

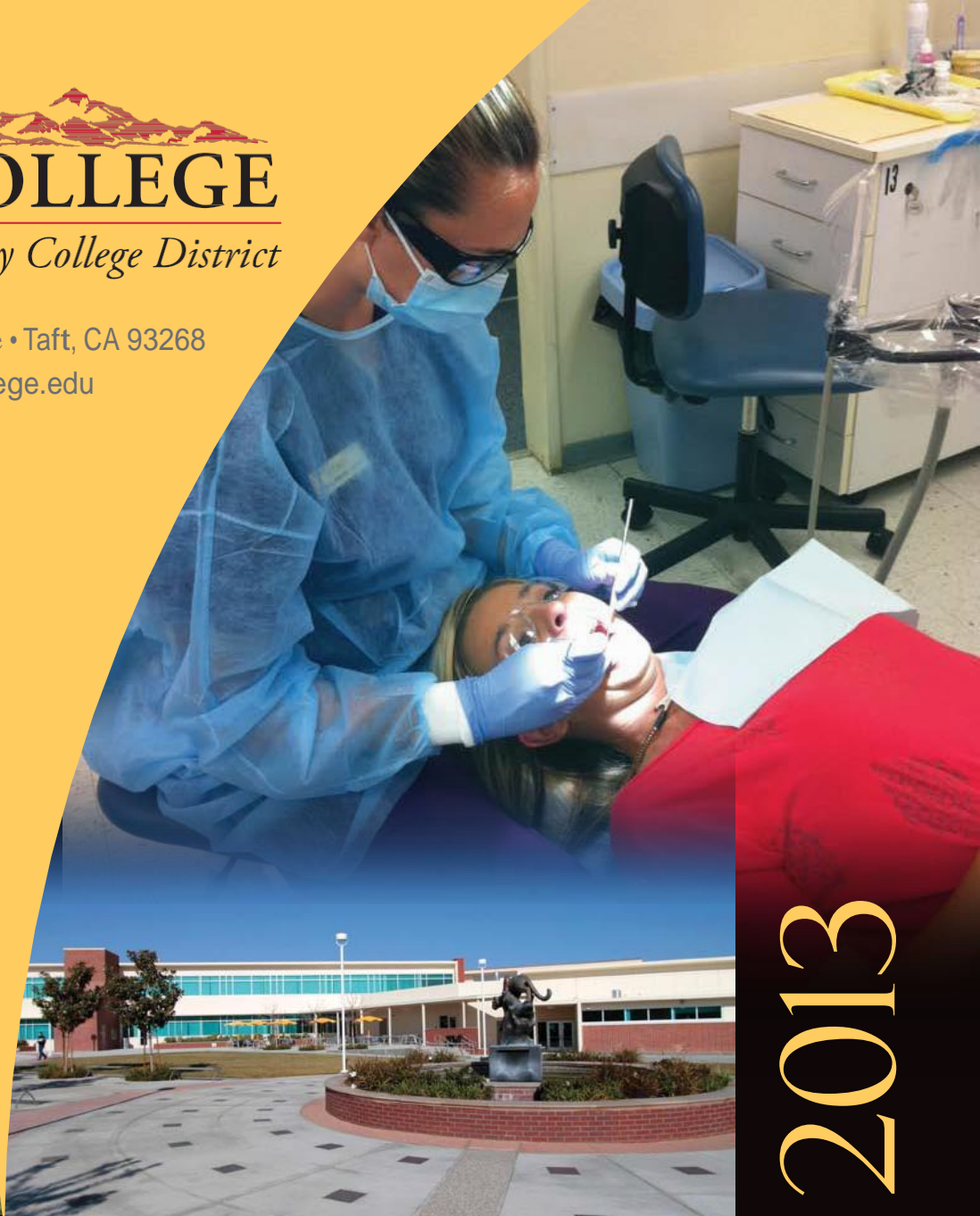


TAFT COLLEGE

West Kern Community College District

29 Emmons Park Drive • Taft, CA 93268

www.taftcollege.edu



2013

CATALOG



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	
Distance Learning Helpline	(661) 763-7812 or 1(866) 464-9229

2012

TAFT COLLEGE

West Kern Community College District

CAMPUS MAP



Taft College Bookstore

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

Taft College 2012-2013 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 34 Associate degrees and 24 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, 2012

June 4	Instruction Begins
July 4	Independence Day Holiday
July 12	6-week Classes End
August 24	Instruction Ends

FALL SEMESTER, 2012

August 27	Instruction Begins
September 3	Labor Day
November 12	Veterans Day Holiday
November 22-23	Thanksgiving Holidays
December 14	Dead Day
December 17-21	Final Examinations
December 21	Fall Semester Ends
December 24, 2010 through January 18, 2013	Winter Recess

SPRING SEMESTER, 2013

January 21	Martin Luther King Holiday
January 22	Instruction Begins
February 15	Lincoln's Birthday Holiday
February 18	Washington's Birthday Holiday
March 25-29	Spring Break
May 17-23	Final Examinations
May 23	Spring Semester Ends
May 24	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 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 facility is a Dental Hygiene Clinic that serves the community and is a focal point of a health program that is one of the best in the state. Our Dental Hygiene Program competes well with those at universities in California. 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 facility 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.

Mission Statement

- The mission of the West Kern Community College District is:
- 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

The vision of the West Kern Community College District is:

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.

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

Regular Semester (Fall 2012, see changes for Spring 2013 below)

Special Part-Time High School Student (11th and 12th grade): To be considered for admittance as a special part-time high school student at the college, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.

- A. Admission is subject to seat availability. The student must submit and meet the following requirements to the Admissions department:
 - a. Completed application for admission.
 - b. Written and signed parental or guardian consent, on the Special Admit Form. Special Admit form is required each semester regardless of continuous attendance.
 - c. Written and signed approval of the applicant's school principal. (Note: A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly to the Superintendent/President or designee without the signature of a principal.) **If the student is home schooled, he/she must provide verification that the home school program is recognized and approved by the county department of education.**
 - d. Demonstration that the student is capable of profiting from instruction. The Director of Admissions or Vice President of Student Services has the authority to make the final decision whether a student can benefit from instruction.

Limitations:

- a. Students may not enroll in more than 11 units per fall and spring terms; and up to 5 units in the summer term. (Education Code Section 76001.d)
 - b. Special part-time or full-time high school students will not receive priority registration status. (Education Code Section 76001.e.) In order to ensure that these students do not displace regularly admitted students.
 - c. 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.
 - d. 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.
 - e. Students will receive college credit for the community college courses completed.
- B. **Special Part-Time High School Student (9th and 10th grade):** To be considered for admittance as a regular part-time high school student at the college, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.
 - a. Completed application for admission.
 - b. Written and signed parental or guardian consent, on the Special Admit Form. Special Admit form is required each semester regardless of continuous attendance.
 - c. Written and signed approval of the applicant's school principal. (Note: A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly to the Superintendent/President or designee without the signature or a principal.) **If the student is home schooled, he/she must provide verification that the home school program is recognized and approved by the county department of education.**
 - d. Official transcripts from the referring high school district.

- e. Demonstration that the student is capable of profiting from instruction. The Director of Admissions or Vice President of Student Services has the authority to make the final decision whether a student can benefit from instruction.
- f. Admission is subject to seat availability.
- g. Letter of recommendation attesting to the student's ability to benefit from enrollment in the college course or program. The letter of recommendation must come from the student's high school teacher in the same discipline for which the student is requesting permission to enroll. If an appropriate, matching discipline is not available at the student's high school, the letter must then come from the student's high school guidance counselor.
- h. Demonstration that the student is capable of profiting from instruction. The Director of Admissions or Vice President of Student Services has the authority to make the final decision whether a student can benefit from instruction.

Limitations:

- a. Students may not enroll in more than 11 units per fall and spring terms; and up to 5 units in the summer term. (Education Code Section 76001.d)
 - b. Special part-time or full-time high school students will not receive priority registration status. (Education Code Section 76001.e.) In order to ensure that these students do not displace regularly admitted students.
 - c. 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.
 - d. 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.
 - e. Students will receive college credit for the community college courses completed.
- C. **Students below 9th grade:** For students under 9th grade, the determination for admittance shall be made by the Director of Admissions. The school must provide student records and written verification signed by the principal indicating how the student can benefit from instruction. The college special admittance procedure will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college, and that the student's safety and that of others will not be affected. The decision of the Director of Admissions or Vice President of Student Services shall be final. Once a decision has been made, the student, his or her parent or guardian, and the school principal shall be informed of the decision. This determination may be made by evaluating the following criteria:
- a. A review of the materials submitted by the student.
 - b. Meeting with the student and his or her parent or guardian.
 - c. Consideration of the welfare and safety of the student and others.
 - d. Consideration of local, state and/or federal laws.
 - e. Review of the content of the class in terms of sensitivity and possible effects on the minor.
 - f. Requirements for supervision of the minor.
 - g. Times the classes meet and the effect on the safety.
 - h. The student must meet all of the same additional criteria required of the 10th – 12th grade Special Admit Program students as specified in these procedures.
 - i. Minor's agreement is required.
- D. Students enrolled under the provisions of AP 5011 shall earn college credit as identified in the college catalog.
- E. For the purposes of receiving state apportionments:
- a. A community college district may include K-12 pupils who attend a community college within the District pursuant to Sections 48800 and 76001 in the District's report of full-time equivalent students (FTES) only if those pupils are enrolled in community college classes that meet all of the following criteria:
 1. The class is open to the general public.
 2. The class is advertised as open to the general public in one or more of the following:
 - a) The college catalog.
 - b) The regular schedule of classes.
 - c) An addendum to the collage catalog or regular schedule of classes.
 - b. If a decision to offer a class on a high school campus is made after the publication of the regular schedule of classes, and the class is solely advertised to the general public through electronic media,

the class shall be so advertised for a minimum of 30 continuous days prior to the first meeting of the class.

- c. If the class is offered at a high school campus, the class may not be held during the time the campus is closed to the general public.
- d. K-12 students may not enroll in lab only physical education courses.

The Board of Trustees exempts special admit part-time public school students from the enrollment fee for regular semesters. Any student not enrolled in a public school must have approval from the president of the college or his/her designee for admission and is not exempt from the enrollment fee. College credit will be received for courses that are successfully completed.

Effective Spring 2013

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

- Complete the online application for admissions 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 – 12th 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, 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: Public 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

- 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.
- 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 fully completed International Student (F-1 Visa) Application for Admissions with the appropriate Application Processing Fee which is non-refundable.
- 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.
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.

MATRICULATION POLICY

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.

REGISTRATION

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.

Late Registration

Registration may be accepted through the second week of all semester-length classes; however instructor permission may be required for enrollment into some classes as early as the first meeting day of that 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.

FEES

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 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.

Enrollment fee	\$46 per unit (no maximum)
Credit by Exam Fee	\$46 per unit (no maximum)
Class Audit Fee	\$15 per unit
Non-resident tuition fee (in addition to \$46 per unit enrollment fee and credit by exam fee)	
0 through 14 units	\$179 per unit
15 units or more	\$2685 per semester
International Student	
International Student Admissions application fee	\$100
Textbook rental fees*	
Rental fee w/paid ASB fee	30% of retail price of book
Associated Student Body ASB fee	\$15 per academic year
Residence Room rent	\$788 per semester
Meal plan (15 meals per week for dorm students)	\$1298 per semester
Residence Hall security deposit	\$125
Transcripts	
First two (2)	No charge
More than two (each)	\$4 each
Rush processing fee	\$8
Enrollment verification fee	
First two (2)	No charge
More than two (each)	\$4 each
Rush processing fee	\$8
Returned Check Fee	
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 \$10,141 during the two-year program. Approximately \$5,733 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 the end of the first two weeks for a full-term class (17 week) or 10% of the course for short term or for summer courses) 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.

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. AB540 does not provide student financial aid eligibility for undocumented alien students. These students remain ineligible for state and federal financial aid." 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.

COUGAR CORNER BOOKSTORE

The Cougar Corner Bookstore is located at 515 Finley Drive, Taft, CA 93268. We are located in the Pilot Shopping Center (directly across 6th 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. 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). 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 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. 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.

TRANSCRIPTS

The first two transcripts are free of charge with a \$4.00 charge for additional requests.

For students with need for immediate transcript service, there is a rush fee of \$8.00.

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.

Transcript orders are processed within five workdays. Rush transcripts can be prepared in two hours for an additional \$8.00 fee. 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.

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

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 24th 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 24th 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, 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 1820, 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.

General Guidelines:

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

Subject examinations are equated with specific courses listed in our current college catalog.

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. (Contact the counseling center)
- 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. Additional information may be obtained from the Office of Admissions and Records.

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 ADVANCED PLACEMENT (AP) TESTS

EXAM	AA/AS (MAJOR AND/OR GE) FOR TAFT COLLEGE			CSU GE		IGETC	
	Minimum Score	Total Semester Units Allowed	Units/GE Area	Total Semester Units Allowed	Units/GE Area	Total Semester Units Allowed	Units/GE Area
Art History	3	6	3 - Humanities & 3 - Elective	3	C1 or C2	3	3A or 3B
Biology	3	6	4 - Natural Science & 2 - Elective	4	B2 + B3	4	5A w/lab
Calculus AB	3	3	3 - Communications & Analytical Thinking	3	B4	3	2A
Calculus BC	3	6	3 - Communications & Analytical Thinking & 3 - Elective	3	B4	3	2A
Chemistry	3	6	4 - Natural Science & 2-Lab	4	B1 + B3	4	5A w/lab
Chinese Language & Culture	3	6	3 - Humanities & 3 - Elective	3	C2	3	3B & 6A
Comparative Government & politics	3	3	3 - Social/Behavioral Science	3	D8	3	4H
Computer Science A*	3	3	N/A	0	N/A	0	N/A
Computer Science AB*	3	6	N/A	0	N/A	0	N/A
English Language	3	6	3 - English Composition & 3 - Elective	3	A2	3	1A
English Literature	3	6	3 - English Composition & 3 - Elective	6	A2 + C2	3	1A or 3B
Environmental Science	3	4	3 - Natural Science & 1 - Lab	4	B1 + B3	3	5A w/lab
European History	3	4	3 - Humanities & 1 - Elective	3	C2 or D6	3	3B or 4F
French Language	3	6	3 - Humanities & 3 - Elective	3	C2	3	3B or 6A
German Language	3	6	3 - Humanities & 3 - Elective	3	C2	3	3B or 6A
Human Geography	3	3	3 - Social/Behavioral Science	3	D5	3	4E
Italian Language & Culture	3	6	3 - Humanities & 3 - Elective	3	C2	3	3B or 6A
Japanese Language & Culture	3	6	3 - Humanities & 3 - Elective	3	C2	3	3B or 6A
Latin: Vergil	3	3	3 - Humanities	3	C2	3	3B or 6A
Macroeconomics	3	3	3 - Social/Behavioral Science	3	D2	3	4B
Microeconomics	3	3	3 - Social/Behavioral Science	3	D2	3	4B
Physics B	3	6	4 - Natural Science & 2 - Electives	4	B1 + B3	4	5A w/lab
Physics C (electricity/magnetism)	3	4	4 - Natural Science	4	B1 + B3	3	5A w/lab
Physics C (mechanics)	3	4	4 - Natural Science	4	B1 + B3	3	5A w/lab
Psychology	3	3	3 - Social/Behavioral Science	3	D9	3	4I
Spanish Language	3	6	3 - Humanities & 3 - Elective	3	C2	3	3B or 6A
Spanish Literature	3	6	3 - Humanities & 3 - Elective	3	C 2	3	3B or 6A
Statistics	3	3	3 - Communications & Analytical Thinking	3	B4	3	2A
Studio Art	3	3	3 - Humanities	0	N/A	N/A	N/A
U.S. Government & Politics **	3	3	3 - Social/Behavioral Science**	3	D8 + US-2	3	4H & US 2
U.S. History	3	6	3 - Social/Behavioral Science & 3 - Elective	3	(C2 or D6)+US-1	3	3B or 4F & US 1
World History	3	6	3 - Social/Behavioral Science & 3 - Elective	3	C2 or D6	3	3B or 4F

*AP Computer Science Limitation: maximum 6 units for both

**Does not satisfy the AHJ California Government requirement

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.

