a general education course not open to students with credit in Early Care, Education and Family Studies 1501. This is designed to be taken as an associate degree applicable/non-transferable course in preparation for the lower division eight (LD8) as designed by the Curriculum Alignment Project (CAP). See [www.childdevelopment.org](http://www.childdevelopment.org) for more information on LD8. It also satisfies a core requirement as part of the Child Development Matrix.

### **ECEF 1003 Introduction to Child Growth and Development (3) (DS1)**

**[FORMERLY ECE 1003; PSYC 2003]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

***Degree Applicable***

This course is an overview of child growth and development; stages of physical, cognitive, social, and emotional growth from prenatal through adolescence. Other topics include historical and theoretical foundations in development and education, research methods and designs, educational testing and assessments, prenatal development and birth, parenting styles and special needs. This is a general education course not open to students with credit in Psychology 2003. This is designed to be taken as an associate degree applicable/non-transferable course in preparation for lower division eight (LD8) as designed by the Curriculum Alignment Project (CAP). See [www.childdevelopment.org](http://www.childdevelopment.org) for more information on LD8. It also satisfies a core requirement as part of the Child Development Matrix.

### **ECEF 1031 Introduction to the Child in Family/Community Relationships (3) (DS2)**

**[FORMERLY ECE 1031]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

***Degree Applicable***

This course is an examination of the developing child in a social context focusing on the interrelationship of family, school and community emphasizing historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. This is a general education course not open to students with credit in Early Care, Education and Family Studies 1531. This is designed to be taken as an associate degree applicable/non transferable course in preparation for the lower division eight (LD8) as designed by the Curriculum Alignment Project (CAP). See [www.childdevelopment.org](http://www.childdevelopment.org) for more information on LD8. It also satisfies a core requirement as part of the Child Development Matrix.

### **ECEF 1090 Introduction to Child Health and Safety (3) (DS7)**

**[FORMERLY ECE 1090]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

***Degree Applicable***

This course is an introduction to the laws, regulations, standards, policies and procedures, and Early Care, Education and Family Studies curriculum related to child health safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. Focus on integrating the concepts into everyday planning and program development for all children. This is a general education course not open to students with credit in Early Care, Education and Family Studies 1590. This is designed to be taken as an associate degree elective/nontransferable course in preparation for the lower division eight (LD8) as designed by the Curriculum Alignment Project (CAP). See [www.childdevelopment.org](http://www.childdevelopment.org) for more information on LD8. It also satisfies a core requirement for the Child Development Matrix.

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## EARLY CARE, EDUCATION AND FAMILY STUDIES

### **ECEF 1500 Introduction to Early Care, Education and Family Studies: Principles and Practices (3) (DS3)**

**[FORMERLY ECE 1500]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course is an introduction to the field of early care and education. In the field where relationships are the foundation, we will examine the principles of developmentally appropriate learning environments and respectful, constructive adult/child interactions. This course will develop teaching strategies that support the domains of development for all children which include but are not limited to physical, social, intellectual and emotional development. This course includes a review of the historical and theoretical roots of early childhood programs and the evolution of practices promoting advocacy, professional ethics and identity.

### **ECEF 1501 Early Care, Education, and Family Studies Curriculum (3) (DS3)**

**[FORMERLY ECE 1501; ECE 2]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course is designed as an introduction to the appropriate and effective methods, theories and practices of Early Care, Education and Family Studies curriculum. It is also a practical 'hands-on' approach to presenting a variety of learning experiences to children birth through age 8 with an awareness of cultural differences and diverse abilities. The following content areas will be examined: mathematics, language and literacy, science, nutrition, and arts and creativity, social and emotional learning and sensory learning. The teacher's role in supporting learning and development in young children, with an emphasis on the role of play, will also be examined. TB clearance is required.

### **ECEF 1511 Creative Experiences for Children (3) (DS3)**

**[FORMERLY ECE 1511; ECE 3]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course develops sensitivity for children and their instructional needs and introduces learning experiences and techniques that will help develop the potential for creativity in young children, cognizant of differences in culture and learning abilities.

### **ECEF 1521 Practicum Field Experience (3) (DS5)**

**[FORMERLY ECE 1521; ECE 5]**

*Advisory: Successful completion of Early Care, Education and Family Studies 1501, 1531, Psychology 2003, and eligibility for English 1500 strongly recommended; 32 hours lecture; 48 hours lab (participation in a pre-school program) (80 hours total)*

**Transfer Credit: CSU**

This course provides students with the opportunity to apply their knowledge of Early Care, Education and Family Studies theory and pedagogy in a learning environment under the supervision of a mentor teacher. Child development, children and families, developmentally appropriate practice, and curriculum content areas are primary focus areas. Experiential learning is the primary modality of the course through design, implementation, and evaluation of experiences that promote positive development and learning inclusive of all children and families. TB test required for course.

### **ECEF 1531 The Child in Family/Community Relationships (3) (DS2)**

**[FORMERLY ECE 1531; ECE 6]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is an examination of the developing child in a societal context focusing on the interrelationship of family, school and community, and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families.

### **ECEF 1541 Movement Activities for the Developing Child (2) (DS3)**

**[FORMERLY ECE 1541; ECE 8]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 32 hours lecture*

**Transfer Credit: CSU**

This course is designed to develop an acute sensory perception during various stages of the child's individual growth and needs.

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## EARLY CARE, EDUCATION AND FAMILY STUDIES

### **ECEF 1551 Elementary Music (3) (DS3)**

**[FORMERLY ECE 1551; ECE 9]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This is a study in the learning sequence--from data to generalizations--of music concepts and theories for teaching the young child.

### **ECEF 1561 Introduction to Children's Literature/Storytelling (3) (DS3)**

**[FORMERLY ECE 10; ECE 1561]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This is an introduction to children's literature, storytelling and book selection for children from two to ten years. The major emphasis will center on the works of contemporary authors whose books are chosen for many collections. Techniques of storytelling and story reading will be presented along with various methods used to interest children in literature. Children's poetry will be introduced as well as dramatic readings. Students may opt to receive credit in either Early Care, Education and Family Studies 1561 or English 1507, not both.

### **ECEF 1571 Child Study and Assessment (3) (DS5)**

**[FORMERLY ECE 1571; ECE 20]**

*Advisory: Eligibility for English 1500 strongly recommended; completion of nine (9) units in Early Care, Education and Family Studies, including Psychology 2003 and Early Care, Education and Family Studies 1521, recommended; 32 hours lecture; 48 hours lab (80 hours total)*

**Transfer Credit: CSU**

This course will provide students with information on appropriate assessment techniques used to assess children, guide learning and curriculum development, and create appropriate and respectful environments. Content includes hands-on experience working with families in observing, assessing, and developing portfolios for young children. Anecdotal records, rating systems and multiple assessment techniques will be explored.

### **ECEF 1581 Introduction to Infancy Development - Infant, Family, and Society (3) (DS4)**

**[FORMERLY ECE 11; ECE 11A; ECE 1581]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This is an introduction to the basic concepts of infant behavior and development. This course is designed to prepare students to work effectively with infants and their families. It addresses theories of infant development, primary care and continuity of care, social, emotional, cognitive, linguistic and physical development, how to create healthful physical and social environments, and how to work respectfully with children, staff and families with various cultures, beliefs and abilities.

### **ECEF 1582 Infant Massage (1) (DS4)**

**[FORMERLY ECE 11C; ECE 1582]**

*Advisory: Eligibility for English 1500 strongly recommended. Completion of or concurrent enrollment in Early Care, Education and Family Studies 1581 and 1583 recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course provides instruction on positive touch, infant massage, and relaxation techniques in the context of support for the development of the infant. The impact of positive touch is discussed in terms of child growth and development, bonding and attachment, human anatomy and physiology, stress management, self-esteem, and overall health and well-being. The course also covers facilitation of positive interactions between infant and caregiver through instruction on the recognition of infant cues, sensitivity to cultural issues and special needs infants, and development and maintenance of safe and appropriate environments during use of these techniques. Emphasis is on the interaction between the caregiver and the infant in reading and understanding cues, relaxation techniques and the importance of preparing for massage and massage techniques.

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## EARLY CARE, EDUCATION AND FAMILY STUDIES

### **ECEF 1583 Using Infant Cues (1) (DS4)**

**[FORMERLY ECE 11D; ECE 1583]**

*Advisory: Eligibility for English 1500 strongly recommended. Completion of or concurrent enrollment in Early Care, Education and Family Studies 1581 recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course is a study of the verbal and non-verbal forms of communication in infants and toddlers that enhances the relationships between primary caregivers and the children in their care. Emphasis is on the role of the caregiver in reading the infant/toddlers gestures, body language, facial expressions, and verbal cues to establish a nurturing relationship. Strategies for working with children with special needs and ESL learners will be explored.

### **ECEF 1584 Field Experience for Infant and Toddler Care and Development (2)**

**[FORMERLY ECE 11E; ECE 1584]**

*Prerequisite: Successful completion or concurrent enrollment in Early, Education, and Family Studies 1581 with a grade of 'C' or higher*

*Advisory: Eligibility for English 1500 strongly recommended; 16 hours lecture; 48 hours lab (64 hours total)*

**Transfer Credit: CSU; UC**

This course is designed to support and guide the student in working directly with infants and toddlers while under the supervision of qualified infant/toddler teacher. Information learned in ECE 1581 will be applied, focusing on concepts such as: primary care giving and continuity of care, observation and assessment, developmentally appropriate curriculum and environments, health and safety, guidance and discipline, working with families from various ethnic and linguistic backgrounds and special needs. A TB clearance is required

### **ECEF 1590 Health, Safety, and Nutrition (3) (DS7)**

**[FORMERLY ECE 12; ECE 1590]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course is a study of health and safety as related to children from birth through adolescence. Content includes information to enable the teacher and the parent to become more fully aware of their role in developing the overall well-being of the children in their care. Laws, regulations, standards and policies, procedures and early childhood curriculum related to health, safety and nutrition are studied at an introductory level.

### **ECEF 1601 Diversity in Early Care, Education and Family Studies (3) (DS8)**

**[FORMERLY ECE 15; ECE 1601]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course studies the philosophy, goals, materials, and techniques necessary for designing an anti-bias environment for young children. It includes the examination of different cultural practices, as well as the impact prejudice, discrimination and stereotypic behavior can have on an environment as well as on children and families and involves self-reflection of one's own understanding of educational principles in integrating anti-goals in order to better inform teaching practices and/or program development. The development of social identities is also addressed. Course includes skills of how to empower children to address bias in their classroom as well as their community in hopes of creating a peaceful world.

### **ECEF 1611 Children with Special Needs Birth to Adolescence (3) (DS9)**

**[FORMERLY ECE 16; ECE 1611; ECE 16A]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course is an overview of children with special needs or high risk factors with a focus on communication disorders, hearing or visual impairments, emotional and behavioral problems, abuse and neglect situations, physical or health implications, mental retardation strategies, services for gifted and talented children, and cultural influences on behaviors.

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## EARLY CARE, EDUCATION AND FAMILY STUDIES

### **ECEF 1612 Early Intervention and Inclusion (3) (DS9)**

**[FORMERLY ECE 1612; ECE 16B]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended. Completion of or concurrent enrollment in Early Care, Education and Family Studies 1611 recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course will focus on the research, theories, and practical applications from the fields of both Early Care, Education and Family Studies and special education. Emphasis is on adapting curriculum strategies to facilitate all domains of development in children with exceptional needs. This course will satisfy one of the requirements for the Early Intervention Certificate.

### **ECEF 1621 Planning and Administering an Early Care, Education and Family Studies Program (3) (DS6)**

**[FORMERLY ECE 1621; ECE 4]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course provides a comprehensive study analyzing the administrative management of a program in Early Care, Education and Family Studies. This class is required for those planning to earn a certificate in Early Care, Education and Family Studies and should be included in the curriculum of anyone interested in working in a leadership position in an Early Care, Education and Family Studies environment.

### **ECEF 1631 Understanding Parenting (3) (DS7)**

**[FORMERLY ECE 1631; ECE 19]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course is an introductory study of contemporary parenting and relevant theoretical perspectives. A special emphasis is placed on fostering healthy physical, cognitive, and social-emotional growth and development from conception through adolescence. Topics include prenatal development, birth options, guidance and discipline, family structure, family diversity and challenges, family relationships, separation, education, and the importance of community resources.

### **ECEF 1641 Use of Puppets in the Classroom (1)**

**[FORMERLY ECE 1641; ECE 17C]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course is designed to help students understand the use of puppetry in language arts programming, to describe young children's puppet play, and to help with teaching strategies that offer young children opportunities for simple dramatization.

### **ECEF 1642 Indoor/Outdoor Activities through Dramatic Play (1)**

**[FORMERLY ECE 1642; ECE 17D]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course will help teachers understand the importance of play, in and outside the classroom, and the reasons children role-play. It is designed to help the teacher prepare proper materials and equipment for creating a healthy, culturally sensitive, and developmentally appropriate learning environment for young children.

### **ECEF 1643 Mathematics for Young Children (1)**

**[FORMERLY ECE 1643; ECE 17E]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course offers teachers activities and applications of mathematical concepts developmentally appropriate and culturally sensitive for young children, including the evaluation of commercial math materials, and emphasis on instruction of teacher-made materials.

### **ECEF 1644 Science for Young Children (1)**

**[FORMERLY ECE 1644; ECE 17H]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course offers teachers activities and applications of scientific concepts developmentally and culturally appropriate for young children, including the evaluation of commercial science materials, and emphasis on instruction of teacher-made materials.

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## EARLY CARE, EDUCATION AND FAMILY STUDIES

### **ECEF 1651 Family Child Care Management (1) (DS4)**

**[FORMERLY ECE 1651; ECE 18A]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course is designed for individuals who would like to be Family Child Care Providers. It will encompass the development of a child care policy and a business contract, a method of business record keeping, give information on California health and safety regulations for licensed Family Child Care Homes, provide positive modes of communicating with parents, help create a nurturing environment in a private home, and demonstrate age appropriate activities for home use.

### **ECEF 1652 Problem Solving and Networking in Family Child Care (.5) (DS3)**

**[FORMERLY ECE 1652; ECE 18B]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 8 hours lecture*

**Transfer Credit: CSU**

This course is designed to provide strategies for assisting the family day care provider in getting support through local communities, networking techniques with other family day care providers, understanding affiliate organizations and their goals, understanding policies and procedures of licensing, and working toward open communication skills with children and parents.

### **ECEF 1653 Discipline Techniques for Preschool Children (1)**

**[FORMERLY ECE 1653; ECE 18C]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course is designed to assist Family Child Care Providers and teachers in a children's center convert children's conflicts to positive feelings, transform classroom disputes, help develop empathy toward peers, demonstrate effective approaches and responses, and assess classroom environments, sensitive to both culture and diverse abilities.

### **ECEF 1654 Discipline Techniques for School-Age Children and Adolescents (1)**

**[FORMERLY ECE 1654; ECE 18D]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course is designed to assist Family Child Care Providers and teachers in a children's center convert children's conflicts to positive feelings, transform classroom disputes, help develop empathy toward peers, demonstrate effective approaches and responses, and assess classroom environments, sensitive to both culture and diverse abilities.

### **ECEF 1660 School-Age Curriculum for Before and After School Programs/Interpersonal Relationships (1)**

**[FORMERLY ECE 1660; ECE 48A]**

*Advisory: Eligibility for English 1500 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course is designed for instruction in the methods and principles of teaching school age children in before and after school programs. Emphasis is on planning the program, building self-esteem in children, creating peaceful environments, and instructing students on recognizing and working with individual learning styles and diverse cultures in school-age children.

### **ECEF 1661 School-Age Curriculum for Before and After School Programs/Activities (1)**

**[FORMERLY ECE 1661; ECE 48B]**

*Advisory: Eligibility for English 1500 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course is designed for instruction in the methods and principles of teaching school age children in before and after-school programs. Emphasis is on planning the program, gathering resources in math, science, creative movement, computers and language arts, with a focus on differing abilities and ethnicity.

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## EARLY CARE, EDUCATION AND FAMILY STUDIES

### **ECEF 1662 School-Age Curriculum for Before and After School Programs/Theory (1)**

**[FORMERLY ECE 1662; ECE 48C]**

*Advisory: Eligibility for English 1500 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course is designed for instruction in the methods and principles of teaching school-age children in before and after school programs. Emphasis is on creative movement in a classroom environment, developing programs for all children in a school-age environment, working with diversity issues, developing resources for school-age programs, and understanding theories of development and differing abilities in children.

### **ECEF 1701 Current Topics in Child Development (.5-3)**

**[FORMERLY ECE 16A-Z]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 8-48 hours lecture*

**Transfer Credit: CSU**

This course is a study of topics and issues of current interest in early childhood education. Units vary according to topic selected, semester offered, and number of meetings scheduled of interest to the student majoring in child development, social science, or general education. This course may be repeated with different topics.

### **ECEF 2011 Advanced Creative Experiences for Children (3) (DS3)**

**[FORMERLY ECE 13; ECE 2011]**

*Prerequisite: Successful completion in Early Care, Education and Family Studies 1511 with a grade of 'C' or better; 48 hours lecture*

**Transfer Credit: CSU**

This course is developed to extend experiences and techniques, new innovations in education, and cover aspects in depth in specific curricula that cannot be covered in the basic creative experiences course. An in-depth study is needed for teachers who wish to develop greater creativity in their students.

### **ECEF 2021 Introduction to the Primary Grade Classroom (3)**

**[FORMERLY ECE 2021; ECE 48D]**

*Prerequisite: Successful completion in Psychology 2003 with a grade of 'C' or better*

*Advisory: Eligibility for English 1500 strongly recommended; 32 hours lecture; 48 hours lab (80 hours total)*

**Transfer Credit: CSU**

An introduction to elementary education through exploration of curricula used in various kindergarten through third grade classrooms. Weekly interaction with children and teachers throughout the semester while researching various educational theories and developing appropriate activities and lesson plans is a part of this course.

### **ECEF 2031 Elementary Nutrition (3) (DS3)**

**[FORMERLY ECE 2031; ECE 7]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This is an in-depth study in the complex ideas necessary to understand the dynamics of nutritional processes in the development of individual children.

### **ECEF 2041 Advanced Administration of Early Care, Education and Family Studies Programs (3) (DS6)**

**[FORMERLY ECE 14; ECE 2041]**

*Prerequisite: Successful completion in Early Care, Education and Family Studies 1621 with a grade of 'C' or better; 48 hours lecture*

**Transfer Credit: CSU**

This course is designed to meet an educational need for administrators and directors that is not covered in the administration course Early Care, Education and Family Studies 1621. This course will attempt to include current personnel administration policies, keep a special focus on improving all aspects of instruction and update current personnel management procedures and demonstrate techniques for teacher-parent partnerships, with a sensitivity to cultural and special needs issues.

## EARLY CARE, EDUCATION AND FAMILY STUDIES

### **ECEF 2051 Adult Supervision: Mentoring in a Collaborative Learning Setting (3)** **[FORMERLY ECE 2051; ECE 47]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course is a study of the methods and principles of supervising student teachers, assistant teachers, parents and volunteers in Early Care, Education and Family Studies classrooms. Emphasis is on the role of classroom teachers who function as mentors to new teachers while simultaneously addressing the diverse and special needs of children, parents, and other staff.

## EARTH SCIENCE

### **ESCI 1520 Introduction to Earth Science Lecture and Laboratory (4)** **[FORMERLY ESCI 1]**

*Advisory: Mathematics 1060 with a grade of 'C' or better. Eligibility for English 1500 and Reading 1505 strongly recommended.*

**Transfer Credit: CSU: UC**

This course is a brief introduction to the earth sciences: astronomy, geology, meteorology, and oceanography. This course introduces the fundamental concepts of astronomy, including planetary origin and motions; geology, including origin and composition of earth, landforms, and plate tectonics; meteorology, including climate and weather; and oceanography, including ocean currents and tides. The course is designed for liberal arts and education majors.

## ECONOMICS

### **ECON 1560 Introduction to Mathematical Analysis (4)\*** **[FORMERLY ECON 16]**

*Prerequisite: Successful completion in Mathematics 1060 or 2 years of high school algebra with a grade 'C' or better; 64 hours lecture*

**Transfer Credit: CSU: UC\*\***

This is a college-level mathematics course designed for business administration, social science, life science, and industrial technology majors. It also includes a brief review of advanced topics from algebra. Matrix operations and solution of systems of linear equations by the Gauss-Jordan elimination method are covered. Course emphasis is on differential and integral calculus for polynomial, rational, exponential and logarithmic functions, functions involving radicals, and combinations of these, with applications to problems in the student's field of interest. This course is not open to students with credit in Mathematics 2100. The student may opt to receive credit in only one of the following courses: Economics 1560, Business Administration 1560, or Math 1560.

*\*\*UC credit may be granted after transfer*

### **ECON 2120 Principles of Economics - Micro (3)** **[FORMERLY ECON 1B]**

*Prerequisite: Successful completion in Mathematics 1060 or high school intermediate algebra with a grade of 'C' or better*

*Advisory: Eligibility for English 1500, Reading 1005 and Mathematics 1050 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is an introduction to the principles of microeconomics, an analysis of the value and distribution theory, supply and demand, including the theory of market structures, and the pricing and allocation of the factors of production, together with market models and general equilibrium analysis and study of the international economy. Emphasis is on tools of economic thinking and the historical development of these tools.

### **ECON 2210 Principles of Economics - Macro (3)** **[FORMERLY ECON 1A]**

*Prerequisite: Successful completion in Mathematics 1060 or high school intermediate algebra with a grade of 'C' or better*

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

Students are introduced to the principles of macroeconomics. Analysis of national income production, full employment and price stability, cyclical stability, and the economic growth problem are emphasized. The income and expenditure approach, debt management, fiscal, and the monetary approaches are studied. Emphasis is on tools of economic thinking and the historical development of these tools.



## ENERGY

### **ENER 1005 Energy Data Management and Analysis (1)**

*Advisory: Completion of Computer Science 1702 strongly recommended; 16 hours lecture*

***Degree Applicable***

This course is designed as a brief overview of the data software programs used by oil, gas and energy companies to track, monitor and calculate reservoir modeling, production management, economics, charting and graphing data. The course will provide a basic introduction to the various data software, their functions, purposes, and uses.

### **ENER 1010 Basic Instrumentation for Energy Industries (3)**

*Advisory: Eligibility for English 1000, Reading 1005 and Mathematics 0240 strongly recommended; 48 hours lecture*

***Degree Applicable***

This course is designed to provide students with a basic understanding of instrumentation and processes that provide energy and oil and gas industries vital information needed to monitor and improve production.

### **ENER 1020 Introduction to the Petroleum Industry (3)**

**[FORMERLY PETC 65]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

***Degree Applicable***

This course is designed to promote an understanding of the various problems encountered in the production of crude oil, and the equipment and techniques used in overcoming them. Production methods, pumps, sand and water problems, tubing and casing tests, and sub-surface mapping are covered.

### **ENER 1025 Oil and Gas Laws and Regulations (1)**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture*

***Degree Applicable***

This course is an overview of the laws and regulations governing oil and gas operations in California and the regulatory agencies that implement them.

### **ENER 1510 Introduction to Energy (3)**

*Advisory: Eligibility for English 1500 and Mathematics 1050 strongly recommended; 48 hours lecture*

***Transfer Credit: CSU: UC***

This course is a survey of the energy industry. The course is intended to provide an overall understanding of the various fields and types of energy, the role it plays in the national and global economy as well as challenges and opportunities. This class will discuss the various types of energy sources, which include wind, solar, and others. Field trips are required.