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 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. 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 10-12 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 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, 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, 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, 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, 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, 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.

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 are 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.

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.

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, test proctoring 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.

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, gift 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 ASB card and 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 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 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.

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.

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 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.

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 the federal student loan program.

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 maximum award for 2011-2012 is \$5,550. The proposed maximum award for 2012-2013 is \$5,550. Eligible students are able to receive grants as long as they comply with the Satisfactory Academic Progress Procedures.

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 and 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) provides jobs for eligible students. FWSP also provides 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 students currently enrolled 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 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 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 having 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 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 withdrawal 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 "F" 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 and the student has successfully appealed to the Financial Aid Advisory Committee.

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 Procedure.

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; 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 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. 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 Procedure

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 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, 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 or F 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, 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 4th 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 a leadership program that develops a student's skills in research, 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. Student can elect to enroll in the Psych 1601, 1602, 1603 or 1604 class for college credit if desired.

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
Business Administration
English
History
Multimedia Journalism
Liberal Arts with an Area of Emphasis
Mathematics
Physical Education
Psychology (AA-T)
Recreation
Sociology (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 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, 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 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: At the time this catalog was published, the AA-T in Psychology and AA-T in Sociology had been approved by the Taft College Board of Trustees. Additional majors are under development. 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.

Reading—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.

Written Expression—Competency in Written Expression for Associate Degrees shall be demonstrated by obtaining a satisfactory grade in an English course at the level of English 1500: Composition and Reading or a higher level with a grade of "C" or better.

Mathematics—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.

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

Local Requirements

In addition to the specific degree requirements listed below, students are required to meet local requirements in three different areas: health education, American history and institutions, and information competency:

Health Education (3 semester units)

This requirement can be met by completing Health Education 1510. Veterans who have successfully completed basic training and at least one year of military service are exempt.

American History and Institutions (3 semester units)

This requirement can be met by completing History 2231, History 2232, or Political Science 1501.

Information Competency (1 semester unit)

This requirement can be met by completing Information Competency 1548.

Field of Study (18-24 semester units)

A major consists of at least 18 semester units in a curriculum that the district accepts toward the degree listed in the curricula requirements of this catalog. A course may be used to satisfy both a major requirement and a general education requirement, but not two general education areas.

General Education Requirements

NOTE: For the purpose of this section, “satisfactorily completed” means either credit earned on a “pass-no pass” basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

Natural Science (Complete a minimum of 3 semester units from the following)

ANTH	1501
ASTR	1510, 1511
BIOL	1500, 1501, 1503, 1513, 2201, 2202, 2203, 2204, 2250, 2255, 2256, 2260, 2370
CHEM	1510, 2108, 2109, 2211
ENER	1020, 1510
ESCI	1520
GEOG	1510
GEOL	1500, 1501
IEA	1500
PHYS	1510, 2201, 2221
PSCI	1520

Social and Behavioral Science (Complete a minimum of 3 semester units from the following)

ANTH	1501, 1512
BUSN	1500
*COMM	1510
ECON	2210, 2120
GEOG	1520
HIST	2202, 2204, 2210, 2231, 2232, 2270
*JRNL	1510
SOC	1510, 2110, 2120, 2141
POSC	1501, 2005
PSYC	1500, 2003, 2030, 2033, 2038

* 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.

Humanities (Complete a minimum of 3 semester units from the following)

AMSL	1510, 2001, 2005, 2010
ART	1545, 1600, 1620, 1630, 1640
ARTH	1500, 1510, 1520
*COMM	1510
DRAM	1510, 1535
ENGL	1600, 1700, 2300, 2400, 2500
HUM	1500, 2010
*JRNL	1510
MUSC	1510
PHIL	1501, 1531
SPAN	1601, 1602, 2001, 2002

* 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.

English Composition (Language and Rationality) (Complete a minimum of 3 semester units from the following)

ENGL	1500, 1600
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Communications and Analytical Thinking (Complete a minimum of 3 semester units from the following)

COSC	1850/ART 1850, 2000, 2002
MATH	1060, 1070, 1500, 1530, 1540, 1560, 2100
PHIL	1520
PSYC	2200
SPCH	1507, 1511
STAT	1510

General Education Elective

Three additional general education units needed to total 18 units may be selected from any of the above categories.

Electives

Elective courses (18 units or less) used to meet the 60-unit degree total must be degree applicable courses.

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 no later than the fifth instructional week of the semester in which they plan to complete the requirements.

Students should review catalog rights in this catalog. The material in this publication has been prepared for the 2012-2013 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

The Taft College Career/Transfer Center is available on campus to aid students who are planning to transfer to a four-year university to complete a bachelor's degree.

In accordance with Executive Order No. 167 from the Chancellor's Office of the California State Universities and Colleges, a student planning to transfer to another college or university should check the admission requirements of that school as soon as possible since all colleges and universities have specific admission requirements. Information about transfer is available in the Career/Transfer Center. Most articulation agreements designed to lead to a smooth transfer are posted on ASSIST and are available on the Web at www.assist.org. Some general transfer information for the University of California, California State University and for independent colleges and universities is listed below.

For information about the transferability of a specific course, please see the course description. Associate Degree only courses are for the primary purpose of meeting requirements for an Associate in Arts Degree or an Associate in Science Degree and certificate programs.

Students should consult the course descriptions in this catalog to determine if a course is accepted by the UC system. Variable topic courses may be transferable however credit will be given only after the UC School reviews the content and scope of the course. The course should not be counted as part of the sixty unit entrance requirement.

California State University (CSU)

Minimum Admission Requirements

All campuses in the California State University (CSU) system accepts transfer students. You are considered a transfer student if you complete any units after the summer following your high school graduation.

Most campuses prefer upper division transfers which are students who have completed a minimum of 60 transfer units and have a cumulative Grade Point Average (GPA) of at least 2.0. There may be additional requirements for admission into specific majors.

Students need to check whether GE Breadth needs to be completed prior to transfer. Students are encouraged to check the www.csumentor.edu website for specific information. Some high unit majors do not expect the GE to be completed prior to transfer.

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 schools, 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			
	A1-Oral Communication: SPCH 1507, 1511 A2-Written Communication: ENGL 1500 A3-Critical Thinking: ENGL 1600; PHIL 1520 Courses from other colleges: _____ AP Exam: _____	A1 _____ A2 _____ A3 _____	_____ _____ _____	_____ _____ _____	_____ Area A
B	SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING (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)				
	B1-Physical Science: ASTR 1510, 1511; BIOL 1513;CHEM 1510, 2211; ESCI 1520; GEOG 1510; GEOL 1500, 1501; PHYS 1510, 2201, 2221; PSCI 1520 B2-Life Science: ANTH 1501; BIOL 1500, 1503, 2201, 2202, 2203, 2204, 2250, 2255, 2260, 2280 B3-Laboratory Activity: 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 B4-Mathematical /Quantitative Reasoning: 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	ARTS AND HUMANITIES (9 semester or 12-15 quarter units required with at least one course each in Arts and Humanities)				
	C1-Arts: ART 1545, ARTH 1500, 1510, 1520, 2030, 2040; DRAM 1510, 1535; HUM 2010; MUSC 1510 C2-Humanities: AMSL 2001; ENGL 1600, 2200, 2300, 2400, 2500; GRMN 1501, 1502, 2001, 2002; 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	SOCIAL SCIENCES (9 semester or 12-15 quarter units required with courses in at least 2 disciplines)				
	D0-Sociology and Criminology: SOC 1510, 2110, 2120, 2141 D1-Anthropology & Archeology: ANTH 1512, 1524 D2-Economics: ECON 2210, 2120 D3-Ethnic Studies: SOC 2110 D4-Gender Studies: PSYC 2038 D5-Geography: GEOG 1520 D6-History: HIST 2202, 2204, 2210, 2231, 2232, 2270 D7-Interdisciplinary Social or Behavioral Science: D8-Political Science, Government & Legal Institutions: POSC 1501, 2005 D9-Psychology: PSYC 1500, 2003, 2030, 2033, 2038 Courses from other colleges: _____ AP Exam: _____	D _____ D _____ D _____	_____ _____ _____	_____ _____ _____	_____ Area D
E	LIFELONG LEARNING & SELF-DEVELOPMENT (3 semester or 4-5 quarter units, not all in physical activity)				
	HLED 1510; PSYC 1500, 2030, 2033; SOC 2141 Physical Education Activity Course (limit 1 unit): PHED 1510, 1542, Courses from other colleges: _____ AP Exam: _____	E _____ E _____	_____ _____	_____ _____	_____ Area E
	U.S. HISTORY, CONSTITUTION AND AMERICAN IDEALS (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: POSC 1501 Group 2: HIST 2231, 2232	_____ _____	_____ _____	_____ _____	_____ Complete
	COURSES LISTED & SATISFIED THE OBJECTIVES INDICATED	TOTAL UNITS CERTIFIED	_____ _____	_____ _____	_____ Certified

University of California (UC)

Any applicant who has registered at a community college is subject to the regulations governing admission to advanced standing.

To qualify for admission to the University as a transfer student, one of the sets of requirements listed below must be met. California residents must, in all cases, have at least a C (2.0) average in all transferable courses. Non-residents must have at least a 2.8 average in all transferable courses.

1. Students who were eligible for admission to the University when they graduated from high school, meaning they satisfied subject, scholarship and examination requirements, are eligible to transfer if they have a C (2.0) average in transferable work.
2. Students who met the scholarship requirement but not the subject requirement must take transferable college courses in the missing subjects, earning a C or better in each required course and have an overall C average in all transferable courses, to be eligible to transfer.
3. Students who were not eligible for admission to the University when they graduated from high school because they did not meet the scholarship requirement must:
 - a. Complete 90 quarter units or 60 semester units of transferable college credit with a grade point average of at least 2.4 and;
 - b. Complete the following course pattern, earning a grade of C or better in each course: two transferable college courses (3 semester or 4-5 quarter units each) in English composition; and one transferable college course (3 semester or 4-5 quarter units each) 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.

For campus specific information, students are encouraged to explore <http://uctransfer.universityofcalifornia.edu>; or www.assist.org.

University of California Campuses**BERKELEY**

The College of Engineering, College of Environmental Design, College of Chemistry, and the Hans School of Business all have extensive and prescribed major requirements. Moreover, the IGETC requirements generally exceed the college-specific breadth requirements in these areas, making the IGETC an ill-advised option. Also, the College of Natural Resources does not have the college-wide breadth requirements, and therefore, applicants to this college are advised to focus on completing the prerequisites for their intended major.

Applicants to the College of Letters and Science can follow the IGETC, keeping in mind that preparation for the major is very important, particularly in high unit majors in the Divisions of Biological and Physical Sciences. Majors such as Development Studies, Mass Communications, Political Economy of Industrial Societies, and Psychology have high unit prerequisites. School of Optometry requires special application and questionnaire.

DAVIS

The IGETC is not appropriate for students transferring to majors in the College of Engineering. In addition, majors in Biological Sciences, Computer Science, International Relations, and Psychology are "high unit" majors with lower division preparation needed for admission. The IGETC may be used, but in addition, students should work on lower division requirements for their majors. College of Agricultural and Environmental Sciences has special admission procedures.

IRVINE

The IGETC is not optimal for transfers to the Schools of Engineering, Biological Sciences or Physical Sciences. Students entering any major can use the IGETC, but should consider lower division degree requirements and major preparation when planning their programs. School of Arts, the School of Social Ecology and the School of Social Sciences have special admission requirements.

LOS ANGELES

The IGETC is not appropriate for students transferring to the School of Engineering and Applied Science, and the School of Nursing. All majors in the School of Theater, Film and Television, the School of the Arts and Architecture, and the College of Letters and Science will honor the IGETC. Students entering majors that require specific or substantial preparation, such as science majors, may use the IGETC but need to carefully plan their programs.

MERCED

Within the Division of Natural Science, the IGETC is not recommended for Biological or Physical Sciences. For the Division of Engineering the IGETC is not recommended for Engineering or Computer Science.

RIVERSIDE

The IGETC is not appropriate for students transferring to the College of Engineering. Students entering the Biological or Physical Sciences should be aware that the IGETC requirements exceed the breadth requirements for the College of Natural and Agricultural Sciences, and that these majors require substantial lower division preparation. The IGETC works well for all majors in the College of Humanities, Arts and Social Sciences. Students preparing to study Business Administration are encouraged to complete the IGETC, as well as lower division major preparation, to promote admission to this program.

SAN DIEGO

The IGETC is not appropriate for students transferring to majors in the Division of Engineering. Students entering any other major can successfully use the IGETC. Biology majors also have prerequisite requirements above those outlined in the IGETC. Students who follow the IGETC are welcome to apply to Eleanor Roosevelt or Revelle College; however, they must also complete the college's general education requirements.

SAN FRANCISCO

UCSF is devoted solely to the study of health services and does not follow the undergraduate application form. Students should consult the catalog for specific information for Dental Hygiene, Dentistry, Medicine, Nursing, Pharmacy, and Physical Therapy.

SANTA BARBARA

The IGETC is not appropriate for students transferring to the College of Engineering. Students planning to major in Biological Sciences, Biopsychology, Chemistry, Environmental Science, Geology, or Geophysics can use the IGETC but must be careful to complete the lower division major prerequisites if they are to make normal, timely progress through the major. The College of Creative Studies has a special application procedure for admission.

SANTA CRUZ

Although all majors at UCSC will honor the IGETC, students planning to major in Biological Sciences, Chemistry, Computer and Information Science, Computer Engineering, or Earth Sciences and Environmental Studies must pay special attention to completing lower division major prerequisites if they are to make timely progress through the major Independent Colleges and Universities.

Taft College IGETC Information**What is IGETC?**

Completing the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a California community college to a campus in either the University of California or California State University system without having to take additional lower division general education courses to satisfy campus general education requirements.

Who cannot use IGETC?

Students who began their collegiate work at a University of California campus and who intend to transfer back to any UC campus cannot use IGETC. Students in this category must follow the General Breadth Requirements of the campus to which they are transferring. Also, students transferring to the following programs should not use IGETC: School of Business and the College of Environmental Design at UC Berkeley, School of Engineering and Applied Sciences at UCLA, Revell and Fifth College at UC San Diego.

What is certification?

Taft College will certify completion of the Intersegmental General Education Transfer Curriculum for transfer to either the University of California or California State University system. Students who complete the entire IGETC curriculum with grades of C or better in all courses can have their general education certified by Taft College. Up to 15 semester units of course work in which a credit or pass grade is received will be certified providing either is equivalent to a grade of C or better. Course credit earned on the basis of Advanced Placement exams will be certified. Although not part of the IGETC, Taft College will also certify the completion of the CSU American history and institutions graduation requirement.

Why should I have my courses certified?

To earn a bachelor's degree from UC or CSU, students must complete a program of general education. Taft College will certify the completion of all lower division general education requirements for graduation from UC or CSU. Students who transfer without certification will have to meet the general education requirements of the specific UC or CSU campus to which they are transferring. This usually requires completing additional courses after transfer.

What about courses taken at other colleges?

Taft College will certify courses taken at other colleges and universities accredited by the Western Association of Schools and Colleges. Taft College will place courses taken at other California community colleges in the IGETC areas identified by the offering college. Courses taken at four-year schools in California or at out-of-state two-year and four-year schools

must be equivalent to courses offered at Taft College. These courses will be placed in subject areas where the comparable courses fit in the IGETC pattern. Courses completed at foreign institutions are not acceptable except for certifying competence in a language other than English.

How do I get my courses certified?

Certification is NOT automatic. It must be requested. Requests for certification must be made in the Registrar's Office when students send their final transcript to UC or CSU. Requests for certification will not be accepted until all IGETC requirements have been met. All official transcripts from every college the student has attended must be on file to process certification.

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.

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*; GRMN 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

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

4J SOC 1510, 2110, 2120

4B ECON 2120, 2210

4H POSC 1501, 2005

4E GEOG 1520

4I PSYC 1500, 2003, 2030, 2038

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 1510, 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, 1501, 2201, 2202, 2203, 2204, 2250, 2255, 2256, 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*; GRMN 1501, 1502, 2001, 2002; AMSL 1510; 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 an IGETC 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: POSC 1501

Group 2: HIST 2231, 2232

Independent Colleges

California's fully accredited independent colleges and universities provide many options at undergraduate, graduate, and professional levels for students planning to continue their education beyond community college.

Virtually all colleges and universities give full credit for general education courses for most other courses designed by the community college for transfer.

Financial aid may be a primary factor in making it possible for a student to attend an independent college or university. There are many forms of financial assistance available, such as federal, state, institutional, and private aid. Students should apply for scholarships, grants, loans, and work study awards from all possible sources. All independent colleges urge, and some require, undergraduates who are California residents apply for a Cal Grant. Financial aid applications are available in January for the following academic year and may be obtained from the wwwfafsa.gov website. Filing instructions and deadlines are indicated on the form. Further details and assistance in completing the necessary forms are available in the Financial Aid Office.

Transfer to Independent California Colleges & Universities

Through the Association of Independent California Colleges and Universities (AICCU) there are many accredited colleges and universities which provide numerous options for undergraduate, graduate and professional levels for students beyond the community college. Most colleges and universities will give academic credit for coursework completed at the community college. Most will use the units towards meeting their general education requirements. Students are encouraged to contact the Office of Admissions at the college or university of their choice to discuss their transfer options. Students should also consult the school's catalog and visit the website.

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*
College of Notre Dame, Belmont*
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
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 the Pacific
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*

* 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 San Diego
UC Santa Barbara
UC Santa Cruz
University of the Pacific

See your counselor or advisor regarding the transfer guarantees.

Fields of Study

Degree and Certificate Programs

Listed below are the locally approved certificates, Certificates of Achievement, and degree programs which Taft College currently offers. The courses to fulfill the requirements for each listed program are detailed on the following pages. All courses used to fulfill associate degree majors, locally approved certificates and Certificates of Achievement must be completed with a minimum grade of C. Students who earn Certificates of Achievement will have those certificates posted to their transcripts upon request. Locally approved certificates are not posted on students transcripts. All programs are subject to change; students should consult with a TC counselor for further information. Students interested in transferring to a four-year college or university to pursue a bachelor's degree in any field of study should also consult with a TC counselor to select and plan the courses for their major. Schools vary widely in terms of the required preparation. The courses that TC requires for an associate degree in any program or field of study may be different from the requirements needed for the bachelor's degree. Check with a TC counselor for transfer degree requirements for the college or university of your choice. Fields of study and curricula requirements are outlined in detail on the following pages. These curricula are presented as guides for those students who wish to earn a certificate or graduate from Taft College and for those who, in addition, wish to complete the lower division requirements for various majors in higher institutions. To be awarded a degree, all courses must be completed with a "C" or better in the major or field of study, and all general education and graduation requirements must be completed.

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			
Studio Arts					X	
Business Administration			X			
Court Reporting		X		X		
Criminal Justice Administration				X		
Criminal Justice Admin. - Corrections		X		X		
Dental Hygiene				X		
Direct Support Education		X		X		
Early Care, Education, and Family Studies		X		X	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/Development	X					
Master Teacher: Special Needs	X					
Energy Technology		X		X		
English			X			
General Business				X		
History			X		X	
Information Technology and Management	X	X		X		

Program	Locally Approved Certificates	Certificate of Achievement	AA Degree	AS Degree	AA-T Degree	AS-T Degree
Independent Living Skills	X					
Industrial Health and Safety		X		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. 25.5 units are required in the major.

Required Courses:			Units
BSAD	2220	Introduction to Financial Accounting	4
BSAD	2221	Introduction to Managerial Accounting	4
BUSN	2275	Business Law	3
BUSN	1050	Business Mathematics OR	4
BSAD	1560	Introduction to Mathematical Analysis OR	4
ECON	1560	Introduction to Mathematical Analysis OR	4
MATH	1560	Introduction to Mathematical Analysis	4
BUSN	1053	Computerized Accounting	1.5
BUSN	1059	Electronic Machine Calculations	1
COSC	1703	Microsoft Excel 2010	1.5
COSC	1603	Microsoft Word 2010	1.5
Electives*			5
Total			25.5

***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 OR	3
ENGL	1000	English Fundamentals	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. 21.5 units are required for the certificate.

Required Courses			Units
BSAD	2220	Introduction to Financial Accounting	4
BSAD	2221	Introduction to Managerial Accounting	4
BUSN	2275	Business Law	3
BUSN	1050	Business Mathematics OR	4
BSAD	1560	Introduction to Mathematical Analysis OR	4
ECON	1560	Introduction to Mathematical Analysis OR	4
MATH	1560	Introduction to Mathematical Analysis	4
BUSN	1053	Computerized Accounting	1.5
BUSN	1059	Electronic Machine Calculations	1
COSC	1703	Microsoft Excel 2010	1.5
Elective*			3
Total			21.5

*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 OR	3
ENGL	1000	English Fundamentals	3
STAT	1510	Elementary Statistics	5

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

Select 18 Units from the following:			Units
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 and 1052	General Accounting	3-3
BUSN	1054 and 1055	Office Procedures	2-2
BUSN	1053	Computerized Accounting	1.5
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
Total			18.5

CERTIFICATE OF ACHIEVEMENT: ADMINISTRATIVE SERVICES

Required courses			Units
BUSN	1050	Business Mathematics OR any degree applicable Math	4
BUSN	1054 and 1055	Office Procedures	2-2
BUSN	1059	Electronic Machine Calculations	1
BUSN	1510	Business Communication OR	3
ENGL	1000	English Composition OR	
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
Total			20.5

CERTIFICATE IN ADMINISTRATIVE SERVICES I (Locally Approved Certificate)

Required courses			Units
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
Total			9

CERTIFICATE IN ADMINISTRATIVE SERVICES II (Locally Approved Certificate)

Required courses			Units
BUSN	1050	Business Mathematics OR 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
Total			16

Administrative Services (cont.)

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Accounting Clerk Administrative Assistant Assistant Bookkeeping clerk Customer Service Representative	Office Clerk Office Manager Receptionist Secretary Teller
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**Some career options may require additional training and/or education*

Salary Information: Median Hourly Rate	Occupational Outlook: Average Annual Job Openings
Teller: \$13.05 Office Support Supervisor: \$27.56 Office Clerk: \$15.19 Executive Secretary: \$24.30 Customer Service Rep: \$18.63	Teller: 2,600 Office Support Supervisor: 5,770 Office Clerk: 8,510 Executive Secretary: 5,140 Customer Service Rep: 9,800

Source: Labor Market Information, 2011 California Employment Development Department www.labormarketinfo.edd.ca.gov,

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.

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. Exhibit professional dress, attitude, and customer relations.
3. Effectively perform routine clerical, administrative, and business functions.

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

Select 18 units from the following:			Units
Select at least 3 units from the following:			
ARTH	1510	Prehistoric to Renaissance History	3
ARTH	1520	Renaissance to Contemporary to Present	3
ART	1545	Chicano/a Art	3
Select at least 3 units from the following:			
ART	1600	Basic Design	3
ART	1610	Advanced Design	3
Select at least 6 units from the following:			
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 OR	3
COSC	1860	Introduction to Computer Animation	3
PHOT	1510	Basic Photography	2
Electives*			6
Total			18

*Electives are to be selected from the above list

CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities in the following areas:

Art Instructor	Gallery Director
Ceramist	Illustrator
Computer Artist	Painter
Computer Publishing Specialist	Printmaker
Graphic Designer	Sculptor

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Graphic Designer: \$27.91	Graphic Designer: 1,560
Fine Artists, including painters & sculptors: \$32.32	Fine Artists, including painters & sculptors: 100

Source: Labor Market Information, 2011 California Employment Development Department www.labormarketinfo.edd.ca.gov,

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.

ART (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.

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 evaluate their work and the work of their peers.


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 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.

ASSOCIATE IN ARTS IN STUDIO ARTS FOR TRANSFER

A. Required Core Courses (12 Units)	Units
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 (3 Units)	
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
C. Studio Arts Restricted Electives (9 Units)	
Select courses totaling nine units from the following:	
ART 16245 Color Theory	3
ART 1631 Figure Drawing	3
ART 1640 Painting	3
ART 1800 Introduction to Computer Art	3
ART 1810 Graphic Design	3
ART 1820 Computer Imaging: Adobe Photoshop	3
ART 2010 Introduction to Printmaking	3

Major Units	24 Units
CSU GE Breadth Pattern/IGETC	29-49 Units
Electives	0-7 Units
Total Units	60 Units

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: Labor Market Information, 2010/2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

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 4 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 for 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. 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

Term	Application submission period beginning
Fall 2013	October 1, 2012
*Winter 2014	June 1, 2013
Spring 2014	August 1, 2013
Summer 2014	February 1, 2014

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

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 to earn an AA:			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 in the following areas:

Account/Auditor Finance Officer Computer and Information Systems Managers (MIS)	Human Resources Manager Advertising and Promotions Manager
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Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Accountant: \$34.67 MIS: \$57.31 Human Resources Manager: \$40.69 Finance Officer: \$52.91 Advertising and Promotions Manager: \$50.61	Accountant: 5,070 MIS: 1,270 Human Resources Manager: 250 Finance Analyst: 1,010 Advertising and Promotions Manager: 150

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

PROGRAM LEARNING OUTCOMES

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

1. Present information both orally and in writing.
2. Use technology proficiently.
3. Solve problems through the process of information gathering, critical analysis, evaluation, and devising creative solutions.
4. Demonstrate a fundamental understanding of legal and ethical situations and recommend practical choices.
5. Understand dimensions of business, including socio-cultural, political-legal, and technological and economic environments.
6. Recognize and appreciate contributions of individuals from diverse backgrounds and be able to contribute to the effective functioning of cross-disciplinary teams.
7. Understand business concepts related to marketing, management, human resource management and accounting, finance and information technology.
8. Understand the external forces that impact businesses.
9. Understand how workforce and customer diversity augment the business climate.

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

Required Courses			Units
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 OR	
CJA	2103	Concepts of Criminal Law	3
COSC	2020	Computer Operating Systems	3
Recommended Courses			Units
CTRP	1260	Machine Shorthand Speed Building—Dictation/Transcription	1.25
Total			44

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Court Reporter	Proofreader for a court Reporter
Deposition/Freelance	Real-time Broadcast Captioner
Hearing Reporter	Real-time Classroom Captioner
Medical Transcriptionist	Scopist
Official Court Reporter	

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Court Reporter: \$39.25	Court Reporter: 50
Medical Transcriptionist: \$20.66	Medical Transcriptionist: 150

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov,

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

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
Total			18

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

BUSN	1601, 1602, 1603	Beginning Keyboarding OR	1, 1, 1
BUSN	2001, 2002, 2003	Intermediate Keyboarding OR	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 OR	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 OR	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

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
Total			18

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
Total			18

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Correctional Officer	Parole Agent
Community Relations Officer	Police Officer
Counselor	Probation Officer
Court Personnel	Sheriff's Deputy
Juvenile Services & Detention Personnel	

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Correctional Officer: \$34.33	Correctional Officer: 1,180
Police and Sheriff Patrol Officers: \$37.75	Police and Sheriff Patrol Officers: 2,380
Probation Officer: \$37.95	Probation Officer: 490

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov.

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.

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

Criminal Justice Corrections (cont.)

<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>.

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

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	2023	Patient Management and Geriatrics	1
DNTL	2024	Clinical Practice I	4
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
Total			58

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 OR	3
SPCH	1511	Fundamentals of Speech	3
PSYC	1500	Introduction to Psychology	3
SOC	1510	Introduction to Sociology OR	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 in the following areas:

Dental Assistant	Health Care Management
Dental Hygienist	Health Educator/Teacher
Dental Office Assistant	Medical Sales Representative

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Dental Assistant: \$17.20	Dental Assistant: 2,060
Dental Hygienist: \$41.66	Dental Hygienist: 860

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov.

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. Immediately sit for the California State Board Examination as a Registered Dental Hygienist and perform those duties allocated by the California Dental Association.
2. Receive the California Dental Hygiene License.
3. 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
Total			18

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
Total			18

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Community Relations Officer	Human Services Assistant
Eligibility Interviewer, Government Programs	Social Worker
Mental Health	Rehabilitation Counselor
Special Education Teacher, Secondary School	Substance Abuse Worker

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Eligibility Worker, Government Programs: \$21.40	Eligibility Worker, Government Programs: 600
Human Services Assistant: \$16.22	Human Services Assistant: 1,250
Rehabilitation Counselor: \$15.12	Rehabilitation Counselor: 230
**Special Ed Teacher, Secondary School: \$71,913	Special Education Teacher, Secondary: 480
**Teacher Assistant: \$29,723	Teacher Assistant: 5,580

***Median Hourly Rate Data in California substituted with Median Annual Income. Data for California not available substituted.*

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov.

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

Direct Support Education (cont.)

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.

Source: *Occupational Outlook Handbook, 2010-11, U.S. Department of Labor* 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.

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 OR	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 OR	3
ECEF	1001	Introduction to Curriculum	3
ECEF	1521	Practicum Field Experience	3
ECEF	1531*	The Child in Family/Community Relationships OR	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 OR	3
ECEF	1090	Introduction to Child Health and Safety	3
ECEF	1601	Diversity in Early Care, Education, and Family Studies	3
Total			24

CERTIFICATE OF ACHIEVEMENT: EARLY CARE, EDUCATION, AND FAMILY STUDIES

Required Courses			Units
PSYC	2003*	Child Growth and Development OR	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 OR	3
ECEF	1001	Introduction to Curriculum	3
ECEF	1521	Practicum Field Experience	3
ECEF	1531*	The Child in Family/Community Relationships OR	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 OR	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
Total			30

CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities in the following areas:

Child Care Worker	Probation
Child Care/Preschool Administrator	Social and Human Services Assistant
Community Services/Recreation Program Director	Social Worker
Counselor	Teacher's Aide
Elementary School Teacher	Therapist Officer
Preschool Teacher	Treatment Specialist

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

Early Care, Education, and Family Studies (cont.)

Salary Information: Median Hourly Rate	Occupational Outlook: Average Annual Job Openings
Child Care Worker: \$10.91 Preschool Teacher: \$14.24 Child Care/Preschool Administrator: \$22.60 Social & Human Services Assistant: \$16.22 Child, Family, & School Social Worker: \$23.36 Probation Officers and Treatment Specialists: \$37.95 Elementary School Teacher: \$60,992 (median annual salary)	Child Care Worker: 8,400 Preschool Teacher: 6,600 Child Care/Preschool Administrator: 500 Social & Human Services Assistant: 5,700 Child, Family, & School Social Worker: 1,800 Probation Officers and Treatment Specialists: 2,100 Elementary School Teacher: 9,320

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov.

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.

*Early Care, Education, and Family Studies (cont.)***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.

Required Courses			Units
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
Required Specialization Courses			
ECEF	1601	Diversity in Early Care, Education, and Family Studies	3
ECEF	1611	Young Children with Special Needs	3
Total			24

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.

Required Courses			Units
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
Required Specialization Courses			
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
Total			37

*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 OR	
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.

Required Courses			Units
ECEF	1651	Family Child Care Management	1
ECEF	1652	Problem Solving, Network Family Child Care	.5
ECEF	1653	Discipline Techniques for Preschool Children OR	
ECEF	1654	Discipline Techniques for School-Age Children and Adolescents	1
Electives*			4
Total			6.5

***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 OR	
ECEF	1561	Introduction to Children's Literature/Storytelling OR	
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.

Required Courses			Units
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 OR	
ECEF	1654	Discipline Techniques for School-Age Children and Adolescents	1
PSYC	2003	Child Growth and Development	3
Electives*			7
Total			15.5

***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 OR	
ECEF	1561	Introduction to Children's Literature/Storytelling OR	
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.

Required Courses			Units
PSYC	2003*	Child Growth and Development OR	
ECEF	1003	Introduction to Child Growth and Development	3
ECEF	1501*	Early Care, Education, and Family Studies OR	
ECEF	1001	Introduction to Curriculum	3
Total			6

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.