### **ENER 1520 Introduction to Petroleum Engineering (3)**

*Advisory: Eligibility for English 1500 and Mathematics 1060 strongly recommended; 48 hours lecture*

***Transfer Credit: CSU***

This course is a comprehensive introduction to the engineering and business challenges that pertain to the exploration and production of oil and natural gas. The course addresses the many fundamental topics within the main sub-disciplines of Petroleum Engineering: reservoir, drilling, production and operations, facilities, and project economics. Fieldtrips may be required.

## ENGLISH

### **ENGL 0800 Introductory Writing and Grammar (4)**

**[FORMERLY ENGL 63ABCD]**

*Prerequisite: None; 48 hours lecture; 48 hours lab (96 hours total)*

***Not Degree Applicable***

This course reviews basic writing and grammar skills. It focuses on correct usage of a variety of grammatical structures and the implementation of these into well-developed paragraphs. Additionally, this course teaches practical application of basic spelling rules and patterns.

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## ENGLISH

### **ENGL 0900 Intermediate Writing and Grammar (4)**

**[FORMERLY ENGL 55AB]**

*Prerequisite: Qualification by assessment process or successful completion of English 0800 with a grade of 'C' or better; 64 hours lecture; 16 hours lab (80 hours total)*

**Not Degree Applicable**

This course reviews basic communication skills specifically targeting academic writing through composing, revising, and editing essays. It fuses writing and reading skills through vocabulary acquisition and reading short works. Particular attention is placed on applying grammar, punctuation, and mechanics to writing.

### **ENGL 1000 Interactive Writing and Grammar (3)**

**[FORMERLY ENGL 50]**

*Prerequisite: Qualification by assessment process or successful completion of English 0900 or English as a Second Language 0900 with a grade of 'C' or better; 48 hours lecture*

**Degree Applicable**

This course is a review of the mechanics of written composition: sentence structure, punctuation, and spelling. Paragraph and theme writing, reading for understanding, and vocabulary are included, (minimum 5000 words).

### **ENGL 1500 Composition and Reading (3)**

**[FORMERLY ENGL 1A]**

*Prerequisite: Qualification by assessment process or successful completion of English 1000 and Reading 1005 with grades of 'C' or better; Information Competency 1548 or concurrent enrollment in Information Competency 1548; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course stresses expository writing based on critical reading of selected prose works, library research techniques, a research paper, two book reviews, style and vocabulary, grammar and mechanics.

### **ENGL 1507 Introduction to Children's Literature/Storytelling (3)**

**[FORMERLY ENGL 11]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture/assigned hours in the library*

**Transfer Credit: CSU**

This is an introduction to children's literature, storytelling and book selection for children from two to ten years. The major emphasis will center on the works of contemporary authors whose books are chosen for many collections. Techniques of storytelling and story reading will be presented along with various methods used to interest children in literature. Children's poetry will be introduced as well as dramatic readings. Students may opt to receive credit in either, English 1507 or Early Care, Education and Family Studies 1561, not both.

### **ENGL 1600 Critical Thinking, Literature, and Composition (4)**

**[FORMERLY ENGL 1B]**

*Prerequisite: Successful completion in English 1500 with a grade of 'C' or better; 64 hours lecture*

**Transfer Credit: CSU: UC**

This course focuses on critical thinking and composition through reading of essays, poetry, drama, and fiction. It introduces critical evaluation, develops techniques of analytical, critical and argumentative writing, explores inference, evidence, inductive and deductive reasoning, identification of assumptions, underlying conclusions and other terms of logical thinking, and continues expository writing (8,000 word minimum).

### **ENGL 1700 Introduction to Creative Writing (3)**

**[FORMERLY ENGL 47ABCD]**

*Advisory: Successful completion of English 1500 with a grade of 'C' or better; 48 hours lecture*

**Transfer Credit: CSU**

This course is an introduction to creative writing, including experimentation with analysis and writing in multiple genres. This course involves the writing of imaginative literature (short stories, short plays, poems, and creative nonfiction), the discussion of techniques and group evaluation of student writing by class members.

### **ENGL 1725 Creative Writing: Poetry (3)**

*Advisory: Successful completion of English 1500 and English 1700 with a grade of 'C' or better; 48 hours lecture*

**Transfer Credit: CSU**

This course is a creative writing workshop dedicated to the creation of poetry. Course requires analysis of published and unpublished poetry, experimentation with poetic forms, creation of poetry, revision of poetry, assembling poetry into a manuscript, and exploring venues for publishing Poetry..

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**ENGLISH****ENGL 1750 Creative Writing: Fiction (3)**

*Advisory: Successful completion of English 1500 and English 1700 with a grade of 'C' or better; 48 hours lecture*

**Transfer Credit: CSU**

This course is a creative writing workshop dedicated to the creation of short stories and novels. Course requires analysis of published and unpublished fiction, study of the theory of fiction, creation of fiction, revision of fiction, preparing a manuscript, and exploring venues for publishing fiction.

**ENGL 1775 Creative Writing: Nonfiction (3)**

*Advisory: Successful completion of English 1500 and English 1700 with a grade of 'C' or better; 48 hours lecture*

**Transfer Credit: CSU**

This course is a creative writing workshop dedicated to the creation of creative nonfiction. Memoir, creative essays, book and film reviews, and creative critical writing will be explored. Course requires analysis of published and unpublished nonfiction, study of the theory of nonfiction, create of original nonfiction, revision of nonfiction, assembling a manuscript of nonfiction, and exploring venues for publishing nonfiction.

**ENGL 2200 California Literature and the Great Central Valley (3)\***

**[FORMERLY ENGL 42]**

*Prerequisite: Successful completion in English 1500 with a grade of 'C' or better; 48 hours lecture*

**Transfer Credit: CSU: UC**

This analytical and chronological survey of multicultural California Literature emphasizes regional literature through historical epochs. It begins with the Yokuts, moves through turn of the century writers such as London and Norris, includes modern masters such as Saroyan and Steinbeck, and concludes with contemporary writers such as Hong Kingston, Didion, and the Fresno poets. Ideas are explored through reading, discussion, research, and writing.

**ENGL 2300 Women's Literature through the Ages (3)\***

**[FORMERLY ENGL 43]**

*Prerequisite: English 1500 with a grade of 'C' or better; 48 hours lecture*

**Transfer Credit: CSU: UC**

This analytical and chronological survey of women's literature spans across centuries, continents, and cultures. It unveils the representation of women through the lens of gender and equality, providing a pluralistic awareness of women's roles. The course analyzes women's literature in short stories, poetry, drama, and essays and compares competing ideologies of women through historical, political, religious, sexual, and socio-cultural context. Ideas are explored through in-depth reading, discussion, research, and writing.

**ENGL 2400 American Literature since 1865 (3)\***

**[FORMERLY ENGL 44]**

*Prerequisite: Successful completion of English 1500 with a grade of 'C' or better; 48 hours lecture*

**Transfer Credit: CSU: UC**

This analytical study of American literature since 1865 is multicultural and includes a variety postbellum, modern and contemporary works from several genres.

**ENGL 2500 Chicano Literature (3)**

**[FORMERLY ENGL 45]**

*Prerequisite: Successful completion in English 1500 with a grade of 'C' or better; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course will introduce the literature of the Chicano. Selections from fiction, poetry, nonfiction, and drama will be analyzed and interpreted in depth.

**ENGL 2600 World Literature 1 (3)**

*Prerequisite: English 1500 with a grade of 'C' or better; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is a study of representative literary works from various cultures from the dawn of literature to the late seventeenth century. The course includes texts from many cultures, but explores canonical western texts less than other, non-western texts. Course emphasizes applying critical thinking to literature, investigating cultural contexts, applying reasoned analysis, comparing themes and structures of different texts, research, and practicing academic conventions of literary discourse in writing.

## ENGLISH

### **ENGL 2650 World Literature 2 (3)**

*Prerequisite: Successful completion in English 1500 with a grade of 'C' or better; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is a study of representative literary works from various cultures from the late seventeenth century to the present. The course explores texts from many cultures, including texts from the Enlightenment, the Romantic Period, and the nineteenth and twentieth century. Course emphasizes applying critical thinking to literature, investigating cultural contexts, applying reasoned analysis, comparing themes and structures of different texts, research, and practicing academic conventions of literary discourse in writing.

### **ENGL 2700 British Literature (3)**

*Prerequisite: Successful completion in English 1500 with a grade of 'C' or better; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is a study of selected works of British literature from the late eighteenth century to contemporary British texts. Representative writers may include the Romantic poets, Tennyson, Browning, Rossetti and selected moderns. This is a writing intensive class where students will write four analytical argument essays of 4-6 pages. Course emphasizes investigating historical and cultural contexts, applying reasoned analysis, and comparing themes and structures of different texts.

### **ENGL 2750 British Literature 2 (3)**

*Prerequisite: Successful completion in English 1500 with a grade of 'C' or better; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is a study of selected works of British literature from the late eighteenth century to contemporary British texts. Representative writers may include the Romantic poets, Tennyson, Browning, Rossetti and selected moderns. This is a writing intensive class which includes writing four analytical argument essays of 4-6 pages. Course emphasizes investigating historical and cultural contexts, applying reasoned analysis, and comparing themes and structures of different texts.

## ENGLISH AS A SECOND LANGUAGE

### **ESL 0001 English as a Second Language: Pre-level 1 (0)**

**[FORMERLY ESL 90]**

*Prerequisite: None; 112 hours lecture*

**Non Credit**

This course is designed for students at the literacy level of English. The course focuses on building a base of vocabulary and foundations of grammar understanding through practice of listening, speaking, reading and writing skills. Activities such as simple interviews relating to everyday communication needs will be covered. This is an open-entry, open-exit class.

### **ESL 0010 English as a Second Language: Level 1 (0)**

**[FORMERLY ESL 91]**

*Prerequisite: Qualification by assessment process or successful completion of English as a Second Language 0001; 112 hours lecture*

**Non Credit**

This course is designed for students at the low-beginning level of English. The course focuses on increasing vocabulary base and foundations of grammar understanding through practice of listening, speaking, reading and writing skills. Activities such as simple interviews related to everyday communication needs will be covered. This is an open-entry, open-exit class.

### **ESL 0020 English as a Second Language: Level 2 (0)**

**[FORMERLY ESL 92]**

*Prerequisite: Qualification by assessment process or successful completion of English as a Second Language 0010; 112 hours lecture*

**Non Credit**

This course is designed for students at the high-beginning level of English and focuses on increasing vocabulary and improving grammar understanding through practice of listening, speaking, reading and writing skills. Students work independently and in groups on projects and presentations. This is an open-entry, open-exit class.

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## ENGLISH AS A SECOND LANGUAGE

**ESL 0030 English as a Second Language: Level 3 (0)****[FORMERLY ESL 93]**

*Prerequisite: Qualification by assessment process or successful completion of English as a Second Language 0020; 112 hours lecture*

**Non Credit**

This course is designed for students at the low-intermediate level of English. The focus is on preparing students for academic/vocational success through increasing vocabulary and improving grammatical understanding. This is done through practice of listening, speaking, reading and writing skills. Students work independently on homework and exams and in groups on projects and presentations. This is an open-entry, open-exit class.

**ESL 0040 English as a Second Language: Level 4 (0)****[FORMERLY ESL 94]**

*Prerequisite: Qualification by assessment process or successful completion of English as a Second Language 0030; 112 hours lecture*

**Non Credit**

This course is designed for students at the high-intermediate level of English. The focus is on preparing students for academic/vocational success through increasing vocabulary and improving grammatical understanding. This is done through practice of listening, speaking, reading and writing skills. Students work independently on homework and exams and in groups on projects and presentations. This is an open-entry, open-exit class.

**ESL 0050 English as a Second Language: Level 5 (0)****[FORMERLY ESL 95]**

*Prerequisite: Qualification by assessment process or successful completion of English as a Second Language 0040; 112 hours lecture*

**Non Credit**

This course is designed for students at the advanced level of English. The focus is on preparing students for academic/vocational success through increasing vocabulary and improving grammatical understanding. This is done through practice of listening, speaking, reading and writing skills. Students work independently on homework and exams and in groups on projects and presentations. This is an open-entry, open-exit class.

**ESL 0090 English as a Second Language for Early Childhood Education (0)****[FORMERLY ESL 80]**

*Prerequisite: Successful completion of English as a Second Language 0050 or equivalent; 48 hours lecture*

**Non Credit**

For non-native speakers, this course stresses listening, speaking, reading, writing, pronunciation, vocabulary development, and workplace English used in the childcare industry.

**ESL 0600 English for Academic Purposes: Writing and Grammar I (4)****[FORMERLY ESL 71]**

*Prerequisite: Qualification by assessment process or successful completion of English as a Second Language 0030*

*Advisory: Concurrent enrollment in English as a Second Language 0605 and English as a Second Language 0610 strongly recommended; 60 hours lecture; 16 hours lab (76 hours total)*

**Not Degree Applicable**

This course is designed for bilingual and/or immigrant students learning English at the high beginning level, and focuses on grammar and writing at the sentence level. This course focuses on writing a series of related sentences based on personal experiences and familiar material leading to brief paragraphs. Emphasis is placed on the acquisition of vocabulary, idioms, and structures appropriate for writing. The course stresses the correct use of a variety of grammatical structures, verb tenses, and sentences at the beginning level.

**ESL 0605 English for Academic Purposes: Reading and Vocabulary I (3)****[FORMERLY ESL 72]**

*Prerequisite: Qualification by assessment process or successful completion of English as a Second Language 0030*

*Advisory: Concurrent enrollment in English as a Second Language 0600 is highly recommended; 48 hours lecture*

**Not Degree Applicable**

This course is designed for bilingual or immigrant students learning English at the high beginning level. Emphasis is placed on building vocabulary, reading academic material and learning how to infer meaning from context.

## ENGLISH AS A SECOND LANGUAGE

### **ESL 0610 English for Academic Purposes: Listening and Speaking I (3)**

**[FORMERLY ESL 73]**

*Prerequisite:* Qualification by assessment process and successful completion of/or concurrent enrollment in English as a Second Language 0600 and 0605; 48 hours lecture

**Not Degree Applicable**

This course is designed to address high beginning level English and focuses on English language communication. Emphasis is placed on understanding speech, producing comprehensible language, and analyzing situations to improve knowledge of English-speaking cultures. Speaking emphasis is placed on vowels, consonants, stress, rhythm, and intonation.

### **ESL 0700 English for Academic Purposes: Writing and Grammar II (4)**

**[FORMERLY ESL 61]**

*Prerequisite:* Qualification by assessment process or successful completion of English as a Second Language 0600 with a grade of 'C' or better; 60 hours lecture; 16 hours lab (76 hours total)

**Not Degree Applicable**

This course is designed for bilingual and/or immigrant students learning English at the early intermediate level. It focuses on grammar and composition. Emphasis is placed on writing one-to-two paragraph compositions, and the acquisition of vocabulary, idioms, and structures of written English. The course stresses the correct use of a variety of grammatical structures and verb tenses within the context of the composition.

### **ESL 0705 English for Academic Purposes: Reading and Vocabulary II (3)**

**[FORMERLY ESL 62]**

*Prerequisite:* Qualification by assessment process or successful completion of English as a Second Language 0605 with a grade of 'C' or better

*Advisory:* Concurrent enrollment in English as a Second Language 0700 is strongly recommended; 48 hours lecture

**Not Degree Applicable**

This course is designed for bilingual and/or immigrant students learning English at the low-intermediate level, focusing on developing the skills necessary to read academic material. Emphasis is also placed on building vocabulary and helping students learn how to infer meaning from context. A complete work is read in this class.

### **ESL 0800 English for Academic Purposes: Writing and Grammar III (4)**

**[FORMERLY ESL 51]**

*Prerequisite:* Qualification by assessment process or successful completion of English as a Second Language 0700 with a grade of 'C' or better; 60 hours lecture; 16 hours lab (76 hours total)

**Not Degree Applicable**

English for Academic Purposes 0800 is designed for bilingual and/or immigrant students at the upper intermediate level of English. This course focuses on grammar and three-to-five paragraph compositions. Special emphasis is placed on the acquisition of vocabulary, idioms, and structures of written English. The course stresses the correct use of a variety of grammatical structures and verb tenses within the context of the composition.

### **ESL 0805 English for Academic Purposes: Reading and Vocabulary III (3)**

**[FORMERLY ESL 52]**

*Prerequisite:* Qualification by assessment process or successful completion of English as a Second Language 0705 with a grade of 'C' or better;

*Advisory:* Concurrent enrollment in English as a Second Language 0800 strongly recommended; 48 hours lecture

**Not Degree Applicable**

This course is designed for bilingual and/or immigrant students learning English at the upper-intermediate level. The main emphasis is on reading extensively to improve language proficiency. A complete work of fiction or non-fiction is read and analyzed through related questions, discussions, and journal writing.

### **ESL 0900 English for Academic Purposes: Writing and Grammar IV (4)**

**[FORMERLY ESL 55]**

*Prerequisite:* Qualification by assessment process or successful completion of English as a Second Language 0800 with a grade of 'C' or better; 60 hours lecture; 16 hours lab (76 hours total)

**Not Degree Applicable**

English for Academic Purposes 0900 is designed for bilingual and/or immigrant students at the advanced level of English. This course focuses on paraphrasing, summarizing, and essay writing. Academic reading material is used to stimulate independent thinking, and compositions are written in response to the readings.

## ENGLISH AS A SECOND LANGUAGE

### ESL 0905 English for Academic Purposes: Reading and Vocabulary IV (3)

[FORMERLY ESL 56]

*Prerequisite:* Qualification by assessment process or successful completion of English as a Second Language 0805 with a grade of 'C' or better.

*Advisory:* Concurrent enrollment in English as a Second Language 0900 strongly recommended; 48 hours lecture

**Not Degree Applicable**

This course is designed for bilingual and/or immigrant students at the advanced level of English. There is extensive reading to develop English language proficiency. This course introduces college-level texts.

## FRENCH

### FRNC 1501 Elementary French (4)\*

[FORMERLY FRNC 1]

*Prerequisite:* None; 64 hours lecture

**Transfer Credit: CSU: UC**

This beginning course includes pronunciation, vocabulary, sentence structure, grammar, writing of phrases and simple sentences, dictation, simple conversation, lab exercises. Students learn about French culture through class discussions, reading, dialogues, and instructional aids and listening tapes.

### FRNC 1502 Elementary French (4)\*

[FORMERLY FRNC 2]

*Prerequisite:* Successful completion in French 1501 or two years of high school French with a grade of 'C' or better; 64 hours lecture

**Transfer Credit: CSU: UC**

As in French 1501, this course stresses pronunciation, vocabulary, grammar, writing, dictation, conversation, lab exercises. Students enhance their knowledge of French culture through class discussions, reading, dialogues, and instructional aids.

### FRNC 2001 Intermediate French (4)\*

[FORMERLY FRNC 3]

*Prerequisite:* Successful completion in French 1502 or three years of high school French with a grade of 'C' or better; 64 hours lecture

**Transfer Credit: CSU: UC**

This class, conducted predominately in French, includes reading, writing, translation, vocabulary, and culture.

### FRNC 2002 Intermediate French (4)\*

[FORMERLY FRNC 4]

*Prerequisite:* Successful completion in French 2001 or four years of high school French with a grade of 'C' or better; 64 hours lecture

**Transfer Credit: CSU: UC**

This course, a continuation of French 2001, emphasizes grammar, conversation, letter writing, composition, translation, literature, and culture.

## GEOGRAPHY

### GEOG 1510 Physical Geography (3)

[FORMERLY GEOG 1]

*Advisory:* Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture

**Transfer Credit: CSU: UC**

This survey course is designed to study the basic physical elements of geography. It places special emphasis on climate, landforms, soils, natural vegetation and their world patterns of distribution.

### GEOG 1520 Cultural Geography (3)

[FORMERLY GEOG 2]

*Advisory:* Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture

**Transfer Credit: CSU: UC**

This is a study of the basic cultural elements of geography that places special emphasis on population, settlement pattern, land use, cultural worlds and their patterns of distribution.

## GEOLOGY

### **GEOL 1500 Introduction to Geology (4)**

**[FORMERLY GEOL 10]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture; 48 hours lab (96 hours total)*

**Transfer Credit: CSU: UC**

This course studies the basic principles of geology including laboratory study of minerals and rocks, structure of rock masses in the field, earthquakes, interpretation of geologic maps and evolution of natural landscapes. Field trips are required to certain local points of geological interest.

### **GEOL 1501 Historical Geography (4)\***

**[FORMERLY GEOL 11]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture; 48 hours lab (96 hours total)*

**Transfer Credit: CSU: UC**

This course studies the origin and geologic history of the earth and the development of plant and animal life as shown through the evidence of fossils and rocks. Field trips are made to local points of geological interest.

## GOLF

### **GOLF 1500 Golf Club Repair and Design (2)\***

**[FORMERLY GOLF 33]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 24 hours lecture; 24 hours lab (48 hours total)*

**Transfer Credit: CSU**

This is a vocational course that demonstrates to students the newest basic golf club assembly techniques and club repair procedures. Information concerning golf club design, fitting and alteration is presented.

## HEALTH EDUCATION

### **HLED 1059 Pediatric First Aid (.5)**

**[FORMERLY H ED 60A]**

*Prerequisite: None; 8 hours lecture*

**Degree Applicable**

This class teaches Pediatric First Aid and CPR. This course is offered on a Pass/No Pass basis.

### **HLED 1060 Safety and Health for Child Care Providers (.5)**

**[FORMERLY H ED 60B]**

*Prerequisite: None; 8 hours lecture*

**Degree Applicable**

This course satisfies the State of California required training for home childcare providers. It is approved by the EMSA and includes eight hours of supplemental health and safety issues. This course is offered on a Pass/No Pass basis only.

### **HLED 1510 Principles of Healthful Living (3)**

**[FORMERLY H ED 10]**

*Prerequisite: None; 48 hours lecture*

**Transfer Credit: CSU: UC**

The course includes the meaning and significance of physical, mental and social health as related to the individual and society. Topics include mental health, physical fitness, health services, personal relationships, diseases, alcohol, drugs, tobacco, narcotics and nutrition.

### **HLED 1520 First Aid (1)\***

**[FORMERLY H ED 20]**

*Prerequisite: None; 16 hours lecture*

**Transfer Credit: CSU: UC**

The American Red Cross standard first aid course provides instruction in all the immediate, temporary treatment given in case of accident or sudden illness before the services of a physician can be secured.



## HEALTH EDUCATION

### **HLED 1531 Emergency Medical Technician 1-A A Refresher Course (1.5)**

**[FORMERLY H ED 31]**

*Prerequisite: Possession of a current EMT card; 24 hours didactic*

**Transfer Credit: CSU**

This course includes advanced skills and topics to fill continuing education requirements for those who already have Emergency Medical Technology Training and possess EMT cards.

### **HLED 1535 Emergency Medical Technician (5.5)**

**[FORMERLY H ED 30]**

*Prerequisite: 18 years of age by end of course*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture; 112 hours lab (160 hours total)*

**Transfer Credit: CSU**

This course provides the skills and assessment techniques needed to care for an ill or injured person in the pre-hospital setting. It follows the National Emergency Medical Services Education Standards and prepares the student for the National Registry Emergency Medical Technician Exam. Completion of this course with an 80% is required for admittance to the National Registry Emergency Medical Technician Exam. Repeat as necessary for State EMS regulations. In order to be certified, a student must be 18 years of age by the end of this course.

### **HLED 1540 Clinical Medical Assisting (5)**

**[FORMERLY H ED 40]**

*Prerequisite: Successful completion in Health Education 1541 and 1542, or concurrent enrollment in Health Education 1541 and 1542; 64 hours lecture; 64 hours lab; 160 hours of focused clinical externship over one year (288 hours total)*

**Transfer Credit: CSU**

The focus of this course is learning varied clinical duties associated with patient preparation, examination, and treatment. This program of study emphasizes medical terminology and clinical medical office procedures. Clinical experience entails proficiency in typical job duties required of a medical assistant. These job duties include taking and recording vital signs and medical histories, preparing patients for examination, performing basic laboratory procedures and tests, disposing of contaminated supplies, sterilizing medical instruments, explaining treatment procedures to patients, changing dressings, administering injections and drawing blood. Medical assistants work under the direct supervision of a physician.

### **HLED 1541 Medical Terminology (3)**

**[FORMERLY H ED 41]**

*Prerequisite: None; 48 hours lecture*

**Transfer Credit: CSU**

The focus of this course is learning the origin, correct spelling, pronunciation, meaning and current usage of common medical terms and their application to clinical records and reports. Specific emphasis is on root words, prefixes, suffixes, stems, combining forms, medical abbreviations, symbols, and terms commonly used in patient's records and laboratory reports.

### **HLED 1542 Basic Pharmacology (2)**

**[FORMERLY H ED 42]**

*Prerequisite: None; 32 hours lecture*

**Transfer Credit: CSU**

A comprehensive introduction to pharmacology emphasizing basic mathematics, systems of measurement, the calculation of dosages, medication administration, and essential drug information as it relates to classification and effects on body systems. Emphasis is on basic concepts on accuracy, safety and delivery of professional care.

## HISTORY

### **HIST 2202 Western Civilization to 1600 (3)**

**[FORMERLY HIST 4A]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is an introduction to early Western Civilizations. The key centers of early Western Civilizations provide the foundation for examining the primary social, political, religious, cultural, economic, and intellectual aspects of these civilizations.

## HISTORY

### **HIST 2204 Western Civilization from 1600 (3)**

**[FORMERLY HIST 4B]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is a survey of the cultural foundations of Western peoples and nations with an emphasis on European civilizations from the 17th century to the present.

### **HIST 2210 World Civilization to 1600 (3)**

**[FORMERLY HIST 5A]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course surveys World History from the emergence of human beings through the Renaissance. Topics will include the River Civilizations, Greece, Rome, China, India, and Southeast Asia, Islam, Early American Civilizations, Africa and the emergence of Europe.

### **HIST 2231 History of the United States to 1877 (3)**

**[FORMERLY HIST 17A]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is a survey of the history of the United States from the founding of the English colonies to 1877. It meets the 3-unit requirement in American History and Institutions for the Associate degrees.

### **HIST 2232 History of the United States since 1877 (3)**

**[FORMERLY HIST 17B]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is a survey of the history of the United States since 1877. It meets the 3-unit requirement in American History and Institutions for the Associate degrees.

### **HIST 2270 California History (3)**

**[FORMERLY HIST 39]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

Beginning with the time when the Native Americans alone lived in California, through the days of Spanish domination, the Gold Rush, establishment of statehood, the turbulent 20th century, and into the 21st century, the history of California is studied in its economic, social, intellectual, cultural, and political aspects.

## HUMANITIES

### **HUM 1500 Introduction to the Humanities (3)**

**[FORMERLY HUM 5]**

*Prerequisite: Eligibility for English 1000 and Reading 1005; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course introduces the student to the variety of media and themes depicting universal human experiences presented in the humanities (painting, sculpture, architecture, theatre, music, dance, and film). Attendance at a live performance or a visit to an art museum during the semester is required.

### **HUM 2010 Introduction to Film Studies (3)**

**[FORMERLY HUM 10]**

*Prerequisite: Successful completion in English 1500; 48 hours lecture*

**Transfer Credit: CSU: UC**

This is an introductory course designed to educate the student about the form and content of narrative documentary and experimental films. The focus is on how practitioners of the crafts have used the technologies of cinematography, editing and sound; includes selected cinematic movements from the early Twentieth Century to the present. Students will apply their knowledge to write an analysis paper.

## INDEPENDENT LIVING SKILLS

### **ILS 0010 Personal Advocacy Level 1 (0)**

*Prerequisite: Acceptance into the Transition to Independent Living Program; 16 hours lecture*

**Non Credit**

This course focuses on increasing awareness of rights and responsibilities of adults. A historical overview of societal perspectives of persons with disabilities, the civil rights era, and key legislation are included. Requirements of Individual Program Plan (IPP) will be examined, and how to prepare for an IPP meeting will be learned.

### **ILS 0011 Personal Advocacy Level 2 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0010; 16 hours lecture*

**Non Credit**

This course focuses on developing critical thinking skills. Awareness of how self-determination enhances lives is covered. The importance of setting personal goals and how to establish short and long term goals for themselves is taught as well as the ability to utilize a basic problem solving process and address situations that occur in everyday lives. Discussions of the importance of sound decision-making and negotiation processes are explored.

### **ILS 0012 Personal Advocacy Level 3 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0011; 16 hours lecture*

**Non Credit**

This course focuses on developing public speaking skills as well as building solid communication skills. Communication skills, public speaking and debate skills will be explored.

### **ILS 0013 Personal Advocacy Level 4 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0012; 16 hours lecture*

**Non Credit**

This course provides an overview of Supplemental Security Income (SSI) benefits as well as the legal rights of people with developmental disabilities. An understanding of the laws and regulations that individuals receiving Supplemental Security Income and Social Security benefits must abide by are explored. Rights and responsibilities regarding housing, access, employment, education, Durable Power of Attorney and/or Conservator, as well as resources, will be covered.

### **ILS 0015 Interpersonal Relationships Level 1 (0)**

*Prerequisite: Acceptance into the Transition to Independent Living Program; 16 hours lecture*

**Non Credit**

This course is designed to provide the moral, social, and legal aspects of sexuality. This comprehensive sex education class is designed to fully inform students about their sexuality. The course explores self-esteem, abstinence and dating through discussion and role play.

### **ILS 0016 Interpersonal Relationships Level 2 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0015; 16 hours lecture*

**Non Credit**

This course focuses on the moral, social, and legal aspects of sexuality. The primary curriculum used is published by James Stanfield and includes videos and scripts for the instructor. Instruction focuses on parts of the body, the sexual life cycle, human reproduction, birth control, and sexual health. Sexual vulnerability will be covered.

### **ILS 0017 Interpersonal Relationships Level 3 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0016; 16 hours lecture*

**Non Credit**

This course covers inter-relationships with other people, including family, friends, and coworkers. The focus of the class is on building a successful marriage and other personal relationships. The class avoids intellectual jargon in favor of easy-to-follow concepts from which anyone can benefit.

### **ILS 0018 Interpersonal Relationships Level 4 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0017; 16 hours lecture*

**Non Credit**

This course focuses on the reality of parenthood. The course covers the financial, time, nurturing, educational, and medical responsibilities of having a child. The course examines ethical issues of parents with disabilities having children and the challenges of parents who have developmental disabilities. Facts regarding genetically passed disabilities, disabilities that do not increase the risk of a child having a disability, as well as child-bearing issues for mothers having physical disabilities will be researched in class. Resources and supports for developmentally disabled parents will also be discussed.

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## INDEPENDENT LIVING SKILLS

**ILS 0020 Meal Preparation Level 1 (0)**

*Prerequisite:* Acceptance into the Transition to Independent Living Program; 16 hours lecture; 32 hours lab (48 hours total)

**Non Credit**

This course is designed to teach students menu-planning, grocery shopping, and meal preparation. Basic kitchen skills are practiced, including understanding the food pyramid, following directions on stove top packaged meals, and using kitchen utensils such as pots, pans, and knives. Safe use of kitchen appliances and kitchen clean-up skills will be taught.

**ILS 0021 Meal Preparation Level 2 (0)**

*Prerequisite:* Successful completion in Independent Living Skills 0020; 16 hours lecture; 32 hours lab (48 hours total)

**Non Credit**

This second course in this series will expand on weekly meal planning, shopping and cooking, and the basic kitchen knowledge to more precise cooking skills. Planning a weekly menu, shopping for ingredients, and preparing daily meals will be taught. Utilization of various kitchen appliances, following a recipe using measurement skills, and following step by step directions will be practiced.

**ILS 0022 Food and Nutrition (0)**

*Prerequisite:* Acceptance into the Transition to Independent Living Program; 16 hours lecture

**Non Credit**

This course is designed to teach students the importance of weekly menu-planning, grocery shopping tips, stocking a kitchen, use of shopping ads and coupons, along with the importance of nutrition. Students will develop skills to: plan weekly menus, make a weekly grocery list, shop on a grocery budget, prepare nutritional meals on a budget, use leftovers, and understand measurement of liquid and dry ingredients.

**ILS 0025 Personal Finance Level 1 (0)**

*Prerequisite:* Acceptance into the Transition to Independent Living Program; 16 hours lecture; 48 hours lab (64 hours total)

**Non Credit**

This course is designed to facilitate basic money management skills pertaining to self-sufficiency in banking transactions, such as budgeting, paying personal bills, establishing good record keeping skills, check writing, and basic online banking.

**ILS 0026 Personal Finance Level 2 (0)**

*Prerequisite:* Successful completion in Independent Living Skills 0025; 16 hours lecture; 48 hours lab (64 hours total)

**Non Credit**

This course is designed to facilitate intermediate money management skills pertaining to self-sufficiency in banking transactions such as independent budgeting, paying personal bills, maintaining good record keeping skills, independent check writing, and intermediate online banking.

**ILS 0027 Personal Finance Level 3 (0)**

*Prerequisite:* Successful completion in Independent Living Skills 0026; 16 hours lecture; 48 hours lab (64 hours total)

**Non Credit**

This course is designed to facilitate advanced money management skills pertaining to self-sufficiency in banking transactions such as independent budgeting, paying personal bills online, maintaining good record keeping skills, independent check writing within the community, acquiring a personal visa check card, and intermediate to advanced online banking transactions and online banking tools.

**ILS 0028 Personal Finance Level 4 (0)**

*Prerequisite:* Successful completion in Independent Living Skills 0027; 16 hours lecture; 48 hours lab (64 hours total)

**Non Credit**

This course expands and refines independent money management skills pertaining to self-sufficiency in banking transactions such as independent budgeting, independently paying personal bills online or via mail, independently maintaining sound record keeping skills, independently writing checks or using bank visa cards within the community, and independently demonstrating accessing online banking accounts to explore and balance banking transactions.

## INDEPENDENT LIVING SKILLS

### **ILS 0030 Personal Safety Level 1 (0)**

*Prerequisite: Acceptance into the Transition to Independent Living Program; 16 hours lecture*

**Non Credit**

This beginning course is designed to develop and improve personal safety skills. Basic personal safety procedures and skills will be introduced. Local safety resources such as 911, emergency contacts, and police and authorities will be reviewed. These skills are taught through lecture, and role playing.

### **ILS 0031 Personal Safety Level 2 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0030; 16 hours lecture*

**Non Credit**

This course is designed for students to expand personal safety skills needed to live independently. Basic personal safety while out in the community will be further developed. Safety while traveling and meeting strangers will be covered, and safe practices will be demonstrated.

### **ILS 0032 Personal Safety Level 3 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0031; 16 hours lecture*

**Non Credit**

This course is designed to expand and improve personal safety skills while at home. Basic home safety tips will be explored and practiced. Importance of securing one's home will be practiced, and ensuring a safe and secure home and how to escape in an emergency will be covered.

### **ILS 0033 Personal Safety Level 4 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0032; 16 hours lecture*

**Non Credit**

This course is designed for students to develop and improve personal safety skills while out in public. Safety procedures while traveling and knowing what resources to use when help is needed will be explored.

### **ILS 0040 Community Transition Level 1 (0)**

*Prerequisite: Acceptance into the Transition to Independent Living Program; 16 hours lecture; 16 hours lab (32 hours total)*

**Non Credit**

This course focuses on the skills, goals, and choices needed for a full life in a new transition community. Lessons focus on the premise that students gain personal power when setting goals, identifying learning strengths, and making productive choices, such as identifying transition areas and goals, making a plan of action to reach the goals, and identifying transition needs. A Transition Portfolio will be developed. Activities include class discussions, simple interviews with classmates, and completions of handouts, checklists, and worksheets. Lab will include meeting with parents and to begin developing transition plans.

### **ILS 0041 Community Transition Level 2 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0040; 16 hours lecture; 16 hours lab (32 hours total)*

**Non Credit**

This second transition course focuses the skills, goals, and choices needed for a full life in the new transition community. Lessons focus on identifying things people do well, developing a resume of personal success, identifying a Circle of Support and identifying local community agencies. In addition, a Transition Portfolio will be further developed. Activities include class discussions, simple interviews with classmates, and completions of handouts, checklists, and worksheets. Lab time is spent in the student's transition community. The learning sites become places of business in the transition community: banks, stores, public transportation, apartments, housing authorities, restaurants, etc. In addition to the community experiences, meetings with Circle of Support People to continue the transition planning process to the new community will be conducted.

### **ILS 0042 Community Transition Level 3 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0041; 16 hours total; 16 hours lab (32 hours total)*

**Non Credit**

The third transition course focuses on empowering skills, goals, and choices needed for a full life in a new transition community. Lessons focus on planning leisure activities on a budget and finding a place to live that matches a budget. In addition, students will assess their progress and further develop their Transition Portfolio. Activities include class discussions, simple interviews with classmates, and completions of handouts, checklists, and worksheets. This course has lab time that is spent in the student's transition community. The learning sites become the places of business in the transition community: banks, stores, public transportation, apartments, housing authorities, restaurants, etc. In addition to the community experiences, students will continue to conduct meetings with their Circle of Support People to continue the transition planning process to the new community.

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## INDEPENDENT LIVING SKILLS

**ILS 0043 Community Transition Level 4 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0042; 16 hours lecture; 16 hours lab (32 hours total)*

**Non Credit**

This course focuses on identifying steps for a successful transition meeting, practicing leading a Transition Meeting, learning to set up and budget utilities, practicing making choices to furnish an apartment and identifying safety issues in a new home and community. Progress and further development of the Transition Portfolio will be assessed. Activities include class discussions, simple interviews with classmates, and completions of handouts, checklists, and worksheets. This course has lab time that is spent in the student's transition community. The learning sites become the places of business in the transition community: banks, stores, public transportation, apartments, housing authorities, restaurants, etc.

**ILS 0045 Career Education Level 1 (0)**

*Prerequisite: Acceptance into the Transition to Independent Living Program; 16 hours lecture*

**Non Credit**

This is the first in a series of classes that focuses on building a foundation for becoming productive and successful employees. Lessons focus on identifying the skills to become a valued employee, such as getting along with supervisors and co-workers, learning how to succeed in a new job and understanding employer's expectations for a new employee. In addition, lessons about initiative and advancing on the job will be explored. Activities include class discussions, simple interviews with classmates, and completions of handouts, checklists, and worksheets.

**ILS 0046 Career Education Level 2 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0045; 16 hours lecture*

**Non Credit**

The second course in this vocational series focuses on identifying skills necessary to become a valued employee, such as identifying interests in relation to work, identifying qualities of a good employee, identifying the value of teamwork, identifying personality strengths and weaknesses, identifying proper interview attire, identifying possible interview questions, and demonstrating appropriate behavior during an interview. Activities include class discussions, simple interviews with classmates, and completions of handouts, checklists, and worksheets.

**ILS 0047 Career Education Level 3 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0046; 16 hours lecture*

**Non Credit**

This is the third in a series of courses which focuses on building a foundation for becoming a productive and successful employee. Lessons focus on identifying the skills necessary to become a valued employee, such as identifying stressors, methods and strategies to relieve or reduce stressors, identifying insubordination, determining future employment preferences, identifying appropriate etiquette and communication, understanding the meaning of sexual harassment, identifying approaches used to sexually harass, and identifying the steps needed to stop or prevent sexual harassment. In addition, students will develop personal and work reference lists. Activities include class discussions, simple interviews with classmates, and completions of handouts, checklists, and worksheets.

**ILS 0048 Career Education Level 4 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0047; 16 hours lecture*

**Non Credit**

This course is designed for students in the Transition to Independent Living Program. This course focuses on helping students build a base for becoming productive and successful employees. Lessons focus on learning skills to become a valued employee, such as, learning how to interview effectively, complete an application, learning how to identify demand list, learning how to make a good first impression, practicing interviewing skills, resume writing, understand the benefits of internships and volunteerism, develop a career ladder, and complete a portfolio. In addition, students will develop personal and work reference lists, and learn how to obtain letters of recommendation. Students engage in activities such as class discussions, simple interviews with classmates, and completion of handouts, checklists, and worksheets.

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## INDEPENDENT LIVING SKILLS

**ILS 0050      Communication Skills Level 1 (0)**

*Prerequisite: Acceptance into the Transition to Independent Living Program; 16 hours lecture*

**Non Credit**

This introductory course is designed for development and improvement of the basic communication skills needed for daily life. Topics covered include differences in communication styles, appropriateness, and use of communication devices. Skills are taught through lecture, activities, and role playing.

**ILS 0051      Communication Skills Level 2 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0050; 16 hours lecture*

**Non Credit**

This second course in communication is designed to continue developing and improving basic communication skills. Written means of communicating will be explored. Expansion of interpersonal skills and addressing barriers to good communication will be covered.

**ILS 0055      Conflict Resolution Level 1 (0)**

*Prerequisite: Acceptance into the Transition to Independent Living Program; 16 hours lecture*

**Non Credit**

This course is designed to describe, explain, and teach techniques to manage and resolve most common and difficult interpersonal behaviors including teasing, anger, criticism, and bullying. Conflict resolution strategies such as CALM (C=calm down, A= ask why I feel this way, L=look for ways to feel better, M=move to feel better) and COOL (C=cool off, O=openly give an 'I' statement, O=offer your solution, L=leave/let it go) will be explored. Role playing activities with classmates related to resolving various conflicts will be conducted.

**ILS 0056      Conflict Resolution Level 3 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0055; 16 hours lecture*

**Non Credit**

This second course in this series is designed to further develop and improve calm and effective communication skills, further explore communication styles, expand effective ways to manage anger and stress, identify the physical symptoms of anger, stop negative angry thoughts, and further explore the conflict resolution strategies. Various role playing activities to resolve conflicts and become more aware of how anger affects communication/conflict resolution skills will be explored.

**ILS 0057      Independent Life Level 2 (0)**

*Prerequisite: Acceptance into the Transition to Independent Living Program; 16 hours lecture*

**Non Credit**

This course is designed to describe, explain, and teach techniques to manage and resolve the complexities of common off campus living situations: borrowing and lending items, establishing household rules, and exploring the basic respect of and guidelines of personal space. It continues to teach conflict resolution strategies that may be necessary to resolve roommate conflicts.

**ILS 0058      Reaching Independence Level 4 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0056; 16 hours lecture*

**Non Credit**

This course is designed to describe, explain, and teach techniques to live successfully in an independent dwelling. This course provides the opportunity to gain practical knowledge in regard to living in a supported environment to transitioning to a larger community and living independently.

**ILS 0060      Personal Health Level 1 (0)**

*Prerequisite: Acceptance into the Transition to Independent Living Program; 16 hours lecture*

**Non Credit**

This course covers how to maintain a healthy lifestyle. Basic health and hygiene will be explored. Symptoms, remedies, and accessing medical help will be covered.

**ILS 0061      Personal Health Level 2 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0060; 16 hours lecture*

**Non Credit**

The first unit will cover essentials of maintaining a healthy lifestyle as they transition into their sophomore year. Emphasis will be on good dental hygiene, following the food pyramid, portion size, reading food labels, benefits of vitamins and maintaining healthy eating habits, sleep habits, and incorporating exercise into students' lives. The second unit will cover basic knowledge regarding autism, mental retardation, epilepsy, cerebral palsy, and how a healthy, thoughtful lifestyle will help to minimize the physical and cognitive issues associated with disabilities.

## INDEPENDENT LIVING SKILLS

### **ILS 0070 Travel and Safety Level 3 (0)**

*Prerequisite: Acceptance into the Transition to Independent Living Program; 16 hours lecture; 16 hours lab (32 hours total)*

**Non Credit**

This course is designed to introduce students to the public transportation system. Students learn to read maps and schedules of various public transportation systems. Students apply skills developed in earlier courses such as planning, budgeting, socialization, and personal safety.

### **ILS 0071 Travel and Safety Level 4 (0)**

*Prerequisite: Successful completion in Independent Living Skills 0070; 16 hours lecture; 16 hours lab (32 hours total)*

**Non Credit**

This course is designed for students to plan, budget for and travel safely to an out of town destination to include an overnight stay. Planning for hotel accommodations and safely executing a trip will be accomplished. Public transportation will be used. This course integrates the coursework from previous and current courses including: planning, budgeting, socialization, personal safety and reality to augment coursework and generalize those skills to the real world environment.

### **ILS 0075 Pedestrian Safety (0)**

*Prerequisite: Acceptance into the Transition to Independent Living Program; 9 hours lecture; 7 hours lab (16 hours total)*

**Non Credit**

This course is designed to teach safe pedestrian skills, bicycle safety, and use of public and private transportation. The course will focus and build skills to understand pedestrian and driver responsibilities, public transportation schedules, and mapping transportation routes.

### **ILS 0076 Remedial Reading (0)**

*Prerequisite: Acceptance into the Transition to Independent Living Program; 16 hours lecture*

**Non Credit**

This remediation course is designed to improve reading by identifying words by sight. Survival words that appear on road signs, grocery ads, medication containers, basic recipes, household cleaning products, and bank statements are emphasized. How to distinguish business mail from junk mail is covered, and words from the Dolch Word List are explored.

### **ILS 0077 Personal Planning (0)**

*Prerequisite: Acceptance into the Transition to Independent Living Program; 16 hours lecture*

**Non Credit**

This course covers the different components of event planning and time management skills including setting short and long term goals, and planning schedules, activities, and future events. Differences between priority, important, and not important events and how to successfully collaborate with peers to hold a special event are covered.

## INDUSTRIAL EDUCATION AUTOMOTIVE

### **IEA 0001 Automotive Maintenance and Service for Consumers (1)\***

**[FORMERLY IEA 89]**

*Prerequisite: None; 24 hours lecture/demonstration*

**Not Degree Applicable**

The emphasis in this course is placed on preventive maintenance and service of automobiles to keep them operating safely, dependably, and efficiently. The course is intended for consumers and those interested in learning more about automotive technology including general automotive care, maintenance and repair information about the automotive service industry, and accessing automotive services.

### **IEA 0002 Basic Car Care (.5)**

*Prerequisite: None; 7 hours lecture; 6 hours lab (13 hours total)*

**Not Degree Applicable**

This course is designed to familiarize the student, with little or no knowledge of automotive systems about the basic function, terms and preventative maintenance of the automobile. The course will be ideal for students wishing to learn more about their vehicles and how to communicate maintenance and repair needs with an automotive technician.



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## INDUSTRIAL EDUCATION AUTOMOTIVE

### IEA 1010 Automotive Electricity and Electronics (5)

[FORMERLY IEA 90A]

*Advisory: Eligibility for English 1000 and Reading 1005, and Industrial Education Automotive 1500 strongly recommended; 64 hours lecture; 48 hours lab (112 hours total)*

**Degree Applicable**

This course involves the study of electrical and electronic principles, sources of electricity and electromagnetic induction, basic electrical system parts, semiconductor electronic principles, microcomputer electronic systems, sensors, actuators, displays and microprocessors. Laboratory will consist of the following: testing, servicing, and repairing of sensors, actuators, displays, microprocessors, generators, alternators, regulators, starters, coils, distributors, spark plugs and electronic controls.