Required Course			Units
PSYC	2003*	Child Growth and Development OR	
ECEF	1003	Introduction to Child Growth and Development	3
ECEF	1501*	Early Care, Education, and Family Studies OR	
ECEF	1001	Introduction to Curriculum	3
ECEF	1590*	Health, Safety and Nutrition OR	
ECEF	1090	Introduction to Child Health and Safety	3
ECEF	1531*	Child in Family/Community Relationships OR	
ECEF	1031	Introduction to the Child in Family/ Community Relationships	3
Total			12

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 or Option 3: Admin. Credential *** with 12 units of ECEP/CD, plus 3 units supervised field experience in ECEP/CD setting: or 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: or Option 3: Teaching credential**** with 12 units of ECEP/CD, plus 3 units supervised field experience in ECEP/CD setting, plus 6 units administration: or 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 OR	
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 OR	
ECEF	1001	Introduction to Curriculum	3
ECEF	1521	Practicum Field Experience	3
ECEF	1531*	The Child in Family/Community Relationships OR	
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 OR	
ECEF	1090	Introduction to Child Health and Safety	3
ECEF	1601	Diversity in Early Care, Education, and Family Studies	3
Total			24

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 OR	
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 OR	
ECEF	1001	Introduction to Curriculum	3
ECEF	1521	Practicum Field Experience	3
ECEF	1531*	The Child in Family/Community Relationships OR	
ECEF	1031	Introduction to the Child in Family/ Community Relationships	3
ECEF	1571	Child Study and Assessment	3
ECEF	1590*	Health, Safety and Nutrition OR	
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
Total			33

Early Care, Education, and Family Studies (cont.)

**MASTER TEACHER SPECIALIZATION CERTIFICATE: SCHOOL AGE CARE AND DEVELOPMENT
(Locally Approved Certificate)**

Required Courses			Units
Students must take 6 units of specialized coursework			
ECEF	2021	Introduction to the Primary Grade Classroom	3
Choose 3 units from the following:			
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
Total			6

**MASTER TEACHER SPECIALIZATION CERTIFICATE: SPECIAL NEEDS
(Locally Approved Certificate)**

Required Courses			Units
Students must take 6 units of specialized coursework			
ECEF	1611	Young Children with Special Needs	3
ECEF	1612	Early Intervention and Inclusion	3
Total			6

**MASTER TEACHER SPECIALIZATION CERTIFICATE: INFANT DEVELOPMENT
(Locally Approved Certificate)**

Required Courses			Units
Students must take 6 units of specialized coursework			
ECEF	1581	Introduction to Infancy Development: Infant, Family and Society	3
ECEF	1584	Field Experiences for Infant and Toddler Care and Development	2
Choose 1 unit from the following:			
ECEF	1582	Infant Massage	1
ECEF	1583	Using Infant Cues	1
Total			6

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

Website: 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.



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. 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 student 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:

5. Completion of a minimum of 60 CSU-transferable semester units.
6. 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.
7. 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 for more information.
8. 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.

ASSOCIATE IN SCIENCE IN EARLY CHILDHOOD EDUCATION FOR TRANSFER

Required Courses			Units
PSYC	2003	Child Growth and Development	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
Total			24

Note: Numbers in parentheses indicate where the course may be double counted on the GE Breadth pattern.

CSU Breadth Pattern

36

Total Units – completion of a GE pattern and 24 units within the major - 60 units.

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Child Care Worker	Probation
Child Care/Preschool Administrator	Social and Human Services Assistant
Community Services/Recreation Program Director	Social Worker
Counselor	Teacher's Aide
Elementary School Teacher	Therapist Officer
Preschool Teacher	Treatment Specialist

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

Early Childhood Education for Transfer (cont.)

Salary Information: Median Hourly Rate	Occupational Outlook: Average Annual Job Openings
Child Care Worker: \$10.91 Preschool Teacher: \$14.24 Child Care/Preschool Administrator: \$22.60 Social & Human Services Assistant: \$16.22 Child, Family, & School Social Worker: \$23.36 Probation Officers and Treatment Specialists: \$37.95 Elementary School Teacher: \$60,992 (median annual salary)	Child Care Worker: 8,400 Preschool Teacher: 6,600 Child Care/Preschool Administrator: 500 Social & Human Services Assistant: 5,700 Child, Family, & School Social Worker: 1,800 Probation Officers and Treatment Specialists: 2,100 Elementary School Teacher: 9,320

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov.

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.

ENERGY TECHNOLOGY

DESCRIPTION

This 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. Students may earn a Certificate of Achievement and/or an Associate in Science Degree in Energy Technology.

ENERGY TECHNOLOGY: ASSOCIATE IN SCIENCE AND 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.

Required Courses			Units
STSU	1501	Educational Planning	.5
PSYC	1517	Becoming a Successful Online Student	1
MGMT	1510	Ethics and Values	.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	Microsoft Excel 2010	1.5
COSC	1603	Microsoft Word 2010	1.5
COSC	1902	Microsoft Access 2010	1.5
COSC	1812	Microsoft PowerPoint 2010	1.5
MATH	1050	Elementary Algebra	4
GEOL	1500	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	3
BUSN	1510	Business Communication	3
SPCH	1511	Fundamentals of Speech*	3
MGMT	1560	Capstone Course	3
Total			45.5

* Meets general education requirements

*Energy Technology (cont.)***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.

Required Courses			Units
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
Total			14

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).

Required Courses			Units
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
Total			18

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.

Required Courses			Units
ENER	1025	Oil & Gas Laws and Regulations	1
ENER	1520	Introduction to Petroleum Engineering	3
BUSN	1510	Business Communication	3
BIOL	1503	Environmental Studies	3
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
Total			18

*Energy Technology (cont.)***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.

Required Courses			Units
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
Total			19

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

***Possible career types/employment opportunities in the following areas:**

Data Technician Land Technician Production Technician Energy Technician/Engineering	Associate or Assistant Geological Technician Operator
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**Some career options may require additional training and/or education.*

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Engineering Technician: \$30.96 Geological & Petroleum Technician: \$39.68 Industrial Engineering Technician: \$24.21 Plant & Operating Supervisors: \$26.48	Engineering Technician: 300 Geological & Petroleum Technicians: 40 Industrial Engineering Technician: 170 Plant & Operating Supervisors: 820

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov,

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

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.

*Energy Technology (cont.)***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	3
Select 3 from the following:			
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
Select 6 additional units from the following:			
ENGL	1700	Creative Writing	(3-12)
Foreign Language			4
Total			18-19

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Author	Lawyer
Copywriter/Proofreader	Radio Broadcaster
Editor	Television Broadcaster
Freelance Writer	Reporter
Film Critic	Screen Writer
Grant Writer	Teacher
Journalist	Technical Writer

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Author: \$41.53	Author: 690
Copywriter/Proofreader: \$24.29	Copywriter/Proofreader: 30
Reporter: \$26.74	Reporter: 170
Radio or Television Broadcaster: \$27.88	Radio or Television Broadcaster: 130
Technical Writer: \$40.33	Technical Writer: 210

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov,

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

English (cont.)

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 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 and	4
BSAD	2221	Introduction to Managerial Accounting OR	4
BUSN	1051	General Accounting and	3
BUSN	1052	General Accounting	3
BUSN	1500	Introduction to Business	3
Electives*			7-9
Total			18

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

BUSN	1050	Business Mathematics	4
BUSN	1053	Computerized Accounting	1.5
BUSN	1054	Office Procedures and	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 in the following areas:**

Advertising Sales Agent	Finance Specialist
Business Owner	Office Manager
Entrepreneur	Retails Sales Supervisor

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

Salary Information: Median Hourly Rate	Occupational Outlook: Average Annual Job Openings
**Business Operations Specialist: \$31.71	**Business Operations Specialist: 8,300
Advertising Sales Agent: \$24.22	Advertising Sales Agent: 470
Retail Sales Supervisor: \$18.24	Retail Sales Supervisor: 4,590
Office Clerk: \$14.15	Office Clerk: 8,570

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov.

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

1. Demonstrate familiarity with the role of a manager in business organizations including identifying specific problems and solutions.
2. Map the interdependencies of business systems and functions.
3. Collaborate effectively in a team environment by exchanging conflicting ideas and differing viewpoints with other team members, modifying ideas based on critical input from others, and defending the group's solutions to outside critique.
4. Apply an understanding of the legal and ethical constraints of management to specific business situations.
5. Across many business scenarios, integrate contemporary business practices and technology to make effective business decisions.
6. Develop the appropriate skills needed for career and community involvement.

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	3
HIST	2231	History of the United States to 1877	3
HIST	2232	History of the United States from 1877	3
PLUS any one of the following:			
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	4*
SOC	1501	Introduction to Sociology	3
Total			18

*If student has not completed two years of a foreign language in high school.

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Educators	Documentary Editors
Researcher	Lawyers and Paralegals
Writers and Editors	Contract Historians
Archivists	Historians and Nonprofit Associations

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Educators: (Annual mean \$98,873)	Educators: 60
Researcher: \$36.13	Researcher: 1,920
Lawyers: \$75.93	Lawyers: 2,360
Paralegals: \$29.15	Paralegals: 870

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov,

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.

History (cont.)

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 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

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.

ASSOCIATE IN ARTS IN HISTORY FOR TRANSFER

Required Courses			6 Units
HIST	2231	History of the United States to 1877	3
HIST	2232	History of the United States since 1877	3
Area A	Choose 6 semester units from the following:		6 Units
HIST	2210	World Civilization to 1600	3
HIST	2202	Western Civilization to 1600	3
HIST	2204	Western Civilization from 1600	3
Area B	Choose 6 semester units, one course from each of the following 2 sections:		
<i>Section 1</i>			3 Units
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>			3 Units
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	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
Total			18

History for Transfer (cont.)

CSU Breadth or IGETC General Education Pattern

33 to 42 units

Electives to meet the 60 unit degree requirement

9 or fewer

Total Units – completion of a GE pattern and 18 units within the major – 60 units.

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	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.

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 OR	
BSAD	2220	Introduction to Financial Accounting	3-4
BUSN	1052	General Accounting OR	
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
Total			29.5 - 31.5

***Electives to be taken from the following:**

BUSN	1053	Computerized Accounting	1.5
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 OR	
BSAD	2220	Introduction to Financial Accounting	3-4
BUSN	1052	General Accounting OR	
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 OR	
INCO	1548	Information Competency and Bibliography	1
ENGL	1000	English Fundamentals OR	
ENGL	1500	Composition and Reading	3
Mathematics*			3-4
Total			25 - 28

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)**

Required Courses			Units
BUSN	1051	General Accounting OR	3
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 OR	
INCO	1548	Information Competency & Bibliography	1
Computer Science elective			2-3
Total			13.5 – 15.5

**CERTIFICATE IN INFORMATION TECHNOLOGY AND MANAGEMENT
(Locally Approved Certificate)**

Required Courses			Units
COSC	1532	Basic Internet Skills and Concepts OR	
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
Total			8.5

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

***Possible career types/employment opportunities in the following areas:**

Computer Operator	Computer Support Specialist
Database Administrator	Computer System Analyst

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

Salary Information: Median Hourly Rate	Occupational Outlook: Average Annual Job Openings
Computer Operator: \$19.67	Computer Operator: 140
Database Administrator: \$38.83	Database Administrator: 510
Computer Support Administrator: \$38.06	Computer Support Administrator: 1,300
Computer System Analyst: \$39.01	Computer System Analyst: 2,150

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov.

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.

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

Required Courses			Units
IES	1058	Occupational Safety and Health Standards for the Construction Industry	1.5
IES	1059	Trainer Course in Occupational Safety and Health Standards for the Construction Industry	1.5
IES	1061	Occupational Safety and Health Standards for General Industry	1.5
IES	1062	Trainer Course in Occupational Safety and Health Standards for General Industry	1.5
Electives*			12
Total			18

***Elective Courses to be selected from the following:**

IES	1050	Hazardous Materials	1.5
IES	1051	OSHA's Ergonomic Guidelines for Nursing Homes	.5
IES	1052	Respiratory Protection	1.25
IES	1053	Principles of Ergonomics	1
IES	1054	Permit-Required Confined Space	1.25
IES	1055	Excavation, Trenching, and Soil Mechanics	1.25
IES	1056	Electrical Standards	1.25
IES	1057	Fall Arrest Systems	1
IES	1060	Trainer Update Course in Occupational Safety and Health Standards for the Construction Industry	1
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	1100	Basic employee Safety for General Industry	.25-3
IES	1116	Hazardous Waste Operations and Emergency Response (40 Hour HAZWOPER)	1.5

INDUSTRIAL HEALTH AND SAFETY: ENTRY LEVEL HAZARDOUS MATERIAL (LOCAL CERTIFICATE)

Required Courses			Units
IES	1050	Hazardous Materials	1.5
IES	1100	Basic employee Safety for General Industry	.25
IES	1106	Hazardous Materials (HAZMAT)	.25
IES	1109	Emergency Response Technician Training	1
IES	1115	California Oil Producers Confined Space Entry Training	.25
Total			3.25

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Compliance & Safety Officer	Operations Supervisor
Health & Safety Specialist	Plant Manager
Health & Safety Trainer	Safety Training Manager

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

Industrial Health and Safety (cont.)

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Compliance Officer: \$32.95 Health and Safety Specialist: \$38.04	Compliance Officer: 1,230 Health and Safety Specialist: 200

Source: *Labor Market Information, 2011, California Employment Development Department* www.labormarketinfo.edd.ca.gov.

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

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.

INDUSTRIAL HEALTH AND SAFETY FOUNDATION

DESCRIPTION

The program is designed to provide training and education in various aspects of health & safety in the industries (Oil & 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.

This certificate program provides foundation skills and knowledge necessary for entry level employment in the industry related to health and safety.

INDUSTRIAL HEALTH AND SAFETY FOUNDATION CERTIFICATE OF ACHIEVEMENT

Required Courses			Units
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
Total			18
*Elective Courses to be selected from the following:			
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

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
Select 18 units from the following requirements:			
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
Maximum of one course to be taken from below:			
BIOL	1500	Fundamentals of Biology	3
BIOL	1501	Fundamentals of Biology Laboratory	1
BIOL	1513*	Introduction to Environmental Studies	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
*BIOL 1503 or BIOL 1513			

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Anesthesiologist	Pharmacist
Doctor	Physician Assistant
Laboratory Technicians (Medical and Clinical)	Registered Nurse
Nurse Practitioner	Veterinarian

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Anesthesiologist: \$80.00	Anesthesiologist: 2,350
Laboratory Technicians: \$19.17	Laboratory Technicians: 610
Pharmacist: \$59.52	Pharmacist: 890
Physician Assistant: \$44.10	Physician Assistant: 480
Registered Nurse: \$41.03	Registered Nurse: 10,210
Veterinarian: \$44.41	Veterinarian: 290

Source: Labor Market Information, 2010/2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

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
Select 18 units from the following requirements:			
AMSL	2010	Music and Poetry	3
ART	1545	Chicano/a Art	3
ART	1600	Basic Design	3
ART	1605	Special 2-D Studio	1-4
ART	1610	Advanced Design	3
ART	1615	Special 3-D Studio	1-4
ART	1620	Drawing and Composition	3
ART	1631	Figure Drawing	3
ART	1640	Painting	3-12
ART	1650	Watercolor Painting	1-12
ART	1670	Portrait Drawing and Painting	2-8
ART	1860	Advanced Art Studio	1-4
ARTH	1500	Art Appreciation	3
ARTH	1510	Prehistoric to Renaissance Art History	3
ARTH	1520	Renaissance to Contemporary World Art History	3
DRAM	1510	Introduction to Theatre	3
DRAM	1535	Elementary Acting	3
ENGL	1600	Critical Thinking, Literature, and Composition	3
ENGL	2300	Women's Literature through the Ages	3
ENGL	2400	Twentieth Century American Literature	3
ENGL	2500	Chicano 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	1520	Critical Thinking	3
PHIL	1531	The World's Living Religions	3
PHOT	1510	Basic Photography	2
SPAN	2001	Intermediate Spanish	5
SPAN	2002	Intermediate Spanish	5

**PHOT 1510 or ART 1710*

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Art Director	Fine Artists (Illustrators, Painters, Sculptors)
Art, Drama, Music Teachers	Graphic Designer
Curator	Producers and Directors
Fashion Designer	Set Designer

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Art Director: \$45.28	Art Director: 500
Curator: \$28.18	Curator: 60
Fashion Designer: \$30.64	Fashion Designer: 210
Fine Artists (Illustrators, Painters, Sculptors): \$26.23	Fine Artists (Illustrators, Painters, Sculptors): 100
Graphic Designer: \$24.97	Graphic Designer: 1,560
Producers and Directors: \$51.11	Producers and Directors: 1,080
Set Designer: \$26.25	Set Designer: 100

Source: Labor Market Information, 2010-2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

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.

Courses		Units	
Select 18 units from the following requirements:			
<i>(A minimum of one course per section is needed)</i>			
Select a minimum of one course from the following:			
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	1.5
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
Select a minimum of one course from the following:			
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
Select a minimum of one course from the following:			
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 OR	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

***Possible career types/employment opportunities in the following areas:**

Accountant	General Manager
Bookkeeping Clerk	Office Clerk
Customer Service Representative	Office Support Supervisor
Executive Secretary	Teller

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Accountant: \$32.65	Accountant: 5,070
Bookkeeping Clerk: \$18.52	Bookkeeping Clerk: 4,270
Customer Service Representative: \$17.06	Customer Service Representative: 9,810
Executive Secretary: \$22.75	Executive Secretary: 5,140
General Manager: \$52.68	General Manager: 7,270
Office Clerk: \$14.22	Office Clerk: 5,770
Office Support Supervisor: \$25.74	Office Support Supervisor: 8,560
Teller: \$12.42	Teller: 2,600

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

Liberal Arts with an Area of Emphasis (cont.)

AREA OF EMPHASIS: COMMUNICATION

These courses emphasize the principles and applications of language towards logical thought, clear and precise expression and critical evaluation of communication.

Courses			Units
Select 18 units from the following requirements from 3 different disciplines:			
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	3
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

***Possible career types/employment opportunities in the following areas:**

Advertising, Marketing, Promotions Managers	Public Relations Specialist
Broadcast Technician	Radio and Television Announcers
Editor	Reporters and Correspondents
Lawyer	Writers and Authors

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Advertising, Marketing, Promotion Managers: \$41.61	Advertising, Marketing, Promotion Managers: 150
Broadcast Technician: \$18.84	Broadcast Technician: 130
Editor: \$25.79	Editor: 380
Lawyer: \$68.12	Lawyer: 2,360
Public Relations Specialist: \$29.00	Public Relations Specialist: 1,400
Radio and Television Announcers: \$17.43	Radio and Television Announcers: 130
Reporters and Correspondents: \$18.59	Reporters and Correspondents: 170
Writers and Authors: \$30.44	Writers and Authors: 690

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

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.

Courses			Units
Select 18 units from the following requirements:			
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

PE activity courses numbered 1522-1537, 1542 and/or Intercollegiate

Athletic courses 1507-1514 and 2507-2514 (maximum 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
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

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Coach	Physical Therapist
Fitness Trainer	Recreation Therapist
Health Educator	Recreation Worker
Personal Trainer	Teacher

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

Liberal Arts with an Area of Emphasis (cont.)

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Fitness Trainer: \$18.90 Health Educator: \$20.59 Physical Therapist: \$40.51 Recreation Therapist: \$28.84 Recreation Worker: \$11.18	Fitness Trainer: 1,450 Health Educator: 430 Physical Therapist: 620 Recreation Therapist: 60 Recreation Worker: 1,010

Source: *Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov*

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 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.

*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.

Courses	Units
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Select 18 units from the following requirements:

(A minimum of one course per section is needed)

Select a minimum of one course from the following:

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

Select a minimum of one course from the following:

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	4

*ASTR 1510 or ASTR 1511

**BIOL 1503 or BIOL 1513

CAREER OPTIONS/PATHWAYS***Possible career types/employment opportunities in the following areas:**

Aerospace Engineer	Pharmacist
Computer Programmer	Physicist
Environmental Scientist	Statistician

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

Liberal Arts with an Area of Emphasis (cont.)

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Aerospace Engineer: \$52.22	Aerospace Engineer: 530
Computer Programmer: \$39.96	Computer Programmer: 650
Environmental Scientist: \$34.45	Environmental Scientist: 660
Pharmacist: \$59.52	Pharmacist: 890
Physicist: \$49.12	Physicist: 90
Statistician: \$40.93	Statistician: 100

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

*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.

Courses		Units	
Select 18 units from the following requirements:			
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
Maximum of one course to be take from below:			
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

** BIOL 1503 or BIOL 1513

*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.

Courses		Units	
Select 18 units from the following requirements:			
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	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	4
Maximum of one course to be taken from courses listed below:			
MATH	1540	Precalculus Mathematics	4
MATH	2100	Analytical Geometry and Calculus I	5
STAT	1510	Elementary Statistics	5
*ASTR 1510 or ASTR 1511			

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Biochemist	Geological and Petroleum Technicians
Chemist	Mapping Technician
Civil Engineer	Physicist
Forensic Scientist Technician	Surveyor

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Biochemist: \$38.97	Biochemist: 380
Chemist: \$37.25	Chemist: 430
Civil Engineer: \$44.29	Civil Engineer: 1,370
Forensic Scientist Technician: \$31.14	Forensic Scientist Technician: 100
Geological and Petroleum Technicians: \$39.16	Geological and Petroleum Technicians: 50
Mapping Technician: \$28.11	Mapping Technician: 140
Physicist: \$49.12	Physicist: 90
Surveyor: \$38.73	Surveyor: 200

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

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.

Courses			Units
Select 18 units from the following requirements:			
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
<i>*BSAD 1560 or ECON 1560 or MATH 1560</i>			

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Counselor	Police and Sheriff Officers
Detective and Criminal Investigators	Probation Officer
Human Resources Specialist	Social Workers
Marriage and Family Therapist	Substance Abuse Counselor

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Counselor: \$21.13	Counselor: 130
Detective and Criminal Investigators: \$41.47	Detective and Criminal Investigators: 490
Human Resources Specialist: \$31.49	Human Resources Specialist: 940
Marriage and Family Therapist: \$21.67	Marriage and Family Therapist: 180
Police and Sheriff Officers: \$37.35	Police and Sheriff Officers: 2,390
Probation Officer: \$37.42	Probation Officer: 490
Social Worker: \$23.03	Social Worker: 790
Substance Abuse Counselor: \$15.58	Substance Abuse Counselor: 340

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

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
Select 18 units from the following:			
BIOL	1500	Fundamentals of Biology	3
BIOL	1501	Fundamentals of Biology Laboratory	1
BIOL	1513*	Introduction to Environmental Studies	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
Total			18

*BIOL 1503 or BIOL 1513

CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities in the following areas:

Doctor	Pharmacist
Field Biologist	Registered Nurse
Forensic Scientist	Teacher
Laboratory Technician	Veterinarian

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Forensic Science Technician: \$33.02	Forensic Science Technician: 110
Pharmacist: \$57.93	Pharmacist: 890
Registered Nurse: \$42.65	Registered Nurse: 10,210
Veterinarian: \$48.82	Veterinarian: 290
Wildlife Biologist: \$34.38	Wildlife Biologist: 110

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

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 *Life Science (cont.)*

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 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:

Industry	Percent
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

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.rn.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>

*Life Science (cont.)***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.
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.

Select 27 Units from the following:			Units
BUSN	1500	Introduction to Business	3
BUSN	1510	Business Communication	3
BUSN	1051	General Accounting OR	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
Total			27-29

***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

****Required General Education Courses**

SOC	2110	Minority Group Relations*	3
SPCH	1507	Group Discussions* OR	3
SPCH	1511	Fundamentals of Speech*	3

* Meets general education requirements

PROGRAM LEARNING OUTCOMES

1. Use specific business concepts to work effectively in personal and business environments.
2. Synthesize business and personal growth skills into strategies useful in public and private sectors.

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 OR	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
Total			18-20

**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

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.

Required Courses			Units
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
Total			5.0

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

***Possible career types/employment opportunities in the following areas:**

Team Leads Managers and Directors	Supervisors Program Coordinators
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**Some career options may require additional training and/or education*

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
First-Line Production Supervisors: \$26.48 Office Support Supervisors: \$26.15 Administrative Service Managers: \$41.86 Food Service Managers: \$23.65 Distribution Mangers: \$40.92	First-Line Production Supervisors: 820 Office Support Supervisors: 5,770 Administrative Service Managers: 930 Food Service Managers: 1,370 Distribution Mangers: 340

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov.

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

1. Use business terms and concepts to effectively communicate them in business language.
2. Make effective business decisions using systematic evaluative information based approaches.
3. Exhibit 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
Total			18

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Actuary	Mathematician
Artificial Intelligence Researcher	Robotics Engineer
Computer Programmer	Satellite Communications
Cryptographer	Teacher
Engineer	

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Engineer: \$49.51	Engineer: 700
Mathematician: \$51.78	Mathematician: California projections are not available
Software Developers: \$41.50	Software Developers: 18,900
Statistician: \$41.51	Statistician: 300

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

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

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. Identify and utilize appropriate mathematical operations in the simplification of expressions and solutions of equations.
2. Compare and contrast various mathematical models and then apply the appropriate model to real world problems,
3. Describe, compare and contrast various mathematical functions used in everyday language.

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

Required Courses			Units
<i>Select at least 19 units from the following:</i>			
Journalism:			
JRNL	1510	Mass Communication & the Individual	3
JRNL	1605	Reporting and News Writing	3
Media:			
ART	1820	Computer Imaging – Adobe Photoshop	3
ART	1850	Website Production	3
Capstone:			
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
Total			19
Recommended Support Courses:			
ENGL	1500	Composition & Reading	3
ENGL	1600	Critical Thinking, Lit & Comp	3
SPCH	1511	Fundamentals of Speech	3
JRNL	1702	News Photography Practice	1
JRNL	1703	News Photography Practice	1
JRNL	1704	News Photography Practice	1
JRNL	2105	News Media Practicum	2
JRNL	2110	Advanced News Media Practicum	2
STAT	1510	Elementary Statistics	5

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Advertising	Journalist
Author	Photojournalist
Copy Editor	Public Relations Officer
Copywriter for Radio & Television	Radio Broadcaster
Film Critic	Reporter
Grant Writer	Teacher
Graphic Designer	

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Copywriter/Proofreader: \$24.29	Copywriter/Proofreader: 30
Editor: \$35.03	Editor: 380
Graphic Designer: \$34.31	Graphic Designer: 1,560
Public Relations Specialists: \$39.46	Public Relations Specialists: 1,400
Reporter: \$26.74	Reporter: 170

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

Multi-Media Journalism(cont.)

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.

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

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.

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
Total			18

****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 in the following areas:**

Athletics Coach Physical Education Teacher Personal Fitness Trainer	Aerobics Instructor Sports Official Sports Medicine
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**Some career options may require additional training and/or education.*

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Fitness Trainer/Aerobics Instructor: \$19.14	Fitness Trainer/Aerobics Instructor: 1,450
**Athletics Coach: \$42,427	Athletics Coach: 1,030
**P.E. Teacher, Secondary School: \$64,814	Fitness Trainer/Aerobics Instructor: 5,290
**Sports Official: \$27,117	Sports Official: 60

***Median Hourly Rate Data in California substituted with Median Annual Income. Data for California not available substituted.*

Source: Labor Market Information, 2010/2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

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

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
SPCH	1511	Fundamentals of Speech	3
PHYS	2201	General Physics (Non-Calculus)	4
STATS	1510	Elementary Statistics OR	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 broad 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	4
Total			18

CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities in the following areas:

Atmospheric Scientist	Geographer
Biotechnology	Laboratory Research
Cartographer	Mapping Technician
Chemist	Physicist
Engineer	Surveyor
Environmental Scientist	Teacher

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Cartographer: \$31.19	Cartographer: 50
Chemist: \$39.61	Chemist: 430
Geographer: \$34.77	Geographer: California projections are not available
Physicist: \$50.52	Physicist: 90
Surveyor: \$38.74	Surveyor: 200

Source: Labor Market Information, 2010/2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

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

*Physical Science (cont.)***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, 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
Plus one (1) of the following courses:			
PSYC	2200	Elementary Statistics for the Behavioral and Social Sciences OR	*4
STAT	1510	Elementary Statistics	*5
Total			21-22

CSU Breadth Pattern

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(*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: Labor Market Information, 2010/2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

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. 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

Term	Application submission period beginning
Fall 2013	October 1, 2012
*Winter 2014	June 1, 2013
Spring 2014	August 1, 2013
Summer 2014	February 1, 2014

*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](#)

For more information on licensing and certification for school psychologists, visit [National Association of School Psychologists](#)

Psychology for Transfer (cont.)

For more information about psychology specialty certifications, visit [American Board of Professional Psychology](#)

PROGRAM LEARNING OUTCOMES

Upon successful completion of the Physical Science major, a student will be able to:

- 1 Demonstrate a solid knowledge base of psychology through 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 Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

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
Total			18

CAREER OPTIONS/PATHWAYS

***Possible career types/employment opportunities in the following areas:**

Conservation Scientists	Recreation Program Director
Amusement/Recreation Attendant	Recreation Therapist
Golf Club Manager	Reporter
Health Therapist	Ski Lift Operator
Outdoor Recreation Planner	Snow Ski Instructor
Park Ranger	Social Director
Recreation Leader	Tour Guide

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Amusement/Recreation Attendant: \$10.11	Amusement/Recreation Attendant: 2,730
Recreation Worker: \$12.64	Recreation Worker: 1,010
Recreational Therapist: \$27.80	Recreational Therapist: 60
Conservation Scientists: \$34.36	Conservation Scientists: 40

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

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

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*	3
PSYC	2200	Elementary Statistics for the Behavioral and Social Sciences OR	4
STAT	1510	Elementary Statistics	5
PSYC	2205	Introduction to Research Methods in the Social Sciences	4
SOC	2120	American Social Problems	3
SOC	2141	Sociology of Marriage	3
SOC	2110	Minority Group Relations	3
Total			20-21

CSU Breadth or IGETC General Education Pattern **37 - 39**

(*Courses with an asterisk can be double counted for General Education)

Total Units – completion of a GE pattern and 21 or 22 units within the major – 60 units.

***CAREER OPTIONS/PATHWAYS**

Possible career types/employment opportunities in the following areas:

Sociologist	Researcher
Elementary/Secondary School Teacher	Research Analyst/Assistant
Post-Secondary Instructor	Counselor

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

Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Sociologist: \$36.45	Sociologist: 50
Research Assistant: \$19.74	Research Assistant: 170
Post-Secondary Sociology Teacher/Instructor: \$91,104 (median annual salary)	Post-Secondary Teacher/Instructor: 50
Secondary School Teacher: \$64,814 (median annual salary)	Secondary School Teacher: 5,290

Source: Labor Market Information, 2011 California Employment Development Department, www.labormarketinfo.edd.ca.gov

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

TRANSFER

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

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.

Required courses			Units
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
Total			21

CERTIFICATE OF ACHIEVEMENT: STRUCTURAL CODE WELDING

Required Courses			Units
WELD	1500	Welding Processes	3
WELD	1040	Shielded Metal Arc Welding	3
WELD	1560	Blueprint Reading	3
INTC	1000	Career Readiness	3
Total			12

CERTIFICATE OF ACHIEVEMENT: PIPE CODE WELDING

Required Courses			Units
WELD	1500	Welding Processes	3
WELD	1040	Shielded Metal Arc Welding	3
WELD	1030	Pipe Code Welding	3
INTC	1000	Career Readiness	3
Total			12

CERTIFICATE IN GAS TUNGSTEN ARC WELDING

(Locally Approved Certificate)

Required Courses			Units
WELD	1500	Welding Processes	3
WELD	1020	Tungsten Arc Welding	3
INTC	1000	Career Readiness	3
Total			9

CERTIFICATE IN GAS METAL ARC and FLUX CORE ARC WELDING

(Locally Approved Certificate)

Required Courses			Units
WELD	1500	Welding Processes	3
WELD	1010	Gas Metal Arc Welding and Flux Core Arc Welding	3
INTC	1000	Career Readiness	3
Total			9

CERTIFICATE IN WELDING ASSISTANT/HELPER

(Locally Approved Certificate)

Required Courses			Units
WELD	1500	Welding Processes	3
INTC	1000	Career Readiness	3
Total			6

*Welding Technology (cont.)***CAREER OPTIONS/PATHWAYS****Possible career types/employment opportunities in the following areas:**

Construction Welder Fabricator Maintenance Welder Pipe Welder	Welder Welder Helper Welder Mechanic Welding Inspector
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Salary Information: Median Hourly Rate	Occupational Outlook: Annual Job Openings
Welders, Cutters, Solderers, and Brazers: \$17.62 Sheet Metal Worker: \$26.41	Welders, Cutters, Solderers, and Brazers: 880 Sheet Metal Worker: 370

Source: Labor Market Information, 2011, California Employment Development Department www.labormarketinfo.edd.ca.gov

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

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.