### IEA 1011 Advanced Automotive Electricity and Electronics (5)

[FORMERLY IEA 90B]

*Prerequisite: Successful completion in Industrial Education Automotive 1010 with a grade of 'C' or better; 64 hours lecture; 48 hours lab (112 hours total)*

**Degree Applicable**

This is an advanced study of electrical and electronic principles, sources of electricity and electromagnetic induction, advanced electrical system parts, semiconductor electronic principles, microcomputer electronic systems, sensors, actuators, displays and microprocessors. Laboratory will consist of the following: testing, servicing and repairing of sensors, actuators, displays, microprocessors, generators, alternators, regulators, starters, coils, distributors, spark plugs and electronic controls.

### IEA 1020 Introduction to Engine Performance and Driveability (5)

[FORMERLY IEA 92A]

*Prerequisite: Successful completion in Industrial Education Automotive 1011 with a grade of 'C' or better; 64 hours lecture; 48 hours lab (112 hours total)*

**Degree Applicable**

This course studies the automotive ignition system with concentration on electronic ignition and computer-controlled ignition. The student will also be introduced to the use of state-of-the-art electronic diagnosing equipment and oscilloscope pattern interpretation.

### IEA 1030 Automotive Engine Rebuilding (3)

[FORMERLY IEA 93A]

*Advisory: Eligibility for English 1000, Reading 1005, and completion of Industrial Education Automotive 1500 strongly recommended; 32 hours lecture; 48 hours lab (80 hours total)*

**Degree Applicable**

This is a study of the automotive internal combustion engine. Included are theory, instruction and/or demonstration on engine construction, performance, removing, cleaning, measuring, overhauling and replacing.

### IEA 1031 Advanced Automotive Engine Rebuilding (3)

[FORMERLY IEA 93B]

*Prerequisite: Successful completion in Industrial Education Automotive 1030 with a grade of 'C' or better. Students will be expected to furnish automotive engines and necessary repair components for laboratory work; 32 hours lecture; 48 hours lab (80 hours total)*

**Degree Applicable**

This is an advanced study of the automotive internal combustion engine. Included are theory, instruction and/or demonstration on engine construction, performance, removing, cleaning, measuring, and complete reconditioning.

### IEA 1040 Manual Train and Transaxles (4)

[FORMERLY IEA 94]

*Advisory: Eligibility for English 1000, Reading 1005, and completion of Industrial Education Automotive 1500 strongly recommended; 48 hours lecture; 64 hours lab (112 hours total)*

**Degree Applicable**

This is a study of gear theory, clutch assemblies, manual transmissions and transaxles, drive lines, differentials and axle assemblies, and four-wheel drive components diagnosis and repair. This course will prepare the student to take the Automotive Service Excellence (ASE) Automotive Technician test area A3 for Manual Drive Train and Transaxles.

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**INDUSTRIAL EDUCATION AUTOMOTIVE****IEA 1050      Advanced Engine Performance and Drivability (5)****[FORMERLY IEA 95A]**

*Prerequisite: Successful completion in Industrial Education Automotive 1020 with a grade of 'C' or better; 64 hours lecture; 48 hours lab (112 hours total)*

***Degree Applicable***

This course involves the study of the principles of automotive computer controls. It will include the application of the microprocessor with its related components and circuits. Emphasis will be placed on electrical and electronic systems, test equipment, electronic theory, wiring systems, emission controls, and interrelated computer systems.

**IEA 1060      Brake Systems (4)****[FORMERLY IEA 96]**

*Advisory: Eligibility for English 1000 and Reading 1005, and completion of Industrial Education Automotive 1500 strongly recommended; 48 hours lecture; 64 hours lab (112 hours total)*

***Degree Applicable***

Study of brake hydraulic system, diagnosis and repair, master cylinders, fluid lines and hoses, valves and switches, bleeding, flushing and leak testing, drum brake diagnosis and repair, disc brake diagnosis and repair, power assist units and anti-lock systems (ABS). This course will prepare students for Automotive Service Excellence (ASE) test area A5, Brake Systems.

**IEA 1070      Automotive Suspension and Steering Systems (4)****[FORMERLY IEA 97]**

*Advisory: Eligibility for English 1000 and Reading 1005, and completion of Industrial Education Automotive 1500 strongly recommended; 48 hours lecture; 64 hours lab (112 hours total)*

***Degree Applicable***

This course is a study of wheel bearing and seal service, wheel and tire service and balancing, shock absorber and strut diagnosis and service, front and rear suspension system service, computer controlled suspension system service, steering column service, power steering service, recalculating ball service, rack and pinion service, four-wheel steering service, frame diagnosis, and four-wheel alignment. This course will prepare students for Automotive Service Excellence (ASE) test area A4, Suspension and Steering.

**IEA 1080      Automotive Air Conditioning, Heating, and Accessories (4)****[FORMERLY IEA 98]**

*Advisory: Eligibility for English 1000, Reading 1005, and completion of Industrial Education Automotive 1500 strongly recommended; 48 hours lecture; 48 hours lab (96 hours total)*

***Degree Applicable***

This course provides a study of the automotive air conditioning, heating and accessory systems, which includes theory, maintenance, diagnosis and repair of heating, air conditioning and accessory systems. Laboratory work will consist of the following: testing, measuring, aligning, adjusting, servicing, repairing and/or replacing the air conditioning and heating system, manual and automatic controls, power seats and windows, and lighting. This course will prepare the student for taking Automotive Service Excellence (ASE) Automotive Technician Certification test area A7, Automotive Heating and Air Conditioning.

**IEA 1090      Automatic and Electronic Transmissions and Transaxles (5)****[FORMERLY IEA 99]**

*Advisory: Eligibility for English 1000, Reading 1005, and completion of Industrial Education Automotive 1500 strongly recommended; 64 hours lecture; 48 hours lab (112 hours total)*

***Degree Applicable***

This course is a study of basic gear theory, planetary gearing, differential design, hydraulic principles and control devices, torque multipliers, and electronic controls as related to automatic and electronic transmissions and transaxles. All major transmissions and transaxles will be studied. Lab exercises will consist of: removing, disassembling, inspecting, measuring, repairing, assembling, adjusting, and testing of automatic transmissions and transaxles. This course will prepare students to take the Automotive Service Excellence (ASE) test area A2, Automatic Transmissions and Transaxles.

**IEA 1091      Automotive Special Topics (.5-2 units)**

*Prerequisite: Successful completion of 10 units in Automotive Technology with a grade of 'C' or better; 8-32 hours individual study and/or instructor approved contract*

***Degree Applicable***

This course is designed to allow the student to pursue specialized research or a project in advanced Automotive Technology to develop advanced skills or certifications to advance employment.

## INDUSTRIAL EDUCATION AUTOMOTIVE

### **IEA 1500 Automotive Principles (3)**

**[FORMERLY IEA 9]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 32 hours lecture; 48 hours lab (80 hours total)*

**Transfer Credit: CSU**

This is a survey of the entire automobile, covering automotive computer and emission systems, engines, fuel systems, electrical systems, power transmission, and chassis systems. Shop work consists of related work on automotive equipment.

## INDUSTRIAL EDUCATION SAFETY

### **IES 1050 Hazardous Materials (1.5)**

**[FORMERLY IES 50]**

*Prerequisite: None; 26 hours lecture*

**Degree Applicable**

This course covers Federal and California Occupational Safety and Health Administration (OSHA) general industry standards and integrates materials from other consensus and proprietary standards that relate to hazardous materials. Included are flammable and combustible liquids, compressed gases, Liquefied Petroleum (LP) gases and cryogenic liquids. Related processes such as spraying and dipping are covered as well as electrical equipment. This course is offered on a Pass/No Pass basis only.

### **IES 1051 OSHA's Ergonomics Guidelines for Nursing Homes (.5)**

**[FORMERLY IES 51]**

*Prerequisite: None; 8 hours lecture*

**Degree Applicable**

The focus of this one-day course is to use OSHA's Ergonomics Guidelines for Nursing Homes to develop a process to protect workers in nursing homes. The course will focus on analyzing and identifying ergonomic problem jobs and practical solutions to address these problems. Featured topics include: developing an ergonomics process; risk factors in the nursing home guidelines: identifying problem jobs including protocols for resident assessment; and implementing solutions including work practices and engineering solutions. This course is offered on a Pass/No Pass basis only.

### **IES 1052 Respiratory Protection (1.25)**

**[FORMERLY IES 52]**

*Prerequisite: None; 20 hours lecture*

**Degree Applicable**

This course covers the requirements for the establishment, maintenance, and monitoring of a respirator program. Topics include terminology, Occupational Safety Health Administration (OSHA) standards, National Institute for Occupational Safety and Health (NIOSH) certification, and medical evaluation recommendations. Course highlights include laboratories on respirator selection, qualitative fit testing, and the use of a large array of respiratory and support equipment for hands-on training. This course is offered on a Pass/No Pass basis only.

### **IES 1053 Principles of Ergonomics (1)**

**[FORMERLY IES 53]**

*Prerequisite: None; 18 hours lecture*

**Degree Applicable**

This course covers the use of ergonomic principles to prevent musculoskeletal disorders. Topics include work physiology, anthropometry, musculoskeletal disorders, video display terminals, and risk factors such as vibration, temperature, material handling, repetition, and lifting and transfers in health care. Course features industrial case studies covering analysis and design of work stations and equipment, laboratory sessions in manual lifting, and coverage of current Occupational Safety Health Administration (OSHA) compliance policies. This course is offered on a Pass/No Pass basis only.

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## INDUSTRIAL EDUCATION SAFETY

### **IES 1054 Permit-Required Confined Space (1.25)**

**[FORMERLY IES 54]**

*Prerequisite: None; 20 hours lecture*

***Degree Applicable***

This course is designed to enable students to recognize, evaluate, control, and abate safety and health hazards associated with permit-required confined space entry. The course focuses on the specific requirements of 29 Code of Federal Regulations (CFR) 1910.146 (a) through (l) and California Code of Regulations (CCR), Title 8, Sections 5156 thru 5158. Each paragraph of the standard is discussed with references to the Occupational Safety Health Administration (OSHA) directives, letters of interpretation, and preamble rationale. Technical topics include the recognition of confined space hazards, basic information about instrumentation used to evaluate atmospheric hazards, and general permit space ventilation techniques. Course features workshops on confined space classification permits and program evaluation. This course is offered on a Pass/No Pass basis only.

### **IES 1055 Excavation, Trenching and Soil Mechanics (1.25)**

**[FORMERLY IES 55]**

*Prerequisite: None; 20 hours lecture*

***Degree Applicable***

This course focuses on Occupational Safety and Health Administration (OSHA) and California (Cal) OSHA standards and on the safety aspects of excavation and trenching. The course addresses practical soil mechanics and its relationship to the stability of shored and unshored slopes and walls of excavations. Various types of shoring (wood timbers and hydraulic) are covered. Testing methods are demonstrated and the use of instruments such as penetrometers, torvane shears, and engineering rods. This course is offered on a Pass/No Pass basis only.

### **IES 1056 Electrical Standards (1.25)**

**[FORMERLY IES 56]**

*Prerequisite: None; 20 hours lecture*

***Degree Applicable***

This course is designed to provide a survey of Federal and California standards and the hazards associated with electrical installations and equipment. Topics include single- and three-phase systems, cord- and plug-connected and fixed equipment, grounding, ground fault circuit interrupters, and safety- related work practices. Emphasis is placed on electrical hazard recognition and OSHA inspection procedures. Hands-on training is provided using various types of electrical test equipment. This course is offered on a Pass/No Pass basis only.

### **IES 1057 Fall Arrest Systems (1)**

**[FORMERLY IES 57]**

*Prerequisite: None; 20 hours lecture*

***Degree Applicable***

This course provides an overview of state-of-the-art technology for fall protection and current OSHA requirements. Topics covered include the principles of fall protection, the components of fall arrest systems, the limitations of fall arrest equipment, and OSHA policies regarding fall protection. Course features a one-day field exercise demonstrating fall protection equipment. This course is offered on a Pass/No Pass basis only.

### **IES 1058 Occupational Safety and Health Standards for the Construction Industry (1.5)**

**[FORMERLY IES 58A]**

*Prerequisite: None; 26 hours lecture*

***Degree Applicable***

This course covers Federal and California Occupational Safety and Health Administration (OSHA) policies, procedures, standards, and construction safety and health principles. Topics include scope and application of the Federal and California OSHA standards. Special emphasis is on the most hazardous functions workers perform during construction projects. This course is offered on a Pass/No Pass basis only.

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## INDUSTRIAL EDUCATION SAFETY

### **IES 1059    Trainer Course in Occupational Safety and Health Standards for the Construction Industry (1.5)**

**[FORMERLY IES 58B]**

*Prerequisite: Successful completion in Industrial Education 1058 with a grade of 'C' or better; 26 hours lecture*

***Degree Applicable***

This course is designed for those preparing to train workers in construction industry safety and health. The course builds on the subject matter presented in Industrial Education Safety 1058 focusing on effective preparation and presentation of Federal and California OSHA policies, procedures, standards, and construction safety and health principles. The course will also cover the development and delivery of safety presentations. This course is offered on a Pass/No Pass basis only.

### **IES 1060    Trainer Update Course in Occupational Safety & Health Standards for the Construction Industry (1)**

**[FORMERLY IES 58C]**

*Prerequisite: Successful completion in Industrial Education 1059; 18 hours lecture*

***Degree Applicable***

This course is designed for personnel in the private sector who have completed #500 Trainer Course in Occupational Safety and Health Standards for the Construction Industry and who are active trainers in the outreach program. It provides an update on such topics as OSHA construction standards, policies, and regulations. This course is offered on a Pass/No Pass basis only.

### **IES 1061    Occupational Safety and Health Standards for General Industry (1.5)**

**[FORMERLY IES 59A]**

*Prerequisite: None; 26 hours lecture*

***Degree Applicable***

This course covers Federal and California Occupational Safety and Health Administration (OSHA) policies, procedures, standards, and general industry safety and health principles. Topics include scope and application of the Federal and California OSHA standards. Emphasis is on the hazards routinely encountered by workers in a broad spectrum of industries. This course is offered on a Pass/No Pass basis only.

### **IES 1062    Trainer Course in Occupational Safety and Health Standards for General Industry (1.5)**

**[FORMERLY IES 59B]**

*Prerequisite: Successful completion in Industrial Education 1061 with a grade of 'C' or better; 26 hours lecture*

***Degree Applicable***

This course is designed for those preparing to train workers in industrial safety and health. The course builds on the subject matter presented in Industrial Education Safety 1061 focusing on effective preparation and presentation of Federal and California Occupational Safety and Health Administration (OSHA) policies, procedures, standards, and broad spectrum of safety and health principles. The course will also cover the development and delivery of safety presentations. This course is offered on a Pass/No Pass basis only.

### **IES 1063    Trainer Update Course In Occupational Safety and Health Standards for General Industry (1)**

**[FORMERLY IES 59C]**

*Prerequisite: Successful completion in Industrial Education 1062 with a grade of 'C' or better; 18 hours lecture*

***Degree Applicable***

This course is designed for private sector personnel who have completed course #501 Trainer Course in Occupational Safety and Health Standards for General Industry and who are active trainers in the outreach program. It provides an update on OSHA general industry standards and OSHA policies. This course is offered on a Pass/No Pass basis only.

### **IES 1065    Machinery and Machine Guarding (1.5)**

**[FORMERLY IES 61]**

*Prerequisite: None; 26 hours lecture*

***Degree Applicable***

This course will cover various types of common machinery and the related safety standards. Guidance is provided on the hazards associated with various kinds of machinery and the control of hazardous energy sources (lockout/tagout). The course presents an approach to machinery inspection that enables participants to recognize hazards and to provide options to achieve abatement. These hazards include mechanical motions and actions created by points of operation and other machinery processes. This course is offered on a Pass/No Pass basis only.

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## INDUSTRIAL EDUCATION SAFETY

**IES 1066 Introduction to Machinery and Machine Guarding (.5)****[FORMERLY IES 62]***Prerequisite: None; 8 hours lecture****Degree Applicable***

The main focus of this course is to increase the participant's knowledge and skill in proper machine safeguarding techniques, and to highlight the benefits of guarding various types of machinery. It is the employer's responsibility to identify and select the safeguard necessary to protect employees and others in the work area, as well as provide appropriate training in safe work practices. Knowing when and how to properly safeguard machinery can reduce or eliminate the potential for accidents and injuries. This course is offered on a Pass/No Pass basis only.

**IES 1067 Guide to Industrial Hygiene (1.5)****[FORMERLY IES 63]***Prerequisite: None; 26 hours lecture****Degree Applicable***

This course covers industrial hygiene practices and related Occupational Safety and Health Administration (OSHA) regulations and procedures. Topics include permissible exposure limits, OSHA health standards, respiratory protection, engineering controls, hazard communication, OSHA sampling procedures and strategy, workplace health program elements, and other industrial hygiene topics. The course features workshops in health hazard recognition, OSHA health standards, and a safety and health program workshop. This course is offered on a Pass/No Pass basis only.

**IES 1068 Pesticide Application Safety Training (.25)****[FORMERLY IES 90A]***Prerequisite: None; 4 hours lecture; 4 hours lab (8 hours total)****Degree Applicable***

This course provides a fundamental understanding of roles, responsibilities and accountabilities when handling and applying pesticides and other agricultural hazardous materials. This course is offered on a Pass/No Pass basis only.

**IES 1100 Basic Employee Safety for General Industry (.25)****[FORMERLY PET 95T]***Prerequisite: None; 4 hours lecture, 4 hours lab (8 hours total)****Degree Applicable***

This course will satisfy the minimum safety training required by most companies found in industries requiring man and machines to interface. There are ten topics presented that are most commonly encountered by workers. Certificates are presented and must be renewed annually to assure that the most current information is received. This course is offered on a Pass/No Pass basis only.

**IES 1103 Plus Safety Training (.25)****[FORMERLY PET 94H]***Prerequisite: None; 4 hours lecture; 4 hours lab (8 hours total)****Degree Applicable***

This lecture and activity course is designed to provide a fundamental understanding of permit-required confined space entry and non-entry rescue in accordance with the California Occupational Safety and Health Act, (Cal-OSHA), Title 8, California Code of Regulations, Sections 3203, 3314, 5157, 5158, 6535 and 6536, and Federal OSHA 1910.146. Additionally, training in the principles of fire extinguisher operation, awareness of the hazards of Naturally Occurring Radioactive Materials (N.O.R.M.) commonly found in the oilfields, Cardiopulmonary Resuscitation (CPR). This course is offered on a Pass/No Pass basis only.

**IES 1104 Supervisor Safety Training (.25)****[FORMERLY PET 95C]***Prerequisite: None; 4 hours lecture; 4 hours lab (8 hours total)****Degree Applicable***

This lecture/seminar and activity course is designed to provide fundamental understanding of supervisory roles, responsibilities and accountabilities in the petroleum and general workplace. It will include a working understanding of federal and state legal and regulatory requirements for safety and personnel issues at the supervisory level. This course is offered on a Pass/No Pass basis only.

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**INDUSTRIAL EDUCATION SAFETY****IES 1105 Mine Safety and Health Refresher (.25)****[FORMERLY PET 93Z]***Prerequisite: None; 4 hours lecture; 4 hours lab (8 hours total)****Degree Applicable***

This lecture/demonstration and familiarization course is mine specific and is designed to provide a fundamental understanding of surface, metal, non-metal mine workplace and the hazards associated thereto. The class will be in accordance with the requirements of 30 Code of Federal Regulations, Mine Safety and Health Act and Title 8, California Code of Regulations, Chapter 4, Subchapter 12, 'Mine Safety Orders.' This course is offered on a Pass/No Pass basis only.

**IES 1106 Hazardous Material (HAZMAT) First Responder Awareness (.25)****[FORMERLY PET 93U]***Prerequisite: None; 4 hours lecture; 4 hours lab (8 hours total)****Degree Applicable***

This course is designed to train initial responders to safely act to protect the scene and personnel during the initial phases of a hazardous material spill or airborne release. This course is offered on a Pass/No Pass basis only.

**IES 1107 Medic First Aid Training/CPR (.25)****[FORMERLY PET 94A]***Prerequisite: None; 4 hours lecture; 4 hours lab (8 hours total)****Degree Applicable***

This course is designed to learn and practice the skills needed when responding to medical emergencies. Emergency Medical Planning is the certifying agency for instructors. This course is offered on a Pass/No Pass basis only.

**IES 1108 Hazardous Waste Operations Emergency Response (HAZWOPER) Annual Refresher (.25)****[FORMERLY PET 93K]***Prerequisite: Possession of current 24-hour or 40-hour HAZWOPER Technician Certificate; 4 hours lecture; 4 hours lab (8 hours total)****Degree Applicable***

This course satisfies general annual refresher training requirements of 29 CFR 1910.120, Hazardous Waste Operations Emergency Response (HAZWOPER). This course is offered on a Pass/No Pass basis only.

**IES 1109 Emergency Response Technician Training (1)****[FORMERLY PET 94Q]***Prerequisite: None; 12 hours lecture; 12 hours lab (24 hours total)****Degree Applicable***

This course is designed to train students to the HAZMAT Technician level. This course is offered on a Pass/No Pass basis only.

**IES 1112 Forklift Training for Operators (.25)****[FORMERLY PET 93I]***Prerequisite: 18 years old; 4 hours lecture; 4 hours lab (8 hours total)****Degree Applicable***

This course is designed to introduce the design, characteristics, and safe operating practices of the seven classes of powered industrial trucks known as forklifts. The course meets the general requirements of California's standards found in Title 8, General Industry Safety Orders, Sections 3664 and 3668. Included is hands-on operation of a forklift and demonstration of proficiency in application of the principles of operation learned in the classroom is required. This course is offered on a Pass/No Pass basis only.

**IES 1113 California Commercial Driver License Permit Preparation (1.75)****[FORMERLY PET 94P]***Prerequisite: None; 24 hours lecture; 16 hours lab (40 hours total)****Degree Applicable***

This lecture/practical course is designed to prepare for taking the California Class A/B written driving test, thereby enabling the successful examinee to obtain a California Class A/B learner permit. This course is offered on a Pass/No Pass basis only.

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## INDUSTRIAL EDUCATION SAFETY

**IES 1114      Confined Space Entrant, Attendant, Supervisor Awareness and Rescue (.5)****[FORMERLY PET 95P]***Prerequisite: None; 8 hours lecture; 8 hours lab (16 hours total)****Degree Applicable***

Introduces the hazards associated with entry into spaces defined as confined by Occupational Safety and Health Association (OSHA) standard 1910.146. This course is offered on a Pass/No Pass basis only.

**IES 1115      California Oil Producers Confined Space Entry Training (.25)****[FORMERLY PET 95S]***Prerequisite: Successful completion in Industrial Education 1102 or 1120 with a grade of 'C' or better and receipt of the Medical Evaluation Clearance for Respirator Use; 4 hours lecture; 4 hours lab (8 hours total)****Degree Applicable***

This lecture and activity course is designed to provide a fundamental understanding of permit-required confined space entry and non-entry rescue in accordance with the California Occupational Safety and Health Act (Cal-OSHA), Title 8, California Code of Regulations, Sections 3203, 3314, 5157, 5158, 6535 and 6536. This course is offered on a Pass/No Pass basis only.

**IES 1116      Hazardous Waste Operations and Emergency Response (HAZWOPER) Training (1)****[FORMERLY PET 93V]***Prerequisite: None; 8 hours lecture; 32 hours lab (40 hours total)****Degree Applicable***

Covers all the disciplines required to satisfy the Federal Code of Regulations 1910.120 concerning personnel that will work in Hazardous waste site and/or remediation zones. This course will also meet the State of California requirements for a Technician for emergency response standards CCR Section 5192. Certificates are presented and must be renewed annually to assure that the most current information is received. This course is offered on a Pass/No Pass basis only.