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>
PRE-FORESTRY	
Suggested Preparation:	
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	
PRE-NURSING	
Suggested Preparation:	
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 OR
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
*CSU prerequisite only.	
Recommended Support Courses:	
PSYC 2003	Child Growth and Development 3
PSYC 1500	Introduction to Psychology 3
SOC 1510	Introduction to Sociology 3
PRE-PHYSICAL THERAPY	
Suggested Preparation:	
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
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	
Recommended Support Courses:	
ENGL 1600	Critical Thinking, Literature and Composition 3
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	3
		Foreign Language (may be required) (4)	
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 from 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	3
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

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

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. Introduces the spectrum 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.

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.

ANTHROPOLOGY

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. May be repeated for different topics.

***UC credit may be granted after transfer*

ART 1545 Chicano/a Art (3)

[FORMERLY ART 45]

Advisory: Successful completion of English 1000 and Reading 1005 strongly recommended; 48 hours lecture

Transfer Credit: CSU: UC

Chicano/a Art surveys the Pre-Columbian antecedents and the images and themes in the visual arts created by modern Chicano/a artists.

ART 1560 Art of Mesoamerica and the Southwest (3)

[FORMERLY ART 7]

Advisory: Eligibility for English 1500 or concurrent enrollment strongly recommended; 48 hours lecture

Transfer Credit: CSU: UC

Art of Mesoamerica surveys, within their cultural context, the major art traditions of Mesoamerica from the Olmec to the Aztec and the parallel cultures and monuments in the Southwest. Major focuses include painting, sculpture, and architecture.

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 1605 Special 2-D Studio (1 units per semester; limit 4 units)**[FORMERLY ART 4A; ART 4B; ART 4C; ART 4D]***Advisory: Successful completion in Art 1600, 1610, 1620, or 1640 strongly recommended; 48 hours lab***Transfer Credit: CSU: UC****

This is open to students who wish special work. They will choose to work in two dimensions (perspective drawing, advanced drawing, acrylic painting practice) in the field of the student's interest.

UC credit may be granted after transferART 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 1615 Special 3-D Studio (1 units per semester; limit 4 units)**[FORMERLY ART 5A; ART 5B; ART 5C; ART 5D]***Advisory: Successful completion in Art 1600, 1610, 1620 or 1640 strongly recommended; 48 hours lab***Transfer Credit: CSU: UC****

This course is open to students who wish special or advanced work in sculpture.

UC credit may be granted after transferART 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 1630 Life Drawing (2 units per semester; limit 4 units)**[FORMERLY ART 10A; ART 10B]***Prerequisite: None; 16 hours lecture; 48 hours lab (64 hours total)***Transfer Credit: CSU: UC**

This course is a beginning course in figure drawing using live models.

ART 1631 Figure Drawing (3)**Transfer Credit: CSU**

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 units per semester; limit 12 units)**[FORMERLY ART 25B; ART 26A; ART 26B; ART 26C; ART 26D]***Prerequisite: Successful completion in Art 1600 or 1620; 32 hours lecture; 64 hours lab (96 hours total)***Transfer Credit: CSU: UC**

This course presents techniques in painting, stressing visual organization and effective expression in various media.

ART**ART 1650 Watercolor Painting (1 unit per semester; limit 4 units)****[FORMERLY ART 11A; ART 11B; ART 11C; ART 11D]***Prerequisite: Successful completion in Art 1620; 48 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 1670 Portrait Drawing and Painting (2 units per semester; limit 8 units)**[FORMERLY ART 24A; ART 24B; ART 24C; ART 24D]***Prerequisite: None; 16 hours lecture; 48 hours lab (64 hours total)***Transfer Credit: CSU**

This course is designed to educate the student about the skeletal anatomy of the human head and apply that knowledge through the creation of portraits in wet and dry media.

ART 1680 Advanced Art Studio (1 unit per semester; limit 4 units)**[FORMERLY ART 9A; ART 9B; ART 9C; ART 9D]***Advisory: Successful completion in Art 1600 strongly recommended; 48 hours lab***Transfer Credit: CSU: UC****

This course is open to advanced studio students who wish to concentrate their art study and activity in a particular area under the direction of the instructor.

UC credit may be granted after transferART 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.

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

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 1855 Electronic Commerce (1)*

[FORMERLY ART 35]

Prerequisite: Successful completion in Art 1850 or Computer Science 1850 (may be taken concurrently with Art 1850 or Computer Science 1850); 16 hours lecture; 16 hours lab (32 hours total)

Transfer Credit: CSU

Students participating in this course will learn how commerce works over the Internet, the latest trends, and effective web site marketing in this unique medium.

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 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.

ART HISTORY

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 world 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.

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.

BIOLOGY

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.

BIOL 2204 Introduction to Vertebrate Zoology (5)

[FORMERLY ZOO 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.

BIOLOGY

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

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.

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.

BIOLOGY

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; 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; 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.

BUSN 1055 Office Procedures (2)

[FORMERLY BUS 54B]

Prerequisite: Successful completion in Business 1054; 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.

BUSINESS

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 1060 Personal Finance (.5)

[FORMERLY BUS 60]

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 8 hours lecture

Degree Applicable

This course is an overview of personal financial planning. The successful student will be able to develop a personal budget, and understand money management. Wise use of credit will be emphasized and general consumer information will become common knowledge. The process of investing for the future will complete the 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.

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; 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; 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; 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; 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 '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; 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.

CERAMICS

CER 1705 Handbuilding Techniques (3 units per semester; limit 12 units)*

[FORMERLY CER 45A; CER 45B; CER 45C; CER 45D]

Prerequisite: None; 32 hours lecture; 64 hours lab (96 hours total)

Transfer Credit: CSU: UC

Emphasis in this course is placed on ceramic art as related to the techniques of handbuilding (hand forming). Areas to be explored are the introduction of the basic handbuilding techniques of pinch, coil, slab, and modeling. The emphasis will be creative in nature and exercises in hand formed clay construction such as utilitarian forms, sculptural forms and figure sculpture will be explored. Included in the above for experimental purposes will be study into several primitive methods of pottery making and study into basic ceramic techniques of knowledge. Each section includes progressively advanced work. Students are expected to demonstrate advanced progress for each section.

CER 1711 Ceramic Techniques (3 units per semester, limit 12 units)*

[FORMERLY CER 46A; CER 46B; CER 46C; CER 46D]

Prerequisite: None; 32 hours lecture; 64 hours lab (96 hours total)

Transfer Credit: CSU: UC

This course provides an introduction to basic ceramics, including hand formed projects, firing, glazing, and throwing. Emphasis is on developing wheel throwing techniques and ability. Glaze techniques, glaze blending, decoration techniques, complicated thrown forms, and sculptural forms are explored. Each section includes progressively advanced work. Students are expected to demonstrate advanced progress for each section.

CERAMICS

CER 1721 Ceramics/Special Studio (3 units per semester; limit 12 units)*

[FORMERLY CER 47A; CER 47B; CER 47C; CER 47D]

Prerequisite: Ceramics 1711; 32 hours lecture; 64 hours lab (96 hours total)

Transfer Credit: CSU: UC

This course explores the area of ceramic art. Course structure will deal with the creation of ceramic art forms including murals, sculptures and combined forms. Glazing, glaze formulation, claybody formulation and kiln construction will involve the technical aspects of the course. Emphasis will be on advanced pottery techniques in all areas of the art. Ceramics as a vocation is explored as pre-vocational experiences are included. Each section includes progressively advanced work. Students are expected to demonstrate advanced progress for each section.

CER 1730 Primitive Ceramics Techniques (1 unit per semester; limit 2 units)*

[FORMERLY CER 48A; CER 48B]

Prerequisite: None; 12 hours lecture; 24 hours lab (36 hours total)

Transfer Credit: CSU: UC

Ceramics 1730 is a practical study of techniques and methods used by primitive peoples in the art of making pottery. The emphasis in class is a return to 'how it used to be done.' Clay-prospecting, refining, and processing; forming techniques; kiln construction and firing are explored. Ceramics 1730 is a continuation of exploration into primitive methods and techniques are explored. More complex and advanced forms and techniques are emphasized.

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.

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.

CHEMISTRY

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

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.

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.

COMPUTER SCIENCE

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.

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

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.

COMPUTER SCIENCE

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; 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. 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.

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.

COMPUTER SCIENCE

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)

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.

CTRP 1032 Machine Shorthand Speed Building - Level 2 Literary (1.25)

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.

COURT REPORTING

CTRP 1033 Machine Shorthand Speed Building - Level 3 Literary (1.25)

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)

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)

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)

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.

CTRP 1043 Machine Shorthand Speed Building - Level 3 Jury Charge (1.25)

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.

COURT REPORTING

CTRP 1044 Machine Shorthand Speed Building - Advanced Jury Charge (1.25)

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)

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)

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)

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.

CTRP 1054 Medical Shorthand Speed Building - Advanced Medical (1.25)

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 Pass/No Pass basis only.

COURT REPORTING

CTRP 1061 Machine Shorthand Speed Building - Level 1 Multi-Voice (1.25)

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)

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)

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)

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.

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.

COURT REPORTING

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 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.

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.

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 57A; CJA 57B; CJA 57C; CJA 57D]

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. 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 58A; CJA 58B; CJA 58C; CJA 58D]

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. 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 1000 and Reading 1005 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.

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.

CRIMINAL JUSTICE ADMINISTRATION

CJA 1549 Criminal Justice Administration Vocational Work Experience (1, 2, 3, or 4 units per semester; limit 16 units)

[FORMERLY CJA 49A; CJA 49B; CJA 49C; CJA 49D]

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.

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.

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 unit per semester; limit 4 units)

[FORMERLY DNTL 54; DNTL 54A; DNTL 54B; DNTL 54C]

Prerequisite: Acceptance into the Dental Hygiene Program, Dental Hygiene 2243; 48 clinic (lab) hours per semester to be arranged with the instructor

Degree Applicable

This course will provide 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 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; 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; 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.

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.

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; 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; 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 2023 Patient Management and Geriatrics (1)

[FORMERLY DNTL 23]

Prerequisite: Successful completion of all first semester Dental Hygiene Program courses; 16 hours lecture

Transfer Credit: CSU

This course teaches characteristics, motivation, and management of individual patients and interpersonal communication. Treatment of the compromised patient and myofunctional therapy is presented.

DNTL 2024 Clinical Practice I (4)

[FORMERLY DNTL 24]

Prerequisite: Successful completion of all first semester Dental Hygiene Program courses; 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.

DENTAL HYGIENE

DNTL 2026 Nutrition in Dentistry (1)

[FORMERLY DNTL 26]

Prerequisite: Successful completion of all first semester Dental Hygiene Program courses; 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.

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; 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; 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; 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.

DENTAL HYGIENE

DNTL 2134 Clinical Practice II (5)

[FORMERLY DNTL 34]

Prerequisite: Successful completion of all first and second semester Dental Hygiene Program courses; 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; 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.

DNTL 2241 Practice and Financial Management (1)

[FORMERLY DNTL 41]

Prerequisite: Successful completion of all first, second and third semester Dental Hygiene Program courses; 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; 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; 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; 32 hours lecture

Transfer Credit: CSU

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 0090 Individual Rights and Choices (0)

[FORMERLY DSE 90; S.S. 90]

Prerequisite: None; 16 hours lecture

Non Credit

The course will provide an overview of rights issues as they relate to people with developmental disabilities and recipients of services.

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.

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.

DIRECT SUPPORT EDUCATION

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.

EARLY CARE, EDUCATION AND FAMILY STUDIES

ECEF 0281 Effective Parenting (0.5, 1, 2, 3, or 4 units per semester; limit 32 units)

[FORMERLY ECE 81A-H]

Prerequisite: None; 8, 16, 32, 48, or 64 hours lecture

Not Degree Applicable

This course is designed to give theories and styles of parenting, methods for achieving relationships, and child development and growth concepts. Observations of infant/toddler, preschool, and latch key programs will be supplemented for the student's understanding. This course is offered on a Pass/No Pass basis only.

ECEF 0282 Practicum for Effective Parenting (0.5, 1, or 2 units per semester; limit 16 units)*

[FORMERLY ECE 82A-H]

Prerequisite: None; 24, 48, or 96 hours practicum

Not Degree Applicable

This course is designed for effective use of activities and ideas written to assist parents, caregivers, and teachers in providing enrichment, along with fun ways to interact with infants, toddlers, preschool and school-age children as they grow and learn. Implementing theories of child growth and development with the inclusive, diverse environment. This course is offered on a graded basis only. Class meetings follow the Taft Union High School schedule.

ECEF 0283 Practicum for Effective Parenting (0.5, 1, or 2 units per semester; limit 12 units)

[FORMERLY ECE 83A-F]

Prerequisite: None; 24, 48 or 96 hours practicum

Not Degree Applicable

This course is designed for effective use of activities and ideas written to assist parents, caregivers, and teachers in providing enrichment, along with fun ways to interact with infants, toddlers, preschool and school-age children as they grow and learn. Implementing theories of child growth and development with the inclusive, diverse environment. This course is offered on a graded basis only. Class meetings follow the Taft College schedule.

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 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 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 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 for more information on LD8. It also satisfies a core requirement for the Child Development Matrix.

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 a 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

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.

EARLY CARE, EDUCATION AND FAMILY STUDIES

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.

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.

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 ECEF 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

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.

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.

EARLY CARE, EDUCATION AND FAMILY STUDIES

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.

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.

EARLY CARE, EDUCATION AND FAMILY STUDIES

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.

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

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. 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; 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.

EARLY CARE, EDUCATION AND FAMILY STUDIES

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; 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.

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 Math 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. 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

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.

ECONOMICS

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 Math 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 1510 Introduction to Energy (3)

Advisory: Eligibility for English 1500 and Math 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.

ENGLISH

ENGL 0800 Introductory Writing and Grammar (4)

[FORMERLY ENGL 63A; ENGL 63B; ENGL 63C; ENGL 63D]

*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.

ENGLISH

ENGL 0900 Intermediate Writing and Grammar (4)

[FORMERLY ENGL 55A; ENGL 55B]

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 Creative Writing (3 units per semester; limit 12 units)

[FORMERLY ENGL 47A; ENGL 47B; ENGL 47C; ENGL 47D]

Advisory: Successful completion of English 1500 with a grade of 'C' or better.

Transfer Credit: CSU

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. This course may be taken up to four times for a maximum total of twelve units, but students who intend to transfer are strongly encouraged to only take the course once for three units to avoid accumulating excess units.

ENGLISH

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 Twentieth Century American Literature]

[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 (3)

Prerequisite: Successful completion in English 1500 with a grade of 'C' or better; 48 hours lecture

Transfer Credit: CSU

This course is a study of representative literary works from various cultures from the dawn of literature to the present. The course includes texts from many cultures, but explores canonical western texts less than other, non-western texts. Course emphasizes investigating 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.

ENGLISH AS A SECOND LANGUAGE

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.

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.

ENGLISH AS A SECOND LANGUAGE

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 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 as a Second Language: 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 students learning English as a Second Language at the beginning level of English and reading academic material. Emphasis is placed on building vocabulary and learning how to infer meaning from context.

ESL 0610 English as a Second Language: 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 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 students learning English as a Second Language 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 as a Second Language: 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 students learning English as a Second Language 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.

ENGLISH AS A SECOND LANGUAGE

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 as a Second Language 0800 is designed for 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 as a Second Language: 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 students learning English as a Second Language at the upper-intermediate level of English. 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 as a Second Language 0900 is designed for students at the advanced level of English as a Second Language. 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.

ESL 0905 English as a Second Language: 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 students at the advanced level of English as Second Language (ESL). 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.

FRENCH

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 Geology (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 HLED 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 HLED 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 HLED 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

HLED 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.

HLED 1531 Emergency Medical Technician 1-A A Refresher Course (1.5)

[FORMERLY HLED 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 HLED 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 HLED 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.

HEALTH EDUCATION

HLED 1541 Medical Terminology (3)

[FORMERLY HLED 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 HLED 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 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.

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.

HISTORY

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.

HUM 2030 Special Topics in Genre Film (1, 2, 3, or 4 units per semester; limit 16 units)

[FORMERLY HUM 36A; HUM 36B; HUM 36C; HUM 36D]

Advisory: Completion of Humanities 2010 or English 1500 strongly recommended; 16, 32, 48, or 64 hours total to be arranged for independent study

Transfer Credit: CSU: UC**

This course is designed to continue the student's exploration of film studies by focusing on one of the following genre of film: gangster, western, comedy, detective, family melodrama, musical, science fiction, or any other genre or combination of genres approved by the instructor.

***UC credit may be granted after transfer*

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.

INDEPENDENT LIVING SKILLS

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.

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.

INDEPENDENT LIVING SKILLS

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.

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.

INDEPENDENT LIVING SKILLS

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.

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.

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.

INDEPENDENT LIVING SKILLS

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.

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.

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; 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; 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.

INDUSTRIAL EDUCATION AUTOMOTIVE

IEA 1031 Advanced Automotive Engine Rebuilding (3)

[FORMERLY IEA 93B]

Prerequisite: Successful completion in Industrial Education Automotive 1030. 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.

IEA 1050 Advanced Engine Performance and Drivability (5)

[FORMERLY IEA 95A]

Prerequisite: Successful completion in Industrial Education Automotive 1020; 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.

INDUSTRIAL EDUCATION SAFETY

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; 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.

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.

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.

INDUSTRIAL EDUCATION SAFETY

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.

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.

INDUSTRIAL EDUCATION SAFETY

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.

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; 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; 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; 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.

INDUSTRIAL EDUCATION SAFETY

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.

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

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.

INDUSTRIAL EDUCATION SAFETY

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.

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

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

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.

INDUSTRIAL EDUCATION SAFETY**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.

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 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 1117 Supervisor Safety Training (.25)**[FORMERLY PET 94I]***Prerequisite: None; 4 hours lecture; 4 hours lab (8 hours total)***Degree Applicable**

This course is designed to provide instruction on the fundamentals of the various roles, responsibilities and accountabilities of supervisors in the petroleum and general workplace. The class will cover 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.

IES 1118 Confined Space Training For Supervisors (.25)**[FORMERLY PET 93C]***Prerequisite: Industrial Education 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.

INDUSTRIAL EDUCATION SAFETY

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 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.

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; 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; 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.

LEARNING SKILLS

LRSK 0010 Improving Learning Potential (0)

[FORMERLY LRSK 72]

Prerequisite: None; 48 hours lecture; 16 hours lab (64 hours total)

Non Credit

This course offers lecture, specialized computer assisted instruction and lab hours to maximize student learning potential and increase academic efficiency in core curricula (science, social studies, arts and literature, and mathematics in preparation for basic high school equivalency testing (GED).

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 0201 Introduction to Self-Advocacy (.25, .5, or 1 unit per semester; limit 4 units)

[FORMERLY LRSK 90A; LRSK 90B; LRSK 90C; LRSK 90D]

Prerequisite: None; 4, 8, or 16 hours lecture

Not Degree Applicable

This course provides students with disabilities with self-advocacy strategies and is intended to teach the student how to request and explain accommodation needs to faculty, staff, and other students in a college setting. This course is offered on a Pass/No Pass basis only.

LRSK 0202 Preparation for College Writing (.25, .5, or 1 unit per semester; limit 4 units)

[FORMERLY LRSK 91A; LRSK 91B; LRSK 91C; LRSK 91D]

Prerequisite: None; 4, 8, or 16 hours lecture

Not Degree Applicable

This course provides specialized instruction for students with learning disabilities and is intended to teach the student how to format, structure, and proofread college level writing assignments. This course is offered on a Pass/No Pass basis only.

LRSK 0203 Preparation for College Reading (.25, .5, or 1 per semester; limit 4 units)

[FORMERLY LRSK 92A; LRSK 92B; LRSK 92C; LRSK 92D]

Prerequisite: None; 4, 8, or 16 hours lecture

Not Degree Applicable

This course provides specialized instruction for students with learning disabilities and is intended to teach the student strategies for identifying and understanding the information contained in college textbooks. This course is offered on a Pass/No Pass basis only.

LRSK 0204 Preparation for College Mathematics (.25, .5, or 1 per semester; limit 4 units)

[FORMERLY LRSK 93A; LRSK 93B; LRSK 93C; LRSK 93D]

Prerequisite: None; 4, 8, or 16 hours lecture

Not Degree Applicable

This course provides specialized instruction for students with cognitive disabilities and is intended to refresh students' knowledge of basic mathematic and algebraic concepts and procedures using necessary accommodations. This course is offered on a Pass/No Pass basis only.

LRSK 0205 Introduction to Campus Life (.25, .5, or 1 unit per semester; limit 4 units)

[FORMERLY LRSK 95A; LRSK 95B; LRSK 95C; LRSK 95D]

Prerequisite: None; 4, 8, or 16 hours lecture

Not Degree Applicable

This course is intended to familiarize students with disabilities with the resources and programs available to them at Taft College and includes orientation to the physical layout of the campus with an emphasis on mobility and accessibility at Taft College and in the city of Taft. This course is offered on a Pass/No Pass basis only.

LRSK 0206 Time/Organizational/Study Strategies (.25, .5, or 1 unit per semester; limit 4 units)

[FORMERLY LRSK 98A; LRSK 98B; LRSK 98C; LRSK 98D]

Prerequisite: None; 4, 8, or 16 hours lecture

Not Degree Applicable

This course is intended to help students with disabilities adjust to the demands of college study and focuses on effective strategies for listening, taking useful notes, and creating/using a time schedule. This course is offered on a Pass/No Pass basis only.

LEARNING SKILLS

LRSK 0220 Improving Learning Potential (1 unit per semester; limit 4 units) **[FORMERLY LRSK 52A; LRSK 52B; LRSK 52C; LRSK 52D]**

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 53A; LRSK 53B; LRSK 53C; LRSK 53D]**

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.

LRSK 0240 Math Concepts (2 units per semester; limit 8 units) **[FORMERLY LRSK 54; LRSK 54A; LRSK 54B; LRSK 54C; LRSK 54D; MATH 53; MATH 53A; MATH 53B; MATH 53C; MATH 53D]**

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 55A; LRSK 55B; LRSK 55C; LRSK 55D]**

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 56A; LRSK 56B; LRSK 56C; LRSK 56D]**

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 units per semester; limit 12 units) **[FORMERLY LRSK 62A; LRSK 62B; LRSK 62C; LRSK 62D]**

Prerequisite: None; 48 hours lecture; 16 hours lab (64 hours total)

Not Degree Applicable

This course offers lecture, specialized computer-assisted instruction and lab hours to maximize student learning potential and increase academic efficiency in core curricula (science, social studies, arts and literature, and mathematics) in preparation for basic high school equivalency testing (GED). 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 63A; LRSK 63B; LRSK 63C; LRSK 63D]**

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.

LEARNING SKILLS

LRSK 0930 Math Concepts (2 units per semester; limit 8 units)

[FORMERLY LRSK 64A; LRSK 64B; LRSK 64C; LRSK 64D] *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 unit per semester; limit 4 units)

[FORMERLY LRSK 65A; LRSK 65B; LRSK 65C; LRSK 65D]

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 1501 Educational Planning (.5)

[FORMERLY LRSK 1]

Prerequisite: None; 8 hours lecture

Transfer Credit: CSU

This course is designed to assist students with learning disabilities in their 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.

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.

MANAGEMENT

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.

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.

MANAGEMENT

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 0210 Math Success (1 unit per semester; limit 4 units)

[FORMERLY MATH 58A; MATH 58B; MATH 58C; MATH 58D]

Prerequisite: Eligible to take a mathematics course; 16 hours lecture **Not**

Degree Applicable

The student will learn strategies to achieve success in mathematical situations. This course will be useful to any students who have ever experienced math anxiety. This course is offered on a Pass/No Pass basis only.

MATH 0220 The Texas Instruments (TI) Graphing Calculator (1)

[FORMERLY MATH 54]

Prerequisite: Successful completion in Math 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.

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.

MATHEMATICS

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 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; 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.

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.

MATHEMATICS

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. 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; 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; 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.

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 1002 Community Orchestra (1 unit per semester; limit 4 units)*

[FORMERLY MUSC 50A; MUSC 50B; MUSC 50C; MUSC 50D]

Prerequisite: Open to all students with an instrument and knowledge of reading music; 8 hours lecture; 24 hours lab (32 hours total)

Not Degree Applicable

This is a course structured especially to give adults an opportunity to once again play in a performing group. The emphasis is on musical enjoyment through participation.

MUSIC

MUSC 1501 Studio Band (2 units per semester; limit 8 units)*

[FORMERLY MUSC 23A; MUSC 23B; MUSC 23C; MUSC 23D]

Prerequisite: None; 24 hours lecture; 24 hours lab (48 hours total) **Transfer**

Credit: CSU: UC

Modern music as applied to the large dance or studio band is studied. Performances at dances, assemblies and concerts are part of the course requirement.

MUSC 1502 Choir (1 unit per semester; limit 4 units)*

[FORMERLY MUSC 24A; MUSC 24B; MUSC 24C; MUSC 24D]

Prerequisite: None; 24 hours lecture; 24 hours lab (48 hours total)

Transfer Credit: CSU: UC

Standard choral literature is studied, with emphasis placed on part singing, intonation, breath control, phrasing and interpretation. Vocal development for the perfect ensemble is stressed.

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 (1.25)

[FORMERLY PET 94Y]

Prerequisite: None; 16 hours lecture; 16 hours lab (32 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.

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: Photography 1510; 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.

PHOTOGRAPHY

PHOT 1702 News Photography Practice (1 or 2 units per semester; limit 8 units)* [FORMERLY PHOT 19B]

Prerequisite: Successful completion in Photography 1701; 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 1702 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 1702 or Journalism 1702, not both.

PHOT 1703 News Photography Practice (1 or 2 units per semester; limit 8 units)* [FORMERLY PHOT 19C]

Prerequisite: Successful completion in Photography 1702; 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 1703 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 1703 or Journalism 1703, not both.

PHOT 1704 News Photography Practice (1 or 2 units per semester; limit 8 units)* [FORMERLY PHOT 19D]

Prerequisite: Successful completion in Photography 1703; 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 1704 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 1704 or Journalism 1704, not both.

PHYSICAL EDUCATION

PHED 1050 Adaptive Physical Education (.5 or 1 unit per semester; limit 4 units) [FORMERLY P.E. 50A; P.E. 50B; P.E. 50C; P.E. 50D]

Prerequisite: None; 32 or 48 hours

Degree Applicable

This class is to give students with disabilities an understanding of different activities they can use to build and maintain a good fitness level. It will include both aerobic and anaerobic exercises, as well as functional routines.

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.

PHYSICAL EDUCATION

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.

PHED 1522 Exercising for Fitness (1 or 2 units per semester; limit 8 units)

[FORMERLY P.E. 22A; P.E. 22B; P.E. 22C; P.E. 22D]

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. 23A; P.E. 23B; P.E. 23C; P.E. 23D]

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. 24A; P.E. 24B; P.E. 24C; P.E. 24D]

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.

PHYSICAL EDUCATION

PHED 1525 Self Defense (1 unit per semester; limit 4 units)

[FORMERLY P.E. 25A; P.E. 25B; P.E. 25C; P.E. 25D] *Prerequisite:*

None; 48 hours

Transfer Credit: CSU

The class is an in-depth look into the skill of self-defense. Karate is an ancient art of self-defense primarily based upon the Japanese style with some emphasis upon the Chinese pressure points and circles. The primary focus is escapes, kicks, pressure points, wrist locks, arm bars, blocks, punches, and using an opponent's energy against him/herself through a variety of throws. Self-defense empowers one to resist aggression or rape.

PHED 1526 Beginning Golf (1 unit per semester; limit 4 units)

Prerequisite: None; 48 hours

Transfer Credit: CSU: UC

An activity course that introduces students to the fundamentals of the stance and grips used with different clubs, and develops the basic swings necessary to execute specific shots.

PHED 1527 General Physical Education Activities (1 unit per semester; limit 4 units)

[FORMERLY P.E. 27A; P.E. 27B; P.E. 27C; P.E. 27D]

Prerequisite: None; 48 hours

Transfer Credit: CSU: UC

Course activities include 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. 28A; P.E. 28B; P.E. 28C; P.E. 28D]

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. 21A; P.E. 21B; P.E. 21C; P.E. 21D]

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 1530 Aerobic Exercise (1 unit per semester; limit 4 units)*

[FORMERLY P.E. 30A; P.E. 30B; P.E. 30C; P.E. 30D]

Prerequisite: None; 48 hours

Transfer Credit: CSU: UC

This is an activity course using dance techniques aerobically. Emphasis is placed on the development of aerobic fitness. Music and various pieces of equipment are used while performing routines.

PHED 1531 Foundations for Movement (1 unit per semester; limit 4 units)*

[FORMERLY P.E. 31A; P.E. 31B; P.E. 31C; P.E. 31D]

Prerequisite: None; 32 hours

Transfer Credit: CSU: UC

This activity course helps develop proper body mechanics in terms of fitness and efficiency for daily living.

PHED 1532 Low Impact Aerobics (1 unit per semester; limit 4 units)

[FORMERLY P.E. 32A; P.E. 32B; P.E. 32C; P.E. 32D]

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.

PHYSICAL EDUCATION

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 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.

PHED 1534 Basketball and Physical Fitness (2 units per semester; limit 4 units)

[FORMERLY P.E. 34A; P.E. 34B]

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. 35A; P.E. 35B]

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. 37A; P.E. 37B; P.E. 37C; P.E. 37D]

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. 39A; P.E. 39B; P.E. 39C; P.E. 39D]

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 1540 American Red Cross Advanced Life Saving (1 unit per semester; limit 3 units)*

[FORMERLY P.E. 40A; P.E. 40B; P.E. 40C]

Prerequisite: The ability to (1) Swim 500 yards (457 meters) continuously using each of the following strokes: crawl, breaststroke, elementary backstroke, and sidestroke, (2) Surface dive to a minimum depth of 9 feet (2.74 meters) and bring a 10 pound (4.54 kilogram) diving brick to the surface, (3) Surface dive to a minimum depth of 10 feet (3.05 meters) and swim 15 yards (13.7 meters) under water, and (4) Tread water for one minute; 24 hours; 24 hours arranged (48 hours total)

Transfer Credit: CSU: UC

This course develops skill in take-offs, approaches, carries, defensive mechanism, shallow water carries, water safety knowledge and artificial respiration.

PHED 1541 Water Safety Instruction (2 units per semester, limit 6 units)

Prerequisite: Successful completion in Physical Education 1540; 48 hours

Transfer Credit: CSU: UC

This course develops effective performance in the nine basic swimming strokes and the various lifesaving and water safety skills. The techniques of teaching American Red Cross swimming and lifesaving courses are also part of the course.

PHYSICAL EDUCATION

PHED 1542 Beginning Soccer (1 unit per semester; limit 4 units)

[FORMERLY P.E. 42A; P.E. 42B; P.E. 42C; P.E. 42D]

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.

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; 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; 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 2508 Women's Intercollegiate Basketball (2)

[FORMERLY P.E. 8B]

Prerequisite: Successful completion in Physical Education 1508; 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; 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; 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; 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 2514 Intercollegiate Baseball (2)

[FORMERLY P.E. 14B]

Prerequisite: Successful completion in Physical Education 1514; 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 Math 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

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 Math 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 noncalculus-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; 48 hours lecture; 48 hours lab (96 hours total)

Transfer Credit: CSU: UC

Noncalculus-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.