**IES 1118      Confined Space Training For Supervisors (.25)****[FORMERLY PET 93C]***Prerequisite: Industrial Education Safety 1115 or 1120; 4 hours lecture; 4 hours lab (8 hours total)****Degree Applicable***

This course will satisfy the minimum safety training required by most companies for participants to take ultimate responsibility for safe operations as described in Code of Federal Regulations (CFR) 1910.146. This course is offered on a Pass/No Pass basis only.

**IES 1119      Defensive Driving Course (.25)****[FORMERLY PET 93P]***Prerequisite: None; 4 hours lecture; 4 hours lab (8 hours total)****Degree Applicable***

The five keys to safe driving will be instructed by way of practical demonstration, lecture, and AV presentation. This course is offered on a Pass/No Pass basis only.

**IES 1120      Confined Space Attendant/Entrant Plus Medic First Aid Retraining (.25)****[FORMERLY PET 93X]***Prerequisite: None; 4 hours lecture; 4 hours lab (8 hours total)****Degree Applicable***

This course will satisfy the minimum safety training required by most companies for participants to work in Confined Spaces, and includes Cardio-Pulmonary Resuscitation (CPR) and First Aid. This course is offered on a Pass/No Pass basis only.

**IES 1125      Passport and Medic First Aid Refresher (.25)***Prerequisite: Industrial Education Safety 1107 Medic First Aid Training/CPR; 4 hours lecture; 4 hours lab (8 hours total)****Not Degree Applicable***

This course covers the basic level of safety awareness required of all contractor personnel working on the properties of the California Oil Producers. Inclusion of First aid and CPR refresher training is intended to review knowledge, practice skill sets, and introduce new concepts and skills as necessary to support patients until the arrival of professional emergency response personnel. Course is repeatable if mandated for training requirements as a condition of continued paid or volunteer employment.



## INDUSTRIAL EDUCATION SAFETY

### **IES 1500 Occupational Health and Safety Compliance (3)**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

The course covers the laws and regulations pertaining to industrial occupational safety, the history of occupational safety leading to current legislation, and the development of the Occupational Safety and Health Administration (OSHA). Students will gain a working knowledge of Worker's Compensation and benefit laws, risk management, product safety and liability, and monitoring hazards in the workplace.

## INDUSTRIAL TECHNOLOGY

### **INTC 1000 Career Readiness in Industrial Technology (3)**

*Prerequisite: None; 48 hours lecture*

**Degree Applicable**

This course will cover survival skills necessary to be successful in careers in industrial technology fields. Emphasis will be placed on industrial safety, applied mathematics in the workplace, job survival and readiness skills, communication, quality control, planning and professional leadership. Field experiences to places of employment may be required.

### **INTC 1100 Industrial Technology Capstone (3)**

*Advisory: Completion of all other required courses in an Industrial Education or Industrial Technology program. In addition, eligibility for English 1000, Reading 1005, and Mathematics 1050 is strongly recommended; 48 hours lecture*

**Degree Applicable**

This course is designed to be the culminating project specific to a program of study. Professional and employment related situations and projects will be explored through a variety of learning methods to include simulations, case studies, scenarios, individual research papers, projects, internships, portfolios and presentations necessary for twenty-first century success. Projects will be based on need and/or interest related to the discipline or profession and agreed upon between the instructor and the student.

## INFORMATION COMPETENCY

### **INCO 1548 Information Competency and Bibliography (1)**

**[FORMERLY ENGL 48; INCO 48; LBSK 48]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU: UC**

Methods of library research including the use of online resources, catalogs, bibliographies and specialized sources of information are presented in this course. Emphasis is on research techniques for preparation of research paper bibliographies. Basic methods of research including finding, evaluating, and citing information from print, electronic, and other resources. Effective use of library online catalogs, databases, and the web for research. Critical thinking in the development of research strategies and evaluation of sources. Citation of research sources using Modern Language Association (MLA) style manual.

## JOURNALISM

### **JRNL 1510 Mass Communication and the Individual (3)**

**[FORMERLY JRN 1]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This lecture course emphasizes consumer awareness of mass communication on all levels. Students may opt to receive credit in either Journalism 1510 or Communications 1510, not both.

### **JRNL 1605 Reporting and News Writing (3)**

**[FORMERLY JRN 8A]**

*Prerequisite: Eligibility for English 1500; 48 hours lecture*

**Transfer Credit: CSU: UC**

This introductory course focuses on news sources, news gathering techniques, and several approaches to handling news combined with practice in writing different types of news stories. Participation in the preparation of the college newspaper is required.

## JOURNALISM

### JRNL 1610 Reporting and Feature Writing (3)

[FORMERLY JRN 8B]

*Prerequisite: Successful completion in Journalism 1605; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course focuses on feature writing and approaches to handling different types of feature stories such as profiles, human interest, consumer, and interpretive news features. Participation in the preparation of the college newspaper is required.

### JRNL 2105 News Media Practicum (2)\*

[FORMERLY JRNL 11A]

*Prerequisite: Successful completion in Journalism 1510, 1605, Art/Computer Science 1820, completion of, or currently enrolled in, Art/Computer Science 1850 with a grade of 'C' or better; 96 hours lab*

**Transfer Credit: CSU**

This is the first semester of the capstone course for Multimedia Journalism. This course is designed to simulate every aspect of normal media operations and production, including the sale of advertising to local businesses. Proceeds of these advertisements are to be used to offset operating expenses of the enterprise.

### JRNL 2110 Advanced News Media Practicum (2)\*

[FORMERLY JRN 11B]

*Prerequisite: Successful completion in Journalism 2105 with a grade of 'C' or better; 96 hours lab*

**Transfer Credit: CSU**

This is the second semester of the capstone course in Multimedia Journalism. This course refines production skills and techniques of normal media operations.

## KINESIOLOGY

### KINE 1500 Introduction to Kinesiology (3)

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is an introduction to the discipline of human physical activity. This course will analyze the three ways to learn about physical activity: experiencing physical activity, the scholarly study of physical activity and the professional practice of physical activity. Topics to be covered include the importance of physical activity, the history, sociology and philosophy of physical activity, the biomechanics and physiology of physical activity and the various professions in physical activity. C-ID KIN 100

## LEARNING SKILLS

### LRSK 0200 Enhancement of Learning Styles (.5)

[FORMERLY LRSK 51]

*Prerequisite: None; 8 hours lecture*

**Not Degree Applicable**

This course is designed to identify and enhance the learning styles of students who may be eligible to receive services through Student Support Services. This course utilizes specialized techniques and materials to assess students' learning style strengths and to aid in the adaptation of those strengths to compensate for identified areas of weakness. This course is offered on a Pass/No Pass basis only.

### LRSK 0220 Improving Learning Potential (1 unit per semester; limit 4 units)

[FORMERLY LRSK 52ABCD]

*Prerequisite: None; 16 hours lecture*

**Not Degree Applicable**

This course offers specialized computer assisted instruction and cognitive rehabilitation for students with learning disabilities, acquired brain injuries, or other disabilities to provide an opportunity to maximize their learning potential and increase their academic efficiency with written language tasks.

### LRSK 0230 Functional Word Processing (1 unit per semester; limit 4 units)

[FORMERLY LRSK 53ABCD]

*Prerequisite: None; 16 hours lecture*

**Not Degree Applicable**

This course covers the fundamentals of word processing using assistive technology specifically designed and adapted for students with learning and/or physical disabilities. Students will learn basic word processing skills using assistive technology.

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## LEARNING SKILLS

**LRSK 0240 Math Concepts (2 units per semester; limit 8 units)****[FORMERLY LRSK 54; LRSK 54ABCD; MATH 53; MATH 53ABCD]***Prerequisite: None; 32 hours lecture***Not Degree Applicable**

Utilizing 'Skills Bank II' and 'Careful Mathematics,' this course is designed to augment the teaching of the basic ideas and skills of arithmetic. The course offers specialized computer-assisted instruction for students with learning disabilities.

**LRSK 0250 Improving Study Skill Strategies (1 unit per semester; limit 4 units)****[FORMERLY LRSK 55ABCD]***Prerequisite: None; 16 hours lecture***Not Degree Applicable**

This course offers specialized computer assisted instruction and study skills for disabled students to provide an opportunity to maximize their study skills and increase their academic efficiency and success.

**LRSK 0260 Functional Reading Enhancement (2 units per semester; limit 8 units)****[FORMERLY LRSK 56ABCD]***Prerequisite: None; 32 hours lecture***Not Degree Applicable**

This course offers specialized direct instruction in reading decoding skills utilizing a corrective reading program, providing an opportunity to improve reading speed and ease for students with learning disabilities. Section enrollment is determined by reading assessment.

**LRSK 0910 Improving Learning Potential (3)****[FORMERLY LRSK 62ABCD]***Prerequisite: None; 44 hours lecture; 16 hours lab (60 hours total)***Not Degree Applicable**

This course offers lecture, specialized computer-assisted instruction and lab hours to maximize student learning potential and increase efficiency in core curricula (science, social studies, arts and literature, and mathematics) in for basic academic preparation. This course is offered on a Pass/No Pass basis only.

**LRSK 0920 Functional Word Processing I (2 units per semester; limit 8 units)****[FORMERLY LRSK 63ABCD]***Prerequisite: None; 32 hours lecture; 16 hours lab (48 hours total)***Not Degree Applicable**

This course covers the fundamentals of word processing for students with limited exposure to academic uses of computer technology. Students will learn basic word processing skills for producing paragraphs and essays.

**LRSK 0930 Math Concepts (2 units per semester; limit 8 units)****[FORMERLY LRSK 64ABCD]***Prerequisite: None; 32 hours lecture***Not Degree Applicable**

Utilizing 'Skills Tutor,' this course is designed to augment the teaching of the basic ideas and skills of arithmetic. The course offers specialized computer-assisted instruction for students.

**LRSK 0940 Improving Study Skill Strategies (1)****[FORMERLY LRSK 65ABCD]***Prerequisite: None; 16 hours lecture***Not Degree Applicable**

This course offers specialized computer assisted instruction and study skills to provide an opportunity to maximize study skills and increase their academic efficiency and success.

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## MANAGEMENT

### **MGMT 1500 Introduction to Human Resources Management (3)**

**[FORMERLY MGMT 10]**

*Advisory: Mathematics 1050 and Business 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course provides an overview of the functional areas of Human Resource Management (HRM). The course begins by examining environmental factors such as legislation, organizational strategy, labor, and global issues. Next the HR process is examined: recruiting, training, compensation, benefits, performance appraisal, and termination. Throughout the course, students are provided with the opportunity to engage in HR practice and develop HR policy.

### **MGMT 1505 Principles of Supervision (3)**

**[FORMERLY MGMT 11]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course is designed to provide the student with certain key principles and practices of management from the line supervisor level. Principles of employee-management relations and use of systematic approach to problem-solving will be discussed. Functions of the supervisor concerning interpretation of organizational policies, introducing new employees to their jobs, transfers, promotions and discharges, safety, training, and human resources. Case studies in the functional areas of supervision will be discussed and reviewed.

### **MGMT 1510 Foundation Essentials: Values and Ethics (.5)**

**[FORMERLY MGMT 12]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 8 hours lecture*

**Transfer Credit: CSU**

This course is designed to acquaint the student with the importance of values and ethics in the workplace. The importance of values and ethics involved in the supervisor's carrying out his/her duties will be emphasized.

### **MGMT 1515 Communication (.5)**

**[FORMERLY MGMT 13]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 8 hours lecture*

**Transfer Credit: CSU**

This course is designed to introduce the student to key elements in communication within business organizations. Topics will include verbal and nonverbal communication, listening skills and specific supervisory communication skills.

### **MGMT 1520 Team Building (.5)**

**[FORMERLY MGMT 14]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 8 hours lecture*

**Transfer Credit: CSU**

This course is designed to provide the student with an understanding of how teams work together, common problems teams encounter and how to solve them. Students will learn to recognize various team player styles. Students will be introduced to team building in the workplace.

### **MGMT 1525 Time Management (.5)**

**[FORMERLY MGMT 15]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 8 hours lecture*

**Transfer Credit: CSU**

This course is designed to introduce the student to time management principles and specific tools that assist in making maximum use of time. Basic concepts of managing space will also be covered.

### **MGMT 1530 Conflict Resolution (.5)**

**[FORMERLY MGMT 16]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 8 hours lecture*

**Transfer Credit: CSU**

This course is designed to provide the student with an analysis of attitudes and behavior which create conflict between individuals and groups within an organization.

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## MANAGEMENT

### **MGMT 1535 Decision Making and Problem Solving (.5)**

**[FORMERLY MGMT 17]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 8 hours lecture*

**Transfer Credit: CSU**

This course is designed to introduce the student to decision making and problem solving as a supervisor.

### **MGMT 1540 Managing Organizational Change (.5)**

**[FORMERLY MGMT 18]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 8 hours lecture*

**Transfer Credit: CSU**

This course is designed to provide the student with an understanding of change and the influence it has on an organization and the individuals in that organization. Topics will include understanding organizational change, theoretical models of change, stages of change, and how to manage

### **MGMT 1545 Customer Service (.5)**

**[FORMERLY MGMT 19]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 8 hours lecture*

**Transfer Credit: CSU**

This course is designed to provide the student with certain key skills and attitudes in order to effectively meet the needs of customers. The student will be introduced to the concept of internal and external customers, customer satisfaction and customer retention. Topics will also include communicating with customers, developing a positive attitude, handling complaints and sales skills.

### **MGMT 1550 Attitude (.5)**

**[FORMERLY MGMT 20]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 8 hours lecture*

**Transfer Credit: CSU**

This course is designed to provide the student with certain key skills in the area of attitude so that they may effectively maintain a positive attitude at the workplace and at home. The student will be introduced to the concepts of how attitudes are communicated, the three types of attitudes and how to adjust one's attitude. Topics will also include the primary causes of a bad attitude, turnaround strategies to battle these bad attitudes and specific techniques to raise the attitude of others.

### **MGMT 1555 Stress Management (.5)**

**[FORMERLY MGMT 21]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 8 hours lecture*

**Transfer Credit: CSU**

This course is designed to acquaint the student with various skills the supervisor needs to help employees. Included is the recognition of stress and how to manage it, job burnout and what to do about it, and counseling employees in various situations.

### **MGMT 1560 Management Capstone (1-3)**

*Advisory: Completion of all other required courses in the Management Program; 16, 32, or 48 hours lecture*

**Transfer Credit: CSU**

This course is designed to be the culminating project specific to a program of study. Professional and employment related situations will be explored through a combination of simulations, case studies, scenarios, individual research papers, projects, portfolios and presentations necessary for twenty-first century success. Selection of a project will be based on need and/or interest related to the discipline.

## MATHEMATICS

### **MATH 0220 The Texas Instruments (TI) Graphing Calculator (1)**

**[FORMERLY MATH 54]**

*Prerequisite: Successful completion in Mathematics 1050 or one year of high school algebra with a grade of 'C' or better; 16 hours lecture*

**Degree Applicable**

This course provides an introduction and practice of various Texas Instruments graphing calculator capabilities. It includes computational skills, solving equations, graphing functions, points of intersection, asymptotes, etc., statistics, probability.

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## MATHEMATICS

### **MATH 0230 Basic Mathematics (5)**

**[FORMERLY MATH 57]**

*Prerequisite: None; 80 hours lecture*

**Not Degree Applicable**

This course is designed to teach and reinforce basic proficiency in the basic ideas and skills of arithmetic. The course also presents topics needed by the student for further work in mathematics, as well as everyday life.

### **MATH 0240 Pre-algebra (5)**

**[FORMERLY MATH 56]**

*Prerequisite: Qualification by assessment process or completion of Mathematics 0230 or one year of high school basic mathematics with a grade of 'C' or better; 80 hours lecture*

**Not Degree Applicable**

This course reviews basic skills necessary for beginning algebra and provides an introduction to algebra. Topics include number systems, operations with signed numbers, integral exponents, order of operations, introduction to the idea of variables, introduction to inequalities, solutions to simple linear equations and substituting into formulas.

### **MATH 1050 Elementary Algebra (4)**

**[FORMERLY MATH 50]**

*Prerequisite: Qualification by assessment process or completion of Mathematics 0240 with a grade of 'C' or better; Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 hours lecture*

**Degree Applicable**

This is an introductory course in elementary algebra that introduces the real number system; equations; inequalities; graphs of linear equations and inequalities in two variables; systems of linear equations and inequalities; exponents and polynomials; and factoring.

### **MATH 1060 Intermediate Algebra (4)**

**[FORMERLY MATH 29; MATH 52]**

*Prerequisite: Qualification by assessment process or completion of Mathematics 1050 or one year of high school algebra with a grade of 'C' or better*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 hours lecture*

**Degree Applicable**

This regular course in intermediate algebra includes solutions of first and second degree equations and inequalities, exponents and radicals, logarithms, and the algebra of polynomials.

### **MATH 1070 Plane Geometry (2)**

**[FORMERLY MATH 51]**

*Prerequisite: Qualification by assessment process or completion of Mathematics 1050 or one year of high school algebra with a grade of 'C' or better*

*Advisory: Eligibility for Reading 1005 strongly recommended; 64 hours lecture lab*

**Degree Applicable**

This is an introductory course in plane geometry.

### **MATH 1500 Math for a Modern Society - A Liberal Arts Course (4)**

**[FORMERLY MATH 18]**

*Prerequisite: Successful completion in Mathematics 1060 or two years of high school algebra with a grade of 'C' or better; 64 hours lecture*

**Transfer Credit: CSU: UC\*\***

A liberal arts mathematics course designed for students whose majors do not require calculus, this applications-orientated course involves the study of several topics from modern society. At least six independent parts will be included: thinking critically, approaches to problem solving, numbers in the real world, financial management, statistical reasoning, and exponential modeling.\*UC credit not granted for Math 1500 if taken after Math 2120

*\*\*UC credit may be granted after transfer*

### **MATH 1520 Finite Mathematics (3)\***

**[FORMERLY MATH 11]**

*Prerequisite: Successful completion in Math 1060 or two years of high school algebra with a grade of 'C' or better*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

Matrix theory and matrix operation, graphical and analytical linear programming techniques, sets and counting, probability theory and decision theory are covered in this course.

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## MATHEMATICS

### **MATH 1530 Plane Trigonometry (3)**

**[FORMERLY MATH 31]**

*Prerequisite: Successful completion in Mathematics 1070 or one year of high school geometry with a grade of 'C' or better; and Mathematics 1060 or two years of high school algebra with a grade of 'C' or better.*

*Advisory: Eligibility for Reading 1505 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

The regular course in plane trigonometry includes a study of the trigonometric functions, solutions of triangles, identities, equations, and complex numbers.

### **MATH 1540 Pre-calculus Mathematics (4)**

**[FORMERLY MATH 15]**

*Prerequisite: Qualification by assessment process or completion of Mathematics 1060 or two years of high school algebra with a grade of 'C' or better*

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 64 hours lecture*

**Transfer Credit: CSU: UC**

Functions and graphs, inverse functions, rational and polynomial functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, systems of linear equations, sequences, series, and mathematical induction are covered in this course.

### **MATH 1560 Introduction to Mathematical Analysis (4)**

**[FORMERLY MATH 16]**

*Prerequisite: Successful completion in Mathematics 1060 or two years of high school algebra with a grade 'C' or better; 64 hours lecture*

**Transfer Credit: CSU: UC\*\***

This is a college-level mathematics course designed for business administration, social science, life science, and industrial technology majors. It includes a brief review of advanced topics from algebra. Matrix operations and solution of systems of linear equations by the Gauss-Jordan elimination method are covered. Course emphasis is on differential and integral calculus for polynomial, rational, exponential and logarithmic functions, functions involving radicals, and combinations of these, with applications to problems in the student's field of interest. This course is not open to students with credit in Mathematics 2100. The student may opt to receive credit in only one of the following courses: Mathematics 1560, Business Administration 1560 or Economics 1560.

\*UC credit not granted for Math 1560 if taken after Math 2120

\*\*UC credit may be granted after transfer

### **MATH 2100 Analytic Geometry and Calculus I (5)**

**[FORMERLY MATH 3A]**

*Prerequisite: Successful completion in Mathematics 1540, Mathematics 1060, or two years of high school algebra with a grade of 'C' or better and Mathematics 1530 or high school trigonometry with a grade of 'C' or better; 80 hours lecture*

**Transfer Credit: CSU: UC**

This course is a beginning course in calculus and analytic geometry including functions, limits, derivatives, integrals, applications of derivatives and integrals, transcendental functions. This course is taught with a computer component (Maple).

### **MATH 2120 Analytic Geometry and Calculus II (4)**

**[FORMERLY MATH 3B]**

*Prerequisite: Successful completion in Mathematics 2100 with a grade of 'C' or better; 64 hours lecture*

**Transfer Credit: CSU: UC**

A continuation of Mathematics 2100, this course includes methods and applications of integration, polar coordinates, series and parametric equations.

### **MATH 2130 Analytic Geometry and Calculus III (4)**

**[FORMERLY MATH 14A]**

*Prerequisite: Mathematics 2120 with a grade of 'C' or better; 64 hours lecture*

**Transfer Credit: CSU: UC**

This is a continuation of Mathematics 2120 including vector functions and analysis, partial differentiation, multiple integration and line integrals.

## MATHEMATICS

### **MATH 2140 Ordinary Differential Equations (4)**

**[FORMERLY MATH 14B]**

*Prerequisite: Successful completion of Mathematics 2130 with a grade of 'C' or better; 64 hours lecture*

**Transfer Credit: CSU: UC**

This course is an introduction to ordinary differential equations including both quantitative and qualitative methods as well as applications from a variety of disciplines. Introduces the theoretical aspects of differential equations, including establishing when solution(s) exist, and techniques for obtaining solutions, including, series solutions, and singular points, Laplace transforms and linear systems.

## MUSIC

### **MUSC 1510 Music Appreciation (3)**

**[FORMERLY MUSC 10]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course provides a general survey of music literature, emphasizing, in order of priority, the following: (1) graded listening techniques enabling students to hear music intelligently; (2) music development in the great style periods; (3) music in historical-cultural perspective; (4) music as related to art, religion, and science, including relevant information about its leading figures and their world; (5) elements of music form; and (6) technical elements of which a musical work is fashioned.

## PETROLEUM TECHNOLOGY

### **PETC 1100 Introductory Well Control (.25)**

**[FORMERLY PET 94N]**

*Prerequisite: None; 4 hours lecture; 4 hours lab (8 hours total)*

**Degree Applicable**

Successful completion of this course satisfies the requirements established by Title 30 Code of Federal Regulations, Part 250, Subpart O, for floorhand training. The course is intended for drilling floorhands. This course is designed to provide a working understanding of well control and the problems normally associated with pressure control. This course is offered on a Pass/No Pass basis only.

### **PETC 1102 Basic Drilling and Workover Surface (1.25)**

**[FORMERLY PET 94Z]**

*Prerequisite: None; 16 hours lecture; 14 hours lab (30 hours total)*

**Degree Applicable**

This course is designed to provide a working understanding of well control and the problems normally associated with pressure control as related to Basic Surface Drilling and Workover Surface. This course is offered on a Pass/No Pass basis only.

### **PETC 1103 Basic Drilling Surface Stack (1)**

**[FORMERLY PET 94X]**

*Prerequisite: None; 12 hours lecture; 16 hours lab (28 hours total)*

**Not Degree Applicable**

This course is designed to provide a working understanding of well control and the problems normally associated with pressure control as related to Basic Drilling Surface Stack. This course is offered on a Pass/No Pass basis only.

### **PETC 1104 Basic Drilling and Workover Sub-sea (1.5)**

**[FORMERLY PET 94Y]**

*Prerequisite: None; 16 hours lecture; 24 hours lab (40 total hours)*

**Degree Applicable**

This course is designed to provide a working understanding of well control and the problems normally associated with pressure control as related to Basic Drilling and Workover Sub-sea. This course is offered on a Pass/No Pass basis only.



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## PHILOSOPHY

### **PHIL 1501 Introduction to Philosophy (3)**

**[FORMERLY PHIL 1]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

A theoretical and practical treatment of the types and problems of philosophy is studied with particular concerns for issues confronting the modern age. Included are studies relating to the value systems found in the intellectual, religious, ethical and political areas of man's development. Emphasis is placed through the course on the art and science of logic, but particularly explored in the second unit where the art of critical thinking is stressed.

### **PHIL 1520 Critical Thinking (3)**

**[FORMERLY PHIL 9]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is designed to improve students' reasoning process. Instruction consists of creating argument maps, analyzing the validity of arguments, creating valid arguments, critiquing assumptions within arguments, distinguishing between induction and deduction, and in arriving at valid and supportable conclusions.

### **PHIL 1531 The World's Living Religions (3)**

**[FORMERLY PHIL 31]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This is a presentation of the distinctive features of Judaism, Islam, Christianity, Confucianism, Taoism, Hinduism, and Buddhism. The purpose of the course is to give the student an understanding of the world's great religions, and an appreciation of the contributions of religions to our cultural heritage.

## PHOTOGRAPHY

### **PHOT 1510 Basic Photography (2)\***

**[FORMERLY PHOT 10]**

*Prerequisite: None; 24 hours lecture; 24 hours lab (48 hours total)*

**Transfer Credit: CSU: UC**

Photography 1510 is the basic introductory course in 35mm and digital camera operation and photographic composition. It represents the first level of instruction for students considering professional photography as a career.

### **PHOT 1511 Intermediate Photography (2)\***

**[FORMERLY PHOT 11]**

*Prerequisite: Successful completion of Photography 1510 with a grade of 'C' or better; Equipment: Adjustable camera, and tripod; 24 hours lecture; 24 hours lab (48 hours total)*

**Transfer Credit: CSU: UC**

Intermediate Photography will develop skills beyond the basic introduction and will introduce such techniques as the control of lighting, portrait photography and preparation of a portfolio.

### **PHOT 1701 News Photography Practice (1 or 2 units per semester; limit 8 units)\***

**[FORMERLY PHOT 19A]**

*Advisory: Understanding of basic camera operation strongly recommended; 48 or 96 hours lab*

**Transfer Credit: CSU**

This course provides an opportunity to gain practical experience in news photography for students who have already acquired a sound basic understanding of photography through completion of a college level course in introductory photography (or equivalent training and/or experience). Those enrolling in Photography 1701 will be photographers for the college laboratory newspaper and will be assigned to perform various practical news photography projects. Students may opt to receive credit in either Photography 1701 or Journalism 1701, not both.

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## PHYSICAL EDUCATION

### **PHED 1507 Intercollegiate Softball (2)**

**[FORMERLY P.E. 7A]**

*Advisory: Experience in playing competitive softball is desirable; 160 hours*

**Transfer Credit: CSU: UC**

This course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach are necessary before enrollment. Attendance at all scheduled practices and games are considered part of the course requirement unless the coach excuses the student.

### **PHED 1508 Women's Intercollegiate Basketball (2)**

**[FORMERLY P.E. 8A]**

*Advisory: Experience playing competitive basketball is desirable; 160 hours*

**Transfer Credit: CSU: UC**

This course presents the basic fundamental skills of basketball in addition to the theory and practice of offensive and defensive basketball. Emphasis is placed on preparing for competition with other collegiate teams.

### **PHED 1509 Women's Intercollegiate Volleyball (2)**

**[FORMERLY P.E. 9A]**

*Advisory: Experience playing competitive volleyball is desirable; 160 hours*

**Transfer Credit: CSU: UC**

This course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach is necessary before enrollment. Attendance at all scheduled practices and games are considered part of the course requirement unless the coach excuses the student.

### **PHED 1510 Women's Intercollegiate Soccer (2)**

**[FORMERLY P.E. 10A]**

*Advisory: Experience playing competitive soccer is desirable; 160 hours*

**Transfer Credit: CSU: UC**

This course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach are necessary before enrollment. Attendance at all scheduled practices and games are considered part of the course requirement unless the coach excuses the student.

### **PHED 1511 Men's Intercollegiate Soccer (2)**

**[FORMERLY P.E. 11A]**

*Advisory: Experience playing competitive soccer is desirable; 160 hours*

**Transfer Credit: CSU: UC**

This course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach are necessary before enrollment. Attendance at all scheduled practices and games are considered part of the course requirement unless the coach excuses the student.

### **PHED 1514 Intercollegiate Baseball (2)**

**[FORMERLY P.E. 14A]**

*Advisory: Experience in playing competitive baseball is desirable; 160 hours*

**Transfer Credit: CSU: UC**

This course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach are necessary before enrollment. Attendance at all scheduled practices and games are considered part of the course requirement unless the coach excuses the student.

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## PHYSICAL EDUCATION

**PHED 1522 Exercising for Fitness (1 or 2 units per semester; limit 8 units)****[FORMERLY P.E. 22ABCD]***Prerequisite: None; 48 or 96 hours***Transfer Credit: CSU: UC**

This activity course is designed to increase physical fitness through different types of exercises. The class will perform cardio respiratory, exercises, flexibility exercises, muscular endurance exercises and weight training exercises.

**PHED 1523 Weight Lifting and Physical Fitness (1 unit per semester; limit 4 units)****[FORMERLY P.E. 23ABCD]***Prerequisite: None; 48 hours***Transfer Credit: CSU: UC**

This activity course is designed to increase and maintain the efficiency and fitness of the body by regular exercise to insure workout of major muscle groups by strenuous weightlifting (circuit training).

**PHED 1524 Softball (2)****[FORMERLY P.E. 24ABCD]***Prerequisite: None; 96 hours***Transfer Credit: CSU: UC**

This is an activity course that will provide instruction in basic softball fundamentals. Emphasis will be on game play.

**PHED 1527 General Physical Education Activities (1 unit per semester; limit 4 units)****[FORMERLY P.E. 27ABCD]***Prerequisite: None; 48 hours***Transfer Credit: CSU: UC**

This activity course includes volleyball, basketball, badminton, jogging, tennis and weight training. This course is offered on a Pass/No Pass basis only.

**PHED 1528 Beginning Volleyball (1 or 2 units per semester; limit 8 units)****[FORMERLY P.E. 28ABCD]***Prerequisite: None; 48 hours or 96 hours***Transfer Credit: CSU: UC**

This activity course introduces students to the fundamental skills critical to playing volleyball.

**PHED 1529 Beginning Water Aerobics (1 unit per semester; limit 4 units)****[FORMERLY P.E. 21ABCD]***Prerequisite: None; 48 hours***Transfer Credit: CSU**

This is an activity class providing cardiovascular conditioning, muscle strengthening, and flexibility through water exercise (not swimming) emphasizing low impact on joints. The class can be used for rehabilitation and as a cross-training activity for athletes.

**PHED 1532 Low Impact Aerobics (1 unit per semester; limit 4 units)****[FORMERLY P.E. 32ABCD]***Prerequisite: None; 48 hours***Transfer Credit: CSU: UC**

This is an activity course using low-impact dance techniques aerobically. Emphasis is placed on the development of aerobic fitness. Music and various pieces of equipment are used while performing routines. Low-impact aerobics means that one foot always remains in contact with the floor.

**PHED 1533 Walking for Fitness (1 unit per semester; limit 4 units)***Prerequisite: None; 48 hours***Transfer Credit: CSU**

This course is designed to improve an individual's fitness level. This course includes improvement in the following fitness components: muscular strength/endurance, flexibility and range of motion, core strength and postural strength, improvement in body composition, and improvement in cardiovascular conditioning.

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## PHYSICAL EDUCATION

**PHED 1534 Basketball and Physical Fitness (2 units per semester; limit 4 units)****[FORMERLY P.E. 34AB]***Prerequisite: None; 96 hours***Transfer Credit: CSU: UC**

This activity course is designed to improve the student's understanding of the fundamentals of basketball. The instructional aspects of basketball are combined with a special basketball conditioning program.

**PHED 1535 Baseball and Physical Fitness (2 units per semester; limit 8 units)****[FORMERLY P.E. 35AB]***Prerequisite: None; 96 hours***Transfer Credit: CSU: UC**

This activity course is designed to improve the student's understanding of the fundamentals of baseball. The instructional aspects of baseball are combined with a special conditioning program.

**PHED 1537 Baseball/Softball and Physical Fitness (1 unit per semester; limit 4 units)\*****[FORMERLY P.E. 37ABCD]***Prerequisite: None; 48 hours***Transfer Credit: CSU: UC**

An activity course that is designed to improve the student's understanding of the proper stretching, conditioning and weight training techniques necessary to enhance the aerobic and anaerobic levels in baseball and softball athletes.

**PHED 1539 Fundamentals of Baseball (3)\*****[FORMERLY P.E. 39ABCD]***Advisory: Successful completion of Physical Education 1535 strongly recommended; 48 hours lecture***Transfer Credit: CSU: UC**

This course is designed to expose students to baseball techniques, fundamentals, individual and team drills in a classroom environment. This course will also explore strategy, history and the rules of competitive baseball.

**PHED 1542 Beginning Soccer (1 unit per semester; limit 4 units)****[FORMERLY P.E. 42ABCD]***Prerequisite: None; 48 hours***Transfer Credit: CSU: UC**

This is an activity course that introduces students to the fundamental skills critical to playing soccer.

**PHED 1643 Sports Officiating (3)****[FORMERLY P.E. 43]***Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture***Transfer Credit: CSU: UC**

This course includes rules, mechanics and officiating procedures in sports found in intercollegiate, interscholastic, and intramural programs. Practical experience in officiating will be provided.

**PHED 1644 Introduction to Physical Education (3)****[FORMERLY P.E. 44]***Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture***Transfer Credit: CSU: UC**

This course provides an orientation to the profession of physical education and will explore the historical aspects of physical education and sport.

**PHED 1646 Techniques in Athletic Taping (1)****[FORMERLY P.E. 46; P.E. 46A]***Prerequisite: None; 8 hours lecture; 24 hours lab (32 hours total)***Transfer Credit: CSU: UC**

This course provides instruction in the basic techniques required in preventing athletic injuries by the use of tape and wraps. Practical application of anatomy and kinesiology in emergency first aid and therapy methods used in athletics are emphasized.

## PHYSICAL EDUCATION

### **PHED 1649 Beginning Athletic Training (3)**

**[FORMERLY P.E. 49]**

*Prerequisite: None; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course provides an examination of the theories of prevention, care, and rehabilitation of athletic injuries and other sport-related pathological conditions.

### **PHED 2146 Techniques in Athletic Taping (1)**

**[FORMERLY P.E. 46B]**

*Prerequisite: Successful completion in Physical Education 1646 with a grade of 'C' or better; 8 hours lecture; 24 hours lab (32 hours total)*

**Transfer Credit: CSU: UC**

This course is a continuation of Physical Education 1646, and provides further instruction in the basic techniques required in preventing athletic injuries by the use of tape and wraps. Practical application of anatomy and kinesiology in emergency first aid and therapy methods used in athletics are emphasized.

### **PHED 2507 Intercollegiate Softball (2)**

**[FORMERLY P.E. 7B]**

*Prerequisite: Successful completion in Physical Education 1507 with a grade of 'C' or better; 160 hours*

**Transfer Credit: CSU: UC**

This course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach are necessary before enrollment. Attendance at all scheduled practices and games are considered part of the course requirement unless the coach excuses the student.

### **PHED 2508 Women's Intercollegiate Basketball (2)**

**[FORMERLY P.E. 8B]**

*Prerequisite: Successful completion in Physical Education 1508 with a grade of 'C' or better; 160 hours*

**Transfer Credit: CSU: UC**

This course presents the basic fundamental skills of basketball in addition to the theory and practice of offensive and defensive basketball. Emphasis is placed on preparing for competition with other collegiate teams.

### **PHED 2509 Women's Intercollegiate Volleyball (2)**

**[FORMERLY P.E. 9B]**

*Prerequisite: Successful completion in Physical Education 1509 with a grade of 'C' or better; 160 hours*

**Transfer Credit: CSU: UC**

This course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach are necessary before enrollment. Attendance at all scheduled practices and games are considered part of the course requirement unless the coach excuses the student.

### **PHED 2510 Women's Intercollegiate Soccer (2)**

**[FORMERLY P.E. 10B]**

*Prerequisite: Successful completion in Physical Education 1510 with a grade of 'C' or better; 160 hours*

**Transfer Credit: CSU: UC**

This course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach are necessary before enrollment. Attendance at all scheduled practices and games are considered part of the course requirement unless the coach excuses the student.

### **PHED 2511 Men's Intercollegiate Soccer (2)**

**[FORMERLY P.E. 11B]**

*Prerequisite: Successful completion in Physical Education 1511 with a grade of 'C' or better; 160 hours*

**Transfer Credit: CSU: UC**

This course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach are necessary before enrollment. Attendance at all scheduled practices and games are considered part of the course requirement unless the coach excuses the student.

## PHYSICAL EDUCATION

### **PHED 2514 Intercollegiate Baseball (2)**

**[FORMERLY P.E. 14B]**

*Prerequisite: Successful completion in Physical Education 1514 with a grade of 'C' or better; 160 hours*

**Transfer Credit: CSU: UC**

This course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach are necessary before enrollment. Attendance at all scheduled practices and games are considered part of the course requirement unless the coach excuses the student.

## PHYSICAL SCIENCE

### **PSCI 1520 Introduction to Physical Science Lecture and Laboratory (4)**

**[FORMERLY PSCI 1]**

*Prerequisite: None*

*Advisory: Successful completion in Mathematics 1060 with a grade of 'C' or better. Eligibility for English 1500 and Reading 1505 strongly recommended; 48 hours lecture, 48 hours lab (96 hours total)*

**Transfer Credit: CSU**

This course introduces the fundamental concepts of physics and chemistry. Physics topics include motion, force, simple machines, work, energy, conservation of energy, electricity, magnetism, thermodynamics, and electromagnetic radiation. Chemistry topics include atomic theory and structure, the periodic table, chemical and physical properties of elements and compounds, chemical reactions, chemical bonding, solutions, and organic chemistry. The course is designed for liberal arts and education majors.

## PHYSICS

### **PHYS 1510 Descriptive Physics (3)\***

**[FORMERLY PHYC 11]**

*Prerequisite: Successful completion in Mathematics 1050 or one year of high school Algebra with a grade 'C' or better*

*Advisory: Eligibility for English 1000 and Reading 1505 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This is a survey course in classical and modern physics, with an emphasis on appreciation for science and its applications. A lecture-demonstration course designed primarily for liberal arts students. Physics 1510 is not open to students with credit in Physics 2201 or 2221.

### **PHYS 2201 General Physics (Non-Calculus) (4)**

**[FORMERLY PHYC 2A]**

*Prerequisite: Successful completion in Mathematics 1540 with a grade of 'C' or better or a score on the Mathematics placement test sufficient for entry into Mathematics 2100.*

*Advisory: Eligibility for English 1500 and Reading 1505 strongly recommended; 48 hours lecture, 48 hours lab (96 hours total)*

**Transfer Credit: CSU: UC**

This course is a non-calculus-based survey of the concepts and principles of physics, with an emphasis on developing an understanding of the properties of matter, mechanics, thermodynamics, waves, and sound. This course is not open to students with credit in Physics 2221.

### **PHYS 2202 General Physics (Non-Calculus) (4)**

**[FORMERLY PHYC 2B]**

*Prerequisite: Successful completion in Physics 2201 with a grade of 'C' or better; 48 hours lecture; 48 hours lab (96 hours total)*

**Transfer Credit: CSU: UC**

Non-calculus-based survey of the concepts and principles of physics, with an emphasis on developing an understanding of electric forces and fields, electric potentials, electric circuits, magnetic forces and fields, geometrical optics, relativity, and modern physics. This course is not open to students with credit in Physics 2222.

## PHYSICS

### **PHYS 2221 General Physics (Calculus) (4)\***

**[FORMERLY PHYC 4A]**

*Prerequisite: Successful completion in Mathematics 2100 with a grade of 'C' or better or concurrent enrollment in Mathematics 2100;*

*Advisory: High school physics or chemistry strongly recommended; 48 hours lecture; 48 hours lab (96 hours total)*

**Transfer Credit: CSU: UC**

Demonstration lectures, problems, and laboratory work in the fundamentals of mechanics, properties of matter, wave motion, including problems in forces, motion and energy are covered in this course which is designed for chemistry, physics, and engineering students.

### **PHYS 2222 General Physics (Calculus) (4)\***

**[FORMERLY PHYC 4B]**

*Prerequisite: Successful completion in Physics 2221 and Mathematics 2120 with a grade of 'C' or better or concurrent enrollment in Mathematics 2120; 48 hours lecture; 48 hours lab (96 hours total)*

**Transfer Credit: CSU: UC**

Demonstration lectures, problems, and laboratory work in the fundamentals of electricity, including fields, circuits, magnetism and waves comprise this course which is a continuation of Physics 2221.

### **PHYS 2223 General Physics (Calculus) (4)\***

**[FORMERLY PHYC 4C]**

*Prerequisite: Successful completion in Physics 2222 with a grade of 'C' or better; 48 hours lecture; 48 hours lab (96 hours total)*

**Transfer Credit: CSU: UC**

Demonstration lectures, problems, and laboratory work in the fundamentals of physical optics, heat, thermodynamics, atomic and nuclear physics, relativity, and quantum mechanics comprise this course which is a continuation of Physics 2222.

## POLITICAL SCIENCE

### **POSC 1501 Government (3)**

**[FORMERLY POSC 1]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

Political Science 1501 is primarily a study of the structure and functions of government in the United States. Emphasis is placed on the constitutional background of the federal system. Some attention is given to state and local governments and their correlation with the Federal Government. The electoral process is fully explored. This course meets the 3-unit requirement in American History and Institutions for the Associate degrees.

### **POSC 2005 Contemporary Political Topics (3)**

**[FORMERLY POSC 5]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

An examination of selected contemporary political problems is presented in this course. Subjects vary from term to term but might include such topics as the politics of energy, the politics of leadership, the politics of foreign affairs, etc.

## PSYCHOLOGY

### **PSYC 1500 Introduction to Psychology (3)**

**[FORMERLY PSYC 1A]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is an introduction to the scientific study of behavior and mental processes through the exploration of major theories and concepts, methods, and research findings. Topics include the biological basis of behavior: perception, cognition, learning, emotion and motivation, lifespan development, personality, social psychology, psychological disorders, therapy, and applied psychology. C-ID: PSY 110

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## PSYCHOLOGY

### **PSYC 1516 College Survival (1 or 2)**

**[FORMERLY PSYC 48]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 or 32 hours lecture*

**Transfer Credit: CSU: UC**

Designed with emphasis on helping the student adjust to the demands of college study and improve his/her learning skills, the course will focus on effective strategies and techniques of reading, listening, taking useful notes, planning a time schedule, memory techniques, and preparation for examinations. The course also includes an overview of college-community resources available to students as well as the following areas of importance for success in college: critical thinking, relationships, health, money, self-appraisal and the importance of setting future educational and career goals.

### **PSYC 1517 Becoming a Successful Online Student (1)**

**[FORMERLY PSYC 46]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course covers the basics of taking an interactive, asynchronous, distance education course via the Internet. Use of E-mail, online class interactions such as discussion groups, location and downloading, copy and pasting, attaching documents, and world wide web access, equipment needs and differences between on-line, off-line, and onsite courses will be covered. The goal of this class is to better prepare students for taking on-line classes by familiarizing students with the on-line course environment.

### **PSYC 1518 Career Exploration (1)**

**[FORMERLY PSYC 49]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

The course focuses on values and the decision-making process. Students will systematically examine the various aspects of career alternatives. Personal awareness will be explored as it relates to career choice. This course is offered on a Pass/No Pass basis only.

### **PSYC 1519 Career/Life Planning (2)**

**[FORMERLY PSYC 47]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 32 hours lecture*

**Transfer Credit: CSU**

The course focuses on values and the decision-making process. Emphasis is placed on self-discovery of goals, interests, and abilities through a series of self-assessments. Other subjects covered include resume writing, the job interview process, and the exploration of career alternatives. This course is offered on a Pass/No Pass basis only.

### **PSYC 1601 Current Topics in Psychology: Psychology Field Service Introduction (.5-3)\***

**[FORMERLY PSYC 36A-Z]**

*Advisory: Eligibility for English 1500 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU\*\***

This course focuses on formulation of a research paper suitable for presentation at the Western Psychological Association convention. Topics will include American Psychological Association (APA) style, research methods, and the importance of Western Psychological Association attendance.

*\*\*UC credit may be granted after transfer*

### **PSYC 1602 Current Topics in Psychology: Psychology Field Service Pilot Study (1)**

*Advisory: Eligibility for English 1500 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course focuses on preparation of a pilot study suitable for presentation at the Western Psychological Association convention. Topics will include hypothesis formation, data collection and interpretation, background research, and the use of American Psychological Association (APA) format in a lab setting.

### **PSYC 1603 Current Topics in Psychology: Psychology Field Service Fund Raising (1)**

*Advisory: Eligibility for English 1500 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course focuses on raising funds to attend the American Psychological Association Conference. Methods that provide a service will be stressed.



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## PSYCHOLOGY

### **PSYC 1604 Current Topics in Psychology: Psychology Field Service Research (1)**

*Advisory: Eligibility for English 1500 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course focuses on preparation of a research project suitable for presentation at the Western Psychological Association convention. Topics will include hypothesis formation, data collection and interpretation, background research, and the use of American Psychological Association (APA) format in a lab setting.

### **PSYC 2003 Child Growth and Development (3)(DS1)**

**[FORMERLY PSYC 3]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is an introduction to child growth and development from prenatal through adolescence with emphasis on physical, cognitive, and social-emotional development. Other topics include historical and theoretical foundations in development and education, research methods and designs, educational testing and assessments, prenatal development and birth, parenting styles, and special needs. This course is not open to students with credit in Early Childhood Education 1.

### **PSYC 2018 Crisis Intervention (1)**

**[FORMERLY PSYC 18]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

This course provides an introduction to the strategies used to assist people in crisis.

### **PSYC 2030 Human Sexuality (3)**

**[FORMERLY PSYC 30]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is a study of human sexual behavior from the physiological, psychological, and sociological points of view. Specific theories and research findings are reviewed, and their relevance to individual sexual development and functioning are considered. Major topics covered include: sexual and reproductive anatomy, hormones and sexuality, sexual responses, sexually transmitted infections and related diseases, gender identity and gender roles, sexual orientation, adult sexual behaviors and attitudes, sexual problems and therapy, paraphilias and sexual variants, sexual victimization, and the social and legal issues relating to sexuality.

### **PSYC 2033 Personal and Social Adjustment (3)**

**[FORMERLY PSYC 33]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course focuses on the personal choices people face throughout life and presents the necessary tools to evaluate these choices. Students are encouraged to examine their values and attitudes toward education, personal autonomy, work, love, sex roles and sexuality, intimate relationships, loneliness and solitude, and death.

### **PSYC 2038 Gender Studies (3)**

**[FORMERLY PSYC 38]**

*Advisory: Eligibility for English 100 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course explores issues of sex and gender in sociological and psychological research, biological and socialization influences affecting females and males, and the effect of socially-constructed gender roles on human behavior. Specific topics that will be addressed include: gender bias in research, gender stereotypes, physiological/biological influences on gender, theories of gender development, gender identity, cognitive abilities, emotion, relationships, sexuality, and gender issues in treatment for mental disorders. Also covered are the debates on sex and gender and the impact of economic and political change on gender expectations and practices as well as a macro-analysis of how institutions shape gender. The student may opt to receive credit in either Psychology 2038 or Sociology 2038, not both.

## PSYCHOLOGY

### **PSYC 2200 Elementary Statistics for the Behavioral and Social Sciences (4)**

**[FORMERLY PSYC 5]**

*Prerequisite: Qualification by assessment process or Mathematics 1060 or two years of high school algebra with a grade of 'C' or better.*

*Advisory: Eligibility for English 1500 strongly recommended; 64 hours lecture*

**Transfer Credit: CSU: UC**

This course provides students with a solid foundation in statistics as used in psychological, sociological, and behavioral research. Students will develop a useable understanding of research design, the organization of data, measures of central tendency and variability, central tendency theory, descriptive and inferential statistics, parametric and nonparametric tests, and basic test assumptions. C-ID: SOCI 125

### **PSYC 2205 Introduction to Research Methods in the Social Sciences (4)**

*Prerequisite: Successful completion in Psychology 2200 or Statistics 1510, and Anthropology 1512, Psychology 1500 or Sociology 1510 with a grade of 'C' or better.*

*Advisory: Eligibility for English 1500 strongly recommended; 64 hours lecture*

**Transfer Credit: CSU: UC**

This course is an introduction to research methodology commonly used in social science disciplines including history, psychology, sociology, anthropology, and criminal justice. Fundamental elements of empirical research and the ways behavioral scientists think critically are examined. This course includes attention to the nature of theory, hypotheses, variables, and ethics of research in the behavioral sciences. Qualitative and quantitative analytical tools are covered. Topics may include logic and research design, survey, observation, case study, focus groups, ethnographic methods, linguistic analysis, and historical/comparative research methods. Laboratory sessions include experimental and non-experimental research in a variety of areas of psychology. Actual data collected from research conducted during laboratory sessions will be analyzed with statistical software.

## READING

### **READ 0805 Introductory Reading (4)**

**[FORMERLY ENGL 82]**

*Prerequisite: None; 64 hours lecture*

**Not Degree Applicable**

This course introduces essential reading skills necessary for college success. It offers specialized instruction in phonics, vocabulary development and application, comprehension, and improved reading fluency. This course is designed for a variety of backgrounds and learning skill levels; it increases college success and will be beneficial for any chosen field.

### **READ 0905 Intermediate Reading (3)**

**[FORMERLY ENGL 56A; ENGL 56B]**

*Prerequisite: Qualification by assessment process or successful completion of Reading 0805 with a grade of 'C' or better; 48 hours lecture*

**Not Degree Applicable**

This course develops reading strategies that are essential for college advancement. Through extended practice, reading techniques such as recognizing the main idea, outlining and mapping, and determining inferences by drawing conclusions are developed, and also vocabulary expansion and application of new vocabulary are emphasized. In this course, the enhancement of reading strategies, vocabulary, and the ability to apply acquired skills will transfer to other college courses.

### **READ 1005 Interactive Reading (3)**

**[FORMERLY ENGL 54A]**

*Prerequisite: Qualification by assessment process or successful completion of Reading 0905 with a grade of 'C' or better; 48 hours lecture*

**Degree Applicable**

This course enhances reading strategies and strengthens study skills crucial for academic achievement. A broad spectrum of reading techniques are introduced, examined, developed, and applied to an array of genres. Vocabulary acquisition is achieved through a variety of methods, and practical applications of new terminology are emphasized. Through the development of critical reading and the ability to read academically challenging material, this course transfers to other courses.

## RECREATION

### **RECR 1510 Introduction to Recreation and Leisure Service (3)**

**[FORMERLY REC 10]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course offers a general orientation to the field of recreation and leisure services including a history of the development of recreation through cultural context, a survey of recreation and leisure services, theoretical foundations of recreation, description and interpretation of recreation as a form of community service and the nature and scope and significance of leisure and recreation as a social force in contemporary society. Field trips may be part of the course.

### **RECR 1516 Outdoor Recreation (3)\***

**[FORMERLY REC 16]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 32 hours lecture; 48 hours lab (80 hours total)*

**Transfer Credit: CSU**

History, development, principles and trends of organized camping, nature and conservation, and outdoor recreation are presented in this course. Laboratory and field trips, including camping and hiking activities, practical skills in fire-craft, outdoor cooking, backpacking, and leadership training in camp counseling are included in this course which is required for recreation majors.

## SOCIAL SCIENCE

### **S.S. 1549 Leadership Training in Groups and Organizations (1)**

**[FORMERLY S.S. 49A]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture*

**Transfer Credit: CSU**

Fundamentals of parliamentary procedures and business etiquette will be practiced in the class meetings and other situations.

### **S.S. 1550 Leadership Training in Groups and Organizations (1)**

**[FORMERLY S.S. 49B]**

*Prerequisite: Successful completion in Social Science 1549 with a grade of 'C' or better; 16 hours lecture*

**Transfer Credit: CSU**

Fundamentals of human communication and other processes will be addressed.

### **S.S. 1551 Leadership Training in Groups and Organizations (1)**

**[FORMERLY S.S. 49C]**

*Prerequisite: Successful completion in Social Science 1550 with a grade of 'C' or better; 16 hours lecture*

**Transfer Credit: CSU**

Fundamentals of successful organizational habits will be taught and put into action.

### **S.S. 1552 Leadership Training in Groups and Organizations (1)**

**[FORMERLY S.S. 49D]**

*Prerequisite: Successful completion in Social Science 1551 with a grade of 'C' or better; 16 hours lecture*

**Transfer Credit: CSU**

Fundamentals of problems and techniques of group and organizational dynamics will be covered.

## SOCIOLOGY

### **SOC 0096 Independent Living Skills Program for Developmentally Disabled Adults (0)**

**[FORMERLY SOC 96]**

*Prerequisite: None; 32 hours lecture*

**Non Credit**

This is an independent living skills program designed to instruct developmentally disabled adults in specific areas of home management.

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## SOCIOLOGY

**SOC 0098 Work Skills Program for Developmentally Disabled Adults (0)****[FORMERLY SOC 98]**

*Prerequisite: None; 16 hours lecture; 48 hours lab (64 hours total); 10 hours lecture; 30 hours lab (40 hours total in summer)*

**Non Credit**

A work skills program designed to instruct developmentally disabled adults or others in a work ethic program and work skills program. The program also includes a work experience phase to field test these acquired skills.

**SOC 0099 Basic Education for Developmentally Disabled Adults (0)****[FORMERLY SOC 99]**

*Prerequisite: None; 64 hours lecture; 35 hours lecture in summer*

**Non Credit**

This course provides a basic education program designed to instruct developmentally disabled adults or others in basic academic subjects geared to their individual needs.

**SOC 1510 Introduction to Sociology (3)****[FORMERLY SOC 1]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

An introductory course of the field of sociology, this course examines a diverse range of topics on human behavior and social structure. Content focuses on developing a sociological perspective, through theory and research, for analyzing all aspects of social life. Analysis of culture, development of the self, interactions in groups, deviance and social inequality, social institutions and social change using sociological theories from the core of this course. C-ID: SOCI 110

**SOC 1558 The Role of the Tutor in Society and Education (1)****[FORMERLY SOC 48]**

*Advisory: Successful completion of English 1500 and/or transfer level mathematics course plus recommendation of an instructor; 16 hours lecture*

**Transfer Credit: CSU**

This course will focus on the practical skills necessary to function effectively as a tutor in the chosen area of study. Areas of study include the history of tutoring, duties and responsibilities of tutoring and effective tutoring and communication skills. Skills developed in this course will be practiced through supervised tutoring sessions. This course is offered on a Pass/No Pass basis only.

**SOC 2038 Gender Studies (3)**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU**

This course explores issues of sex and gender in sociological and psychological research, biological and socialization influences affecting females and males, and the effect of socially-constructed gender roles on human behavior. Specific topics that will be addressed include: gender bias in research, gender stereotypes, physiological/biological influences on gender, theories of gender development, gender identity, cognitive abilities, emotion, relationships, sexuality, and gender issues in treatment for mental disorders. Also covered are the debates on sex and gender and the impact of economic and political change on gender expectations and practices as well as a macro-analysis of how institutions shape gender. The student may opt to receive credit in either Psychology 2038 or Sociology 2038, not both.

**SOC 2110 Minority Group Relations (3)****[FORMERLY SOC 3]**

*Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course is a broad introduction to minority group relations in the United States. From a sociological viewpoint, it examines the historical experiences, contemporary circumstances, and future expectations for the country's major racial, ethnic, religious, and gender minority groups. In addition, minority groups defined by age, disabilities, and sexual preference are explored. C-ID: SOCI 150

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## SOCIOLOGY

**SOC 2120 American Social Problems (3)****[FORMERLY SOC 2]***Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture***Transfer Credit: CSU: UC**

This course includes identification and analysis of contemporary social problems including (1) the role of power and ideology in the definition of social problems, (2) their causes and consequences, (3) evaluations of proposed solutions, and (4) methods of intervention. C-ID: SOCI 115

**SOC 2141 Sociology of Marriage (3)****[FORMERLY SOC 41]***Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture***Transfer Credit: CSU**

Sociological analysis of the family, including historical and recent changes, present nature and the socio-cultural and economic forces shaping these changes. C-ID: SOCI 130

## SPANISH

**SPAN 0255 Survival Spanish (1)\*****[FORMERLY SPAN 55A]***Prerequisite: None; 16 hours lecture***Not Degree Applicable**

This course is designed for those interested in helping Spanish-speaking children learn English.

**SPAN 1051 Conversational Spanish (3)****[FORMERLY SPAN 51A]***Prerequisite: None; 48 hours lecture***Degree Applicable**

This course stresses conversation and structure of the Spanish language. Depth and scope are increased in each consecutive course.

**SPAN 1052 Conversational Spanish (3)****[FORMERLY SPAN 51B]***Prerequisite: Successful completion in Spanish 1051; 48 hours lecture***Degree Applicable**

These courses stress conversation and structure of the Spanish language. Depth and scope are increased in each consecutive course.

**SPAN 1501 Spanish for Healthcare Professionals (3)****[FORMERLY SPAN 22A]***Advisory: Eligibility for English 1500 or concurrent enrollment strongly recommended; 48 hours lecture***Transfer Credit: CSU**

This course is directed toward the needs of nursing and healthcare students, as well as other medical and hospital personnel who must communicate quickly and effectively with Spanish-speaking patients. It is conducted in Spanish and English.

**SPAN 1502 Spanish for Healthcare Professionals (3)****[FORMERLY SPAN 22B]***Prerequisite: Successful completion in Spanish 1501; 48 hours lecture***Transfer Credit: CSU**

This course is directed toward the needs of nursing and healthcare students, as well as other medical and hospital personnel who must communicate quickly and effectively with Spanish-speaking patients. This course is conducted in Spanish and English.

**SPAN 1601 Elementary Spanish I (4)****[FORMERLY SPAN 1]***Prerequisite: None; 64 hours lecture***Transfer Credit: CSU: UC**

This course includes pronunciation, vocabulary, sentence structure, grammar, cultural readings and laboratory exercises.

## SPANISH

### **SPAN 1602 Elementary Spanish II (4)**

**[FORMERLY SPAN 2]**

*Prerequisite: Successful completion in Spanish 1601 or two years of high school Spanish with a grade of 'C' or better; 64 hours lecture*

**Transfer Credit: CSU: UC**

This course, a continuation of Spanish 1601, stresses pronunciation, vocabulary, sentence structure, grammar, dialogues, cultural readings and laboratory exercises.

### **SPAN 2001 Intermediate Spanish III (5)**

**[FORMERLY SPAN 3]**

*Prerequisite: Successful completion in Spanish 1602 or three years of high school Spanish with a grade of 'C' or better; 80 hours lecture*

**Transfer Credit: CSU: UC**

This course continues the study of pronunciation, vocabulary, sentence structure and grammar. Students also read short stories, literature and spend additional time with workbook exercises.

### **SPAN 2002 Intermediate Spanish IV (5)**

**[FORMERLY SPAN 4]**

*Prerequisite: Successful completion in Spanish 2001 or four years of high school Spanish with a grade of 'C' or better; 80 hours lecture*

**Transfer Credit: CSU: UC**

This course continues the study of grammar and reading, including literature. Students are required to spend time with workbook exercises.

## SPECIAL EDUCATION

### **SPCE 0266 Sign and Song (1)\***

**[FORMERLY SPCE 66]**

*Prerequisite: Successful completion in American Sign Language 1510 with a grade of 'C' or better; 16 hours lecture*

**Not Degree Applicable**

Special Education 0266 enhances the student's ability to relate with hearing impaired persons through music. Any person wishing to increase his/her understanding of Ameslan and his/her understanding of the role music plays in the culture of a hearing impaired person should be encouraged to take this course.

## SPEECH

### **SPCH 1507 Group Discussion (3)**

**[FORMERLY SPCH 7]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course covers the structure and function of informal/formal group processes, the role of the individual participant and leadership functions, and provides study and practice in various group activities.

### **SPCH 1511 Fundamentals of Speech (3)**

**[FORMERLY SPCH 11]**

*Advisory: Eligibility for English 1500 strongly recommended; 48 hours lecture*

**Transfer Credit: CSU: UC**

This course develops the ability to organize, develop, and deliver a speech effectively. Emphasis is on research, organization, presentation, and evaluation.

## STATISTICS

### **STAT 1510 Elementary Statistics (5)**

**[FORMERLY STAT 10]**

*Prerequisite: Successful completion in Mathematics 1060 or two years of high school algebra with a grade of 'C' or better; 80 hours lecture*

**Transfer Credit: CSU: UC**

This course emphasizes descriptive statistics including sampling, sampling distributions, measures of central tendency and measures of dispersion, introductory treatment of probability and statistical inference with one and two sample problems, confidence intervals and hypothesis testing regarding means and proportions, and correlation and linear regression, ANOVA and nonparametric techniques such as the one-sample sign test, Wilcoxon rank-sum, Spearman's correlation, odds ratios and Kruskal-Wallis.

## STUDENT SUCCESS

### **STSU 0205 Introduction to Campus Life (.5)**

**[FORMERLY STSU 95ABCD]**

*Prerequisite: None; 8 hours lecture*

**Not Degree Applicable**

This course provides familiarization to students new to the Taft College area with the resources and programs available at Taft College and in the city of Taft. In addition to curricular activities and services, co-curricular activities are also discussed. This course is offered on a Pass/No Pass basis only.

### **STSU 0206 Time/Organizational/Study Strategies (.5)**

**[FORMERLY STSU 98ABCD]**

*Prerequisite: None; 8 hours lecture*

**Not Degree Applicable**

This course focuses on effective strategies for listening, taking useful notes, and creating/using a time schedule to adjust to the demands of college. This course is offered on a Pass/No Pass basis only.

### **STSU 1001 Educational Planning (.5)**

**[FORMERLY STSU 1; STSU 1501]**

*Prerequisite: None; 8 hours lecture*

**Degree applicable**

This course is designed to increase understanding of educational planning. The course will include the development of an educational plan, institutional, instructional, and student expectations for the college experience, knowledge of college resources, sequences of courses, and academic goal requirements. Not open to students who have taken STSU 1501 or LRSK 1501.

## TUTORING

### **TUTR 0260 Supervised Tutoring (0)**

**[FORMERLY TUTR 60]**

*Prerequisite: None; unlimited hours*

**Non Credit**

Students are assigned to this non-credit course by an instructor or counselor on the basis of an identified learning need. Students receive supervised tutoring in the Library/Learning Center.

## WELDING

### **WELD 1010 Gas Metal Arc Welding (GMAW) and Flux Core Arc Welding (FCAW) (3)**

*Prerequisite: Successful completion in Welding 1500, Industrial Education Welding 0001, 1001, or 1002 with grades of 'C' or better; 32 hours lecture; 64 hours lab (96 hours total)*

**Degree Applicable**

This course will cover the theory and application of the Gas Metal Arc Welding (GMAW) and Flux Core Arc Welding (FCAW) processes. Emphasis will be on safe and proper application of these processes and the practical use of welding principles on mild steel, aluminum, and stainless steel. This course has a material fee.

## WELDING

### WELD 1020 Gas Tungsten Arc Welding (GTAW) (3)

*Prerequisite:* Successful completion in Welding 1500, Industrial Education Welding 0001, 1001, or 1002 with grades of 'C' or better; 32 hours lecture; 64 hours lab (96 hours total)

**Degree Applicable**

This course will cover the theory and application of the Gas Tungsten Arc Welding (GTAW) process. Emphasis will be on safe and proper application of these processes while welding on mild steel, aluminum and stainless steel. This course has a material fee.

### WELD 1030 Pipe Welding (3)

*Prerequisite:* Successful completion in Welding 1500, Industrial Education Welding 0001, 1001, or 1002 with grades of 'C' or better; 32 hours lecture; 64 hours lab (96 hours total)

**Degree Applicable**

This course is designed to provide knowledge and welding skill development related to the requirements of the American Society of Mechanical Engineers (ASME) Section IX and/or the American Petroleum Institute (API) 1104 Welding Codes. Emphasis will be on developing the necessary skill to pass various related code tests. This course has a material fee.

### WELD 1040 Shielded Metal Arc Welding (SMAW) (3)

*Prerequisite:* Successful completion in Welding 1500, Industrial Education Welding 0001, 1001, or 1002 with grades of 'C' or better; 32 hours lecture; 64 hours lab (96 hours total)

**Degree Applicable**

This course will cover the theory and application of the Shielded Metal Arc Welding (SMAW) process. Emphasis will be on safe and proper application of the SMAW process while welding in a variety of positions with common welding electrodes. This course has a material fee.

### WELD 1500 Welding Processes (3)

*Advisory:* Eligibility for English 1000, Reading 1005 and Mathematics 1050 strongly recommended; 32 hours lecture; 64 hours lab (96 hours total)

**Transfer Credit: CSU**

This introductory course provides an overview of the necessary safety, theory, and practical lab experiences associated with Oxy-Fuel Welding and Cutting, Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux Core Arc Welding (FCAW), Gas Tungsten Arc Welding (GTAW), and resistance welding processes. The properties and characteristics of metals, basic weld joints, and defects will also be discussed.

### WELD 1560 Blueprint Reading (3)

*Prerequisite:* Successful completion in Welding 1500, Industrial Education Welding 0001, 1001, or 1002 with grades of 'C' or better; 48 hours lecture

**Transfer Credit: CSU**

This course will cover certain key principles and practices of reading and interpreting basic industrial blueprints as applied to the welding trade. This course has a material fee.

## WORK EXPERIENCE

### WKEX 1513 Vocational Work Experience (1-4 units per semester; limit 16 units)

**[FORMERLY WKEX 13ABCD]**

*Prerequisite:* Student must have declared vocational/occupational major in area of Work Experience, be enrolled in a minimum of 7 units including Work Experience units, be concurrently enrolled in at least one course required for declared major, carry a minimum grade point average of 2.00.

*Advisory:* Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours seminar; 5 hours average per week of work equals one unit of credit

**Transfer Credit: CSU**

This course is for students enrolled in vocational programs and who are employed in occupational fields directly related to their declared vocational majors. Attitudes, skills and knowledge essential for success in their career field are explored. Some four-year institutions will accept transfer Work Experience units. In those cases, Work Experience units will probably be accepted as elective units. Note: Units of Work Experience cannot be included as part of a student's study load for Veterans Educational benefits.



## WORK EXPERIENCE

### **WKEX 1514 General Education Work Experience (1-3 units per semester; limit 12 units) [FORMERLY WKEX 14ABCD]**

*Prerequisite:* Student must be pursuing a planned study program. Students must be enrolled in a minimum of 7 units including Work Experience units, carry a minimum grade point average of 2.00.

*Advisory:* Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours seminar; 5 hours average per week of work equals one unit of credit

**Transfer Credit: CSU**

For students with less than two years exposure to the world of work, the purpose of this program is the supervised employment of students with the intent of assisting them to acquire desirable work habits, attitudes and career awareness in jobs. Some four-year institutions will accept transfer Work Experience units. In those cases, Work Experience units will probably be accepted as elective units. Note: Units of Work Experience cannot be included as part of a student's study load for Veterans Educational benefits.

# College Personnel

## BOARD OF TRUSTEES

**Billy White** (President), **Kal Vaughn** (Secretary), **Carolyn Hosking**, **Dawn Cole** and **Michael Long**.

## EDUCATIONAL ADMINISTRATORS

<b>Bench, Patricia</b> A.A., Taft College; B.A., M.A., California State University Bakersfield <i>Interim Vice President of Instruction</i>	1989
<b>Eastman, Stacy</b> R.D.H., Cabrillo College; D.D.S., University of Southern California <i>Director of Dental Hygiene</i>	1994
<b>Errea, Ronald M.</b> A.S., Bakersfield College; B.S., M.B.A., California State University Bakersfield <i>Vice President of Administrative Services</i>	2010
<b>Garcia, Val</b> A.A., Bakersfield College; B.S., University of La Verne; M.S., University of La Verne <i>Associate Dean of Instruction</i>	2007
<b>Maloney, Dena P.</b> B.A., Loyola Marymount University; M.A., Georgetown University; Ed.D., University of LaVerne <i>Superintendent/President</i>	2012
<b>McMurray, Brock</b> B.B.A. and M.B.A., Delta State University <i>Vice President of Student Services</i>	2001
<b>Williams, Mark</b> B.A. and M.S., University of New Mexico <i>Vice President of Instruction (effective 4/29/13)</i>	2013

## ADMINISTRATIVE ASSISTANTS

<b>Klein, Shelley</b> <i>Assistant to the Superintendent/President</i>	1995
<b>Blanco, Melissa</b> <i>Administrative Services Assistant</i>	2000
<b>Hegeman, Debbie</b> <i>Student Services Assistant</i>	1985
<b>McCauley, Denice</b> <i>Instructional Assistant</i>	2008

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**FACULTY**


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<b>Altenhofel, Jennifer</b> B.A. and M.A., California State University Bakersfield; Doctorate, The American University <i>History</i>	<b>2012</b>
<b>Bandy, Kanoe</b> A.A., Taft College; B.S., California State University Fresno; M.B.A., California State University Bakersfield <i>Business, Head Volleyball Coach, Director of Athletics</i>	<b>1987</b>
<b>Beasley, Michelle</b> B.A., California State University Bakersfield, M.A., University of LaVerne <i>Early Childhood Education</i>	<b>2007</b>
<b>Bench, Patricia</b> A.A., Taft College; B.A., M.A., California State University Bakersfield <i>Psychology</i>	<b>1989</b>
<b>Berry, David</b> B.A., College of William and Mary; M.L.I.S., University of British Columbia <i>Research &amp; Instruction Librarian</i>	<b>2007</b>
<b>Berry, Wendy</b> B.S., Cal Lutheran University; M.S. University of Nebraska <i>Life Sciences</i>	<b>2010</b>
<b>Bérubé, Eric</b> A.A., Sierra College; B.A., M.A., California State University Sacramento; Ph.D., Claremont Graduate School <i>Coordinator of Institutional Assessment, Research &amp; Planning</i>	<b>2001</b>
<b>Blake, Paul</b> B.S., Brigham Young University, M.B.A., University of Dallas <i>Engineering/Energy</i>	<b>2013</b>
<b>Bogle, Darcy</b> B.A., M.A., California State University Bakersfield <i>Coordinator of Counseling/Matriculation</i>	<b>2007</b>
<b>Carlson, Kamala</b> A.A., Bakersfield College; B.A., California State University Bakersfield; M.A., University of California Santa Barbara <i>Basic Skills Reading</i>	<b>2005</b>
<b>Chaidez, Joe'll</b> B.A., M.A., California State University Bakersfield <i>Testing Coordinator/Assessment Specialist</i>	<b>2008</b>
<b>Champion, Diana</b> A.S., Taft College; B.S., California State University Bakersfield <i>Dental Hygiene</i>	<b>2001</b>
<b>Chung-Wee, Christopher</b> B.A., University of Toronto; Diploma of Ed., University of the West Indies; M.A., Brigham Young University, Ph.D., Indiana University of Pennsylvania <i>English</i>	<b>2001</b>
<b>Devine, William</b> B.A., M.A., California State University Fresno <i>English</i>	<b>2006</b>
<b>Donovan, Kelly</b> B.A., Antioch University, Los Angeles; M.A., University of Phoenix <i>Dental Hygiene</i>	<b>2009</b>
<b>Duron, Candace</b> B.S., California State University Fresno, M.S., California State University Bakersfield <i>DSPS Counselor</i>	<b>2009</b>

<b>Dyer, Geoffrey</b> A.A., Bakersfield College; B.A., University of California Santa Cruz; M.F.A., Mills College <i>English</i>	<b>2007</b>
<b>Eigenauer, John</b> B.A., University of the State of New York; M.A., California State University Dominguez Hills; M.Phil., PhD., Syracuse University <i>Computer Science, English</i>	<b>2001</b>
<b>Eveland, Sharyn</b> B.A., M.A., California State University Bakersfield <i>Title V Coordinator</i>	<b>2001</b>
<b>Getty, Shelley</b> B.S., B.A., Northwest Nazarene University, M.A., California State University Bakersfield <i>Mathematics</i>	<b>2008</b>
<b>Golling, Greg</b> B.S., California State University Bakersfield; Ph.D. State University of New York at Stony Brook <i>Life Sciences</i>	<b>2007</b>
<b>Gonzalez, Lourdes</b> B.A., M.S., California State University Fresno <i>EOPS/CARE Coordinator/Counselor</i>	<b>2006</b>
<b>Graupman, Gary</b> A.A., Taft College; B.A., M.A., California State University Bakersfield <i>English</i>	<b>2001</b>
<b>Grimes, Jessica</b> B.A., University of the Pacific, M.A.R. Yale University Divinity School <i>English</i>	<b>2008</b>
<b>Hall, Daniel</b> B.A., San Diego State University, M.A., California State University Bakersfield <i>Instructional Technologist</i>	<b>2013</b>
<b>Herder, Victoria J.</b> B.S., M.A., California State University Fresno <i>Articulation Officer, SLO Coordinator</i>	<b>1999</b>
<b>Hershkowitz, Eric.</b> D.D.S., University of Southern California <i>Dental Hygiene</i>	<b>2012</b>
<b>Jean, Brian</b> A.S., Bakersfield College; B.S., California State University Bakersfield; M.S., University of California Riverside <i>Mathematics, Statistics</i>	<b>2001</b>
<b>Johnson, Craig</b> B.S., M.S., San Diego State University <i>Life Sciences</i>	<b>1980</b>
<b>Jones, Diane</b> B.S., University of Idaho; M.A., California State University Bakersfield <i>Mathematics</i>	<b>2001</b>
<b>Kulzer-Reyes, Kelly</b> B.A., M.A., St. Cloud State University <i>English as a Second Language</i>	<b>2007</b>
<b>Layne, David</b> B.A., University of the State of New York; M.B.A., City University, Ph.D., Walden University <i>Business Administration</i>	<b>2008</b>
<b>Maiocco, Vincent</b> A.A., College of the Siskiyous; B.A., California State Univ. Chico; M.S., United States Sports Academy; Single Subject Teaching Credential, Chapman University <i>Physical Education, Health, Head Baseball Coach</i>	<b>2001</b>

<b>Markowitz, Timothy</b>	<b>2012</b>
B.A., University of California, Santa Cruz; M.S., University of California, Davis; Ph.D., Texas A & M University <i>Life Sciences</i>	
<b>Martinez, Julián</b>	<b>2001</b>
A.A., Bakersfield College; B.A., California State University Bakersfield; M.A., University of California, Santa Barbara <i>Spanish</i>	
<b>Martinez, Maria “Mariza”</b>	<b>2005</b>
B.A., M.A., California State University Bakersfield <i>Mathematics</i>	
<b>Mayfield, Michael</b>	<b>2004</b>
B.S. University of California Santa Barbara; M.S., Illinois Institute of Technology <i>Chemistry</i>	
<b>Oja, Michelle</b>	<b>2012</b>
B.A., Central Washington University; M.A., University of Nebraska; Ph.D., Claremont Graduate University <i>Psychology</i>	
<b>Payne, Ruby</b>	<b>2008</b>
B.A., M.A., California State University Bakersfield <i>Mathematics</i>	
<b>Pease, Harold W.</b>	<b>1983</b>
B.A., B.S., M.A., Ph.D., Brigham Young University <i>History, Political Science, Philosophy</i>	
<b>Polizzotto, Joseph</b>	<b>2011</b>
B.A., University of California Santa Cruz; M.A., San Jose State University <i>High Tech Center Accessibility Specialist/LRSK Associate Professor</i>	
<b>Polski, Robin</b>	<b>2006</b>
B.S., California State University Fresno; M.A., Pacific Oaks College Pasadena <i>Transition to Independent Living</i>	
<b>Rangel-Escobedo, Juana</b>	<b>2007</b>
B.A., M.A., California State University Bakersfield <i>CalWORKs/Veteran’s Counselor</i>	
<b>Reynolds, David</b>	<b>2009</b>
A.S., Bakersfield College; B.S., California Polytechnic State University San Luis Obispo; M.S., California State University Fresno <i>Physical Sciences</i>	
<b>Ross, Jeffrey</b>	<b>1976</b>
B.S., California State Poly University Pomona; M.A., California State University Bakersfield <i>Director, Student Support Services</i>	
<b>Roth, Rebecca E.</b>	<b>1992</b>
B.A., M.A., California State University Bakersfield <i>Early Childhood Education</i>	
<b>Swenson, Sonja</b>	<b>1989</b>
B.A., University of Colorado-Boulder; M.A., Arizona State University <i>Art, Humanities</i>	
<b>Thompson, Tony</b>	<b>1987</b>
A.A., Hutchinson Community College; B.S., Kansas Newman College; M.Ed., Wichita State University <i>Health, Physical Education, Athletic Advisor</i>	
<b>Vaughan, Susan</b>	<b>2007</b>
B.A., M.A., California State University Fresno <i>Learning Disability Specialist</i>	
<b>Walsh, Stefanie</b>	<b>2006</b>
A.A., Merced College; B.A., M.A., New Mexico Highlands University <i>Head Softball Coach, Health, P.E.</i>	

<b>West, Linda</b> A.A., Taft College; B.S., California State University Bakersfield <i>Computer Science, Distance Learning Coordinator</i>	<b>1999</b>
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## TAFT COLLEGE CHILDREN'S CENTER FACULTY

<b>Bendzick, Gladys</b>	<b>1998</b>
<b>Davis, Cheryl</b>	<b>2000</b>
<b>Simmons, Teena</b>	<b>1997</b>

## ADJUNCT FACULTY

<b>Adams, Randall L.</b> <i>Energy</i>	<b>2013</b>
<b>Angelo, Christopher J.</b> <i>Energy</i>	<b>2013</b>
<b>Artiga, Nancy</b> <i>English as a Second Language</i>	<b>2008</b>
<b>Ashmore, April L.</b> <i>Biology</i>	<b>2012</b>
<b>Aunai, Samasoni</b> <i>Management, Political Science</i>	<b>2007</b>
<b>Bailey, Dee</b> <i>Psychology</i>	<b>2009</b>
<b>Bandy, Don</b> <i>Geography, Health Education, History</i>	<b>2012</b>
<b>Bench, Patricia</b> <i>Psychology</i>	<b>1989</b>
<b>Bender, Brian</b> <i>Criminal Justice Administration</i>	<b>2012</b>
<b>Blake, Paul</b> <i>Business</i>	<b>2012</b>
<b>Bledsoe, Adam</b> <i>Economics</i>	<b>2013</b>
<b>Bryan, John</b> <i>Speech</i>	<b>2009</b>
<b>Butler, Raymond</b> <i>Criminal Justice Administration</i>	<b>2001</b>
<b>Buzzell, Nancy</b> <i>Early Care, Education and Family Studies</i>	<b>1992</b>
<b>Bynum, Steven</b> <i>Criminal Justice Administration</i>	<b>2012</b>
<b>Cahill, Melissa</b> <i>Criminal Justice Administration</i>	<b>2011</b>
<b>Cahoon, Nathan</b> <i>Sociology</i>	<b>2011</b>

<b>Calderon, Santiago</b> <i>Spanish</i>	2009
<b>Chambers, Robert</b> <i>Energy</i>	2011
<b>Cleveland, Nicole</b> <i>Information Competency and Bibliography</i>	2012
<b>Coker, Gary</b> <i>Spanish, ESL</i>	1977
<b>Combs, Noelle</b> <i>Political Science</i>	2006
<b>Cook, Larry</b> <i>Mathematics</i>	2004
<b>Cross, Vanessa</b> <i>English</i>	2002
<b>Cuate, Bertha</b> <i>Early Care, Education and Family Studies</i>	2011
<b>Cuellar, Jane</b> <i>Business</i>	2008
<b>Cunningham, John</b> <i>Mathematics</i>	1997
<b>Cutrona, Angelo</b> <i>Head Men's Soccer Coach</i>	2002
<b>Cutrona, Myisha</b> <i>Women's Soccer Coach</i>	2006
<b>Draucker, Esther</b> <i>Anthropology</i>	2011
<b>Duncan, Brandon</b> <i>History</i>	2007
<b>Durkan, Brian</b> <i>Physical Education</i>	2012
<b>Eddy, Heather</b> <i>Information Competency &amp; Bibliography</i>	2009
<b>Einstein, Elizabeth (Evie)</b> <i>Information Competency &amp; Bibliography</i>	2003
<b>Emmett, Angela C.</b> <i>Mathematics</i>	2012
<b>Fariss, Jeff</b> <i>Health Education</i>	2007
<b>Ferguson, Bruce</b> <i>Health Education, Physical Education</i>	1999
<b>Fisher, David</b> <i>Criminal Justice Administration</i>	2001
<b>Flachmann, Christopher</b> <i>Psychology, Student Success</i>	2010
<b>Fox, Norman</b> <i>Industrial Education Safety</i>	2013

<b>Furman, Tori</b> <i>Student Success</i>	2011
<b>Garcia, Ricardo</b> <i>Website Production</i>	2007
<b>Garcia, Valintin</b> <i>Sociology</i>	2012
<b>Golling, Leigh</b> <i>Drama</i>	2011
<b>Grombly, Amanda</b> <i>English, Information Competency and Bibliography</i>	2011
<b>Guitron, Anna</b> <i>Spanish</i>	2013
<b>Hanawalt, April</b> <i>Sociology</i>	2012
<b>Harris, Danielle</b> <i>English</i>	2012
<b>Headrick, Donna</b> <i>Biology, Health Education</i>	2001
<b>Henry, Stanley</b> <i>Industrial Education, History</i>	2012
<b>Hickman, Ryan</b> <i>Biology, English, English as a Second Language</i>	2007
<b>Holden, Richard</b> <i>Art, Business, Computer Science, Journalism</i>	2002
<b>Ister, Yusra</b> <i>English as a Second Language</i>	2007
<b>LaClare, Vickie</b> <i>English as a Second Language</i>	2012
<b>Lango, Rosemarie</b> <i>English as a Second Language</i>	2010
<b>Ledford, Shyanne</b> <i>Sociology</i>	2009
<b>Letourneaux, Eric</b> <i>English as a Second Language</i>	2010
<b>Jackson, Carolyn</b> <i>Industrial Educational Safety</i>	2012
<b>Jennings, Sandra</b> <i>Dental Hygiene</i>	2011
<b>Kopp, John</b> <i>History</i>	2012
<b>Maier, Roy</b> <i>Mathematics</i>	2000
<b>May, James</b> <i>Geology</i>	2013
<b>McCabe, Jane</b> <i>Art</i>	2012
<b>McCracken, Susan</b> <i>Dental Hygiene</i>	2002



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<b>McFaddin, Joe</b> <i>Biology</i>	2011
<b>Meyers, David</b> <i>Mathematics, Science</i>	2010
<b>Monroe, Terrance</b> <i>History</i>	2007
<b>Ortleib, Julie</b> <i>Dental Hygiene</i>	2007
<b>Padilla, Abran</b> <i>Management</i>	2010
<b>Paine, Kristy</b> <i>Criminal Justice Administration</i>	2007
<b>Paz, Sandra</b> <i>Learning Skills</i>	2010
<b>Peet, Laura</b> <i>English</i>	2009
<b>Pitcher, Jenifer</b> <i>Political Science</i>	2011
<b>Queenan, Elisa</b> <i>Economics</i>	2007
<b>Rahe, Laura</b> <i>Mathematics</i>	2008
<b>Reynolds, Joy</b> <i>Mathematics</i>	2011
<b>Rodenhauer, Debora</b> <i>Art</i>	2007
<b>Rozar, Tanna</b> <i>English</i>	2011
<b>Rubio, Armando</b> <i>Art</i>	2012
<b>Ruff, Mandy</b> <i>Business</i>	2008
<b>Schoneweis, Caroline</b> <i>English</i>	2005
<b>Sharp, Lawrence</b> <i>Learning Skills</i>	2007
<b>Skees, Stephanie</b> <i>Direct Support Education</i>	2011
<b>Skidmore, Fredrick</b> <i>Criminal Justice Administration</i>	2009
<b>Smith, Lee</b> <i>Music</i>	2002
<b>Smith, Marie</b> <i>Information Competency and Bibliography</i>	2012

<b>Stephenson, Randall</b> <i>Geology</i>	2006
<b>Stockton, Laura</b> <i>English</i>	2011
<b>Sutherland, Tammy</b> <i>Mathematics</i>	2008
<b>Taylor, Tyrone</b> <i>Physical Education</i>	2007
<b>Van Ry, Veronica</b> <i>Sociology</i>	2009
<b>VanderWal, Dacey</b> <i>Art</i>	2010
<b>Varela, Vivian</b> <i>Sociology</i>	2006
<b>Ware, Thomas</b> <i>Geography</i>	1997
<b>Waugh, Victoria</b> <i>Physical Education</i>	1998
<b>Welborn, Virginia</b> <i>Psychology, Student Success</i>	2013
<b>Wolcott, Barry</b> <i>Drama</i>	2004

## FORMER FACULTY

<b>Issac N. Adams</b> <i>Chemistry</i>	1979
<b>Fernando Amorteguy</b> <i>Spanish</i>	1979
<b>William Baker</b> <i>History, Coordinator of Learning Resources</i>	1977
<b>Alvin Baldock</b> <i>P.E., Athletic Director</i>	1993
<b>Garlyn A. Basham</b> <i>Superintendent/President</i>	1975
<b>Fred G. Bell</b> <i>Computer Science, Coordinator of Distance Learning</i>	1981
<b>James Buddell</b> <i>English</i>	1986
<b>John Christiansen</b> <i>Photography, Sociology, Psychology</i>	1987
<b>Eugene Clausen</b> <i>Adjunct Business Instructor</i>	1993
<b>Dr. David Cothrun</b> <i>Superintendent/President</i>	1980
<b>A.D. Cummings</b> <i>Student Activities</i>	1972

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<b>Milton Davis</b> <i>Applied Arts</i>	1955
<b>Dr. John M. Downer</b> <i>Instruction/College Planner</i>	1988
<b>Fenton L. Feeney</b> <i>Dean of Instruction, Director of Guidance, Counselor</i>	1975
<b>Harriet Filoteo</b> <i>Work Experience</i>	1997
<b>Vance Frazier</b> <i>Vocational Education</i>	1972
<b>Dr. Donald L. Greene</b> <i>Sociology</i>	1979
<b>Clair M. Gurwell</b> <i>English, Fine Arts</i>	1985
<b>Tom Harrell</b> <i>Director of Athletics, P.E.</i>	1985
<b>Elizabeth Hill</b> <i>Librarian</i>	1972
<b>Stanley D. Hillygus</b> <i>Math, Science, Health Education</i>	1997
<b>J. T. Herrod</b> <i>Mechanical Drawing, Drafting</i>	1987
<b>Dr. Ben Janes</b> <i>Anthropology, Philosophy, Sociology</i>	1972
<b>Raymond E. Jenkins</b> <i>Accounting, Business Education</i>	1972
<b>Marilyn King</b> <i>Dental Hygiene</i>	2008
<b>Karen A. Kuckreja</b> <i>Director of Counseling, Speech, Psychology</i>	1997
<b>James Lowry</b> <i>Physics, Mathematics</i>	1995
<b>Ray L. Matthai</b> <i>Dean of Students &amp; Evening College</i>	1977
<b>Konrad McMillan</b> <i>Humanities, Art</i>	1988
<b>Ann Miwa</b> <i>Business</i>	1987
<b>George Morgan</b> <i>Biological Science</i>	1980
<b>Lawrence E. Peahl</b> <i>Dean of Fiscal Services, Mathematics</i>	1996
<b>John A. Reinhardt</b> <i>Machine Shop, Wood Shop</i>	1974
<b>Ferrel G. Roundy</b> <i>English, French, German, Music Appreciation</i>	1968

<b>Jerrold D. Schroeder</b> <i>Physical Science, Mathematics</i>	<b>1980</b>
<b>Lois (Margot) Smith</b> <i>Humanities, English</i>	<b>1981</b>
<b>Alpha Stiles</b> <i>Librarian</i>	<b>1977</b>
<b>Dr. John R. Tufft</b> <i>Philosophy, Sociology, LRC Director, Affirmative Action Officer</i>	<b>1985</b>
<b>Richard H. White</b> <i>Applied Arts, Dean of Student Services</i>	<b>1972</b>

**ADMISSIONS/ACADEMIC RECORDS**

**Michelle Hines**, *Registrar/Director of Admissions*  
 Harold Russell III, *Assistant Registrar*  
 Nichole Cook  
 Sandi Graham  
 Nancy Stewart

**ATHLETICS**

**Kanoe Bandy**, *Director*  
 Jennifer Edmaiston

**Bruce Ferguson**, *Coordinator P.E. Facility*  
 Travis Milner

**CHILDREN'S CENTER**

**Genoveve Curiel-Garcia** - *Director*  
 Lisa Adema  
 Martina Anguiano  
 Janet Armstrong  
 Alma Barajas  
 Deborah Bozarth  
 Stephanie Clark  
 Miranda Cook  
 Sherrie Freitas  
 Pilar Gutierrez  
 Barbara Hacker  
 Meghan Hall-Silveira  
 Kathleen Helms  
 Guadalupe Hinojosa  
 Brandi Hudson  
 Diane Holt  
 Susan Madsen  
 Cindy Marking  
 Norma Montoya  
 Maria Moreno  
 Teresa Morris  
 Billie Reed  
 Ramona Urias  
 Cathy White-Healy

**COUNSELING CENTER**

**Darcy Bogle**, *Coordinator of Matriculation  
 and Counseling*  
 Susan Brown  
 Jill Brown  
 Claudia Casagrande  
 Apolonia Cotto  
 Christopher Flachmann  
 Gracie Mickelberry

**EOPS/CARE**

**Lourdes Gonzalez**, *Coordinator/Counselor*  
 Alex Castro

**FINANCIAL AID**

**Barbara Amerio** - *Financial Aid Director*  
 Joanne Dumbrigue  
 Carla Sandoval  
 Ruthie Welborn

**OUTREACH/TESTING/ACTIVITIES**

Sheri Black  
 Myisha Cutrona  
 Dan Elissague

**TRANSITION TO  
INDEPENDENT LIVING (T.I.L.)**

**Sandy Popejoy**, *Director*  
 Brooke Ambrose  
 Jose Centeno  
 Jeanette Davis  
 John Dodson  
 Debra Ekdahl  
 Alex Gonzalez  
 Gabriel Gonzalez  
 Mary Halford  
 Richard Hawkins  
 Perla Herrera  
 Donna Lewis  
 Jamia Marcell  
 Gerardo Marquez  
 Cherie Napoleon  
 Patty Owens  
 Tristina Reich  
 Lee Schryver  
 Ylianna Torres  
 Krystal Unruh  
 Trenton Unruh  
 Susan Wells  
 Paula Williams

**SECURITY/RESIDENCE HALL**

**Angelo Cutrona**, *Residence Hall Supervisor  
 and Security*  
 Margaret Buddell  
 Valentine Sanchez

## STUDENT SUPPORT SERVICES

### **Jeff Ross, Coordinator**

Hailey Cook  
 Jessica Garrett  
 LaNell Howell  
 Rodolfo Noriega  
 Cindi Powell  
 David Powell  
 Tammy Reynolds  
 Joanie Sahagun  
 Elizabeth Saldana  
 Kenny Schuyler  
 Olga Silva  
 Victoria Waugh

## INSTRUCTIONAL SUPPORT

Ruben Arreola  
 Diana Duran  
 Sarah Garside  
 Lupe Figueroa  
 Liesl Maui  
 Edna Muy  
 Jeanene Robertson  
 Robin Sigel  
 Robert Teel

### **Distance Learning**

#### **Linda West, Coordinator**

Clarissa Espino  
 Aldrin Luben Fernandez  
 Steven Richards

### **Career and Technical Education**

#### **Samsoni Aunai, Director**

Kristi Lopez-Richards

### **Classroom Support**

John Cameron  
 Brad Cramer  
 Bertha Cuate  
 Angela Emmett  
 Renae Ginther  
 Morgan Haskell  
 Gregory Hawkins  
 Wei Hill  
 Danielle Krause  
 Elizabeth McKnight  
 Kent Miller

### **Library/Learning Resource Center (LRC)**

Mary Decker  
 Kristal Powell  
 Linda Silveira  
 Miranda Tofte

### **Dental Hygiene**

#### **Dr. Stacy Eastman, Director**

Sam Carlson  
 Teresa Chapai  
 Harriet Luzinas-Smith  
 Susan McCracken  
 Michele Matthews  
 Monica Perez  
 Laura Riss

## ADMINISTRATIVE SERVICES

### **Business Services**

#### **Jim Nicholas, Director**

Sheila Green  
 Andy Huckins  
 Mindy Jewell  
 Fernando R. Lara  
 Velda Long  
 Michele Miles

### **Food Service**

#### **Geoff Dunham, Supervisor**

Rori Blackwood  
 Denise Gill  
 Cynthia Johns  
 Shelley Quick  
 Kathy Schock

### **Human Resources**

#### **Jana Peters, Director**

Melissa Adams  
 Lynda Powers  
 Edan Ray  
 Tiffany Rowden  
 Judy Wade

### **Maintenance & Operations**

#### **Mike Capela, Supervisor**

Edna Barajas  
 James Bendzick  
 Ron Duclos  
 Sergio Gomez  
 Chris Jones  
 Mary Perales  
 Stacey Robles  
 Juventino Uribe  
 Fred Zeller

### **Student Store**

#### **William Norris, Manager**

Kenzie Helms

**FOUNDATION & DEVELOPMENT**

**Sheri Horn-Bunk**, *Foundation Director*

**INFORMATION TECHNOLOGY  
SERVICES**

**Adrian Agundez**, *Director*

Wayne Cook  
Ricardo Garcia  
Mark Gibson  
Sherry Gregory  
Richard Hudson  
Kevin Kasper  
Chad Mickelberry  
Olga Newlove  
Terry Townsend  
Michaela Young

**INSTITUTIONAL RESEARCH**

**Dr. Eric Bérubé**, *Coordinator*

Amber Anderson  
Brandy Cramer  
Debra Wooley  
Jason Zsiba

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