PHYS 2221 General Physics (Calculus) (4)*

[FORMERLY PHYC 4A]

Prerequisite: Successful completion in Mathematics 2100 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 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; 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 1016 Learning and Study Skills Strategies for Student Success (2)

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 32 hours lecture

Degree Applicable

This is a highly structured course designed for at-risk college students with content centered around the 10 domains of learning and study skills strategies for student success: anxiety reduction, attitude, concentration, information processing, motivation, self-testing, selecting the main ideas, study aids, time management and test strategies. Through a process of self-assessment and introspection, the course will assist students in the identification of the cause and effect for each domain as it relates to their personal experiences and will identify tools and resources to promote academic success.

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

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.

PSYCHOLOGY

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 1571 Peer Counseling: Theory and Technique (1 unit per semester; limit 4 units)**[FORMERLY PSYC 41A; PSYC 41B; PSYC 41C; PSYC 41D]***Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 16 hours lecture***Transfer Credit: CSU**

This course is designed to introduce the concept of peer counseling. The student will explore the areas of counseling theory, communication skills, helping relationships, self-awareness, values clarification, etc. to give him/her insight on how to help himself/herself and other students. 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.

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.

PSYCHOLOGY

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 1500 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.

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

PSYCHOLOGY

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; 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.

READ 1505 Effective Reading (1, 2, or 3)

[FORMERLY ENGL 6A]

Prerequisite: Qualification by assessment process or Reading 1005 with a grade of 'C' or better; 16, 32, or 48 hours lecture

Not Degree Applicable

This course emphasizes critical reading skills and techniques to improve speed, comprehension, concentration and memory.

RECREATION

RECR 1510 Introduction to Recreation and Leisure Service (3)

[FORMERLY REC 10]

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture

Transfer Credit: CSU

For recreation and physical education majors and non-majors, this course provides a general orientation to the field of recreation and parks, including a history of the development of the recreation profession, a survey of recreation and leisure services, 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.

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. 0251 Life Skills (3 units per semester; limit 12 units)

[FORMERLY S.S. 51A; S.S. 51B; S.S. 51C; S.S. 51D] *Prerequisite: None; 48*

hours lecture

Not Degree Applicable

This course is designed to instruct students in basic life skills. The course offers individualized instruction to students in skill areas that affect their adult lives.

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; 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; 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; 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.

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.

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: 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.

SOCIOLOGY

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

SOC 2120 American Social Problems (3)

[FORMERLY SOC 2]

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended; 48 hours lecture

Transfer Credit: CSU: UC

This course includes the identification and analysis of a variety of contemporary social problems in American society. Attention is given to drug abuse, crime, poverty, discrimination, physical and mental illness, sexual deviance, urban decay, environmental problems, war, terrorism, and other social problems. 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.

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 0256 Survival Spanish (1)*

[FORMERLY SPAN 55B]

Prerequisite: Successful completion in Spanish 0255; 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 1053 Conversational Spanish (3)

[FORMERLY SPAN 51C]

Prerequisite: Successful completion in Spanish 1052; 48 hours lecture

Degree Applicable

These courses stress conversation and structure of the Spanish language. Depth and scope are increased in each consecutive course.

SPANISH

SPAN 1054 Conversational Spanish (3)

[FORMERLY SPAN 51D]

Prerequisite: Successful completion in Spanish 1053; 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. Conducted in Spanish and English.

SPAN 1503 Spanish for Healthcare Professionals (3)

[FORMERLY SPAN 22C]

Prerequisite: Successful completion in Spanish 1502; 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. Conducted in Spanish and English.

SPAN 1504 Spanish for Healthcare Professionals (3)

[FORMERLY SPAN 22D]

Prerequisite: Successful completion in Spanish 1503; 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. 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.

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.

SPANISH

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; 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 0201 Introduction to Self-Advocacy (.25, .5, or 1 unit per semester; limit 12 units) **[FORMERLY STSU 90A; STSU 90B; STSU 90C; STSU 90D]**

Prerequisite: None; 4, 8, or 16 hours lecture

Not Degree Applicable

This course provides students with self-advocacy strategies. This course is offered for college students with limited experience in academic settings and is intended to teach the student how to request assistance and explain specific needs/concerns to faculty, staff, and other students in a college setting. This course is offered on a Pass/No Pass basis only.

STSU 0202 Preparation for College Writing (.25, .5, or 1 unit per semester; limit 4 units) **[FORMERLY STSU 91A; STSU 91B; STSU 91C; STSU 91D]**

Prerequisite: None; 4, 8, or 16 hours lecture

Not Degree Applicable

This course is intended to teach the student how to format, structure, and proofread college level writing assignments. This course is offered on a Pass/No Pass basis only.

STSU 0203 Preparation for College Reading (.25, .5, or 1 unit per semester; limit 4 units) **[FORMERLY STSU 92A; STSU 92B; STSU 92C; STSU 92D]**

Prerequisite: None; 4, 8, or 16 hours lecture

Not Degree Applicable

This course provides instruction in strategies for identifying and understanding the information contained in college textbooks. This course is offered on a Pass/No Pass basis only.

STSU 0204 Preparation for College Mathematics (.25, .5, or 1 unit per semester; limit 4 units)

[FORMERLY STSU 93A; STSU 93B; STSU 93C; STSU 93D]

Prerequisite: None; 4, 8, or 16 hours lecture

Not Degree Applicable

This course provides instruction for students who need to refresh their knowledge of basic mathematic and algebraic concepts and procedures. This course is offered on a Pass/No Pass basis only.

STSU 0205 Introduction to Campus Life (.25, .5, or 1 unit per semester; limit 4 units) **[FORMERLY STSU 95A; STSU 95B; STSU 95C; STSU 95D]**

Prerequisite: None; 4, 8, or 16 hours lecture

Not Degree Applicable

This course is intended to familiarize students new to the Taft College area with the resources and programs available to them at Taft College and in the city of Taft. This course is offered on a Pass/No Pass basis only.

STSU 0206 Time/Organizational/Study Strategies (.25, .5, or 1 unit per semester; limit 4 units)

[FORMERLY STSU 98A; STSU 98B; STSU 98C; STSU 98D]

Prerequisite: None; 4, 8, or 16 hours lecture

Not Degree Applicable

This course is intended to help students adjust to the demands of college study and focuses on effective strategies for listening, taking useful notes, and creating/using a time schedule. This course is offered on a Pass/No Pass basis only.

STSU 1501 Educational Planning (.5) **[FORMERLY STSU 1]**

Prerequisite: None; 8 hours lecture

Transfer Credit: CSU

This course is designed to assist students in their 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.

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; 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.

WELD 1020 Gas Tungsten Arc Welding (GTAW) (3)

Prerequisite: Successful completion in Welding 1500, Industrial Education Welding 0001, 1001, or 1002; 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; 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; 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; 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 13A; WKEX 13B; WKEX 13C; WKEX 13D]

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.

WKEX 1514 General Education Work Experience (1-3 units per semester; limit 12 units)

[FORMERLY WKEX 14A; WKEX 14B; WKEX 14C; WKEX 14D]

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

Bench, Patricia A.A., Taft College; B.A., M.A., California State University Bakersfield <i>Interim Vice President of Instruction</i>	1989
Eastman, Stacy R.D.H., Cabrillo College; D.D.S., University of Southern California <i>Director of Dental Hygiene</i>	1994
Errea, Ronald M. A.S., Bakersfield College; B.S., M.B.A., California State University Bakersfield <i>Vice President of Administrative Services</i>	2010
Garcia, Val A.A., Bakersfield College; B.S., University of La Verne; M.S., University of La Verne <i>Associate Dean of Instruction</i>	2007
Maloney, Dena P. B.A., Loyola Marymount University; M.A., Georgetown University; Ed.D., University of LaVerne <i>Superintendent/President</i>	2012
McMurray, Brock B.B.A. and M.B.A., Delta State University <i>Vice President of Student Services</i>	2001

ADMINISTRATIVE ASSISTANTS

Klein, Shelley <i>Assistant to the Superintendent/President</i>	1995
Blanco, Melissa <i>Administrative Services Assistant</i>	2000
Hegeman, Debbie <i>Student Services Assistant</i>	1985
McCauley, Denice <i>Instructional Assistant</i>	2008

FACULTY

Altenhofel, Jennifer B.A. and M.A., California State University Bakersfield; Doctorate, The American University <i>History</i>	2012
Bandy, Kanoe 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>	1987
Beasley, Michelle B.A., California State University Bakersfield, M.A., University of LaVerne <i>Early Childhood Education</i>	2007
Bench, Patricia A.A., Taft College; B.A., M.A., California State University Bakersfield <i>Psychology</i>	1989
Berry, David B.A., College of William and Mary; M.L.I.S., University of British Columbia <i>Research & Instruction Librarian</i>	2007
Berry, Wendy B.S., Cal Lutheran University; M.S. University of Nebraska <i>Life Sciences</i>	2010
Bérubé, Eric A.A., Sierra College; B.A., M.A., California State University Sacramento; Ph.D., Claremont Graduate School <i>Coordinator of Institutional Assessment, Research & Planning</i>	2001
Bogle, Darcy B.A., M.A., California State University Bakersfield <i>Coordinator of Counseling/Matriculation</i>	2007
Carlson, Kamala A.A., Bakersfield College; B.A., California State University Bakersfield; M.A., University of California Santa Barbara <i>Basic Skills Reading</i>	2005
Chaidez, Joe'Il B.A., M.A., California State University Bakersfield <i>Testing Coordinator/Assessment Specialist</i>	2008
Champion, Diana A.S., Taft College; B.S., California State University Bakersfield <i>Dental Hygiene</i>	2001
Chung-Wee, Christopher 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>	2001
Devine, William B.A., M.A., California State University Fresno <i>English</i>	2006
Donovan, Kelly B.A., Antioch University, Los Angeles; M.A., University of Phoenix <i>Dental Hygiene</i>	2009
Duron, Candace B.S., California State University Fresno, M.S., California State University Bakersfield <i>DSPS Counselor</i>	2009
Dyer, Geoffrey A.A., Bakersfield College; B.A., University of California Santa Cruz; M.F.A., Mills College <i>English</i>	2007

Eigenauer, John 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>	2001
Eveland, Sharyn B.A., M.A., California State University Bakersfield <i>Title V Coordinator</i>	2001
Gallon, Jack A.A., Mt. San Antonio College; B.A., M.A., California State University Bakersfield <i>Learning Skills, High Tech Center Access Specialist</i>	2001
Getty, Shelley B.S., B.A., Northwest Nazarene University, M.A., California State University Bakersfield <i>Mathematics</i>	2008
Golling, Greg B.S., California State University Bakersfield; Ph.D. State University of New York at Stony Brook <i>Life Sciences</i>	2007
Gonzalez, Lourdes B.A., M.S., California State University Fresno <i>EOPS/CARE Coordinator/Counselor</i>	2006
Graupman, Gary A.A., Taft College; B.A., M.A., California State University Bakersfield <i>English</i>	2001
Grimes, Jessica B.A., University of the Pacific, M.A.R. Yale University Divinity School <i>English</i>	2008
Herder, Victoria J. B.S., M.A., California State University Fresno <i>Articulation Officer, SLO Coordinator</i>	1999
Hershkowitz, Eric. D.D.S., University of Southern California <i>Articulation Officer, SLO Coordinator</i>	2012
Jean, Brian A.S., Bakersfield College; B.S., California State University Bakersfield; M.S., University of California Riverside <i>Mathematics, Statistics</i>	2001
Johnson, Craig B.S., M.S., San Diego State University <i>Life Sciences</i>	1980
Jones, Diane B.S., University of Idaho; M.A., California State University Bakersfield <i>Mathematics</i>	2001
Kulzer, Kelly B.A., M.A., St. Cloud State University <i>English as a Second Language</i>	2007
Layne, David B.A., University of the State of New York; M.B.A., City University, Ph.D., Walden University <i>Business Administration</i>	2008
Maiocco, Vincent 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>	2001
Markowitz, Timothy B.A., University of California, Santa Cruz; M.S., University of California, Davis; Ph.D., Texas A & M University <i>Life Sciences</i>	2012

Martinez, Julián A.A., Bakersfield College; B.A., California State University Bakersfield; M.A., University of California, Santa Barbara <i>Spanish</i>	2001
Martinez, Maria “Mariza” B.A., M.A., California State University Bakersfield <i>Mathematics</i>	2005
Mayfield, Michael B.S. University of California Santa Barbara; M.S., Illinois Institute of Technology <i>Chemistry</i>	2004
Oja, Michelle B.A., Central Washington University; M.A., University of Nebraska; Ph.D., Claremont Graduate University <i>Psychology</i>	2012
Payne, Ruby B.A., M.A., California State University Bakersfield <i>Mathematics</i>	2008
Pease, Harold W. B.A., B.S., M.A., Ph.D., Brigham Young University <i>History, Political Science, Philosophy</i>	1983
Polizzotto, Joseph B.A., University of California Santa Cruz; M.A., San Jose State University <i>TESOL</i>	2011
Polski, Robin B.S., California State University Fresno; M.A., Pacific Oaks College Pasadena <i>Transition to Independent Living</i>	2006
Rangel-Escobedo, Juana B.A., M.A., California State University Bakersfield <i>CalWORKs/Veteran’s Counselor</i>	2007
Reynolds, David A.S., Bakersfield College; B.S., California Polytechnic State University San Luis Obispo; M.S., California State University Fresno <i>Physical Sciences</i>	2009
Ross, Jeffrey B.S., California State Poly University Pomona; M.A., California State University Bakersfield <i>Director, Student Support Services</i>	1976
Roth, Rebecca E. B.A., M.A., California State University Bakersfield <i>Early Childhood Education</i>	1992
Swenson, Sonja B.A., University of Colorado-Boulder; M.A., Arizona State University <i>Art, Humanities</i>	1989
Thompson, Tony A.A., Hutchinson Community College; B.S., Kansas Newman College; M.Ed., Wichita State University <i>Health, Physical Education, Athletic Advisor</i>	1987
Vaughan, Susan B.A., M.A., California State University Fresno <i>Learning Disability Specialist</i>	2007
Walsh, Stefanie A.A., Merced College; B.A., M.A., New Mexico Highlands University <i>Head Softball Coach, Health, P.E.</i>	2006
West, Linda A.A., Taft College; B.S., California State University Bakersfield <i>Computer Science, Distance Learning Coordinator</i>	1999

TAFT COLLEGE CHILDREN'S CENTER FACULTY

Bendzick, Gladys	1998
Davis, Cheryl	2000
Simmons, Teena	1997

ADJUNCT FACULTY

Artiga, Nancy <i>English as a Second Language</i>	2008
Aunai, Samasoni <i>Management, Political Science</i>	2007
Bailey, Dee <i>Psychology</i>	2009
Bench, Patricia <i>Psychology</i>	1989
Blake, Paul <i>Business</i>	2012
Bryan, John <i>Speech</i>	2009
Butler, Raymond <i>Criminal Justice Administration</i>	2001
Buzzell, Nancy <i>Early Care, Education and Family Studies</i>	1992
Cahill, Melissa <i>Criminal Justice Administration</i>	2011
Cahoon, Nathan <i>Sociology</i>	2011
Calderon, Santiago <i>Spanish</i>	2009
Chambers, Robert <i>Energy</i>	2011
Coker, Gary <i>Spanish, ESL</i>	1977
Combs, Noelle <i>Political Science</i>	2006
Cook, Larry <i>Mathematics</i>	2004
Cross, Vanessa <i>English</i>	2002
Cuate, Bertha <i>Early Care, Education and Family Studies</i>	2011
Cunningham, John <i>Mathematics</i>	1997

Cutrona, Angelo <i>Head Men's Soccer Coach</i>	2002
Cutrona, Myisha <i>Women's Soccer Coach</i>	2006
Demkey, Paul <i>Industrial Technology</i>	2010
Draucker, Esther <i>Anthropology</i>	2011
Duncan, Brandon <i>History</i>	2007
Durkan, Brian <i>Physical Education</i>	2012
Eddy, Heather <i>Information Competency & Bibliography</i>	2009
Einstein, Elizabeth (Eve) <i>Information Competency & Bibliography</i>	2003
Fariss, Jeff <i>Health Education</i>	2007
Ferguson, Bruce <i>Health Education, Physical Education</i>	1999
Fisher, David <i>Criminal Justice Administration</i>	2001
Flachmann, Christopher <i>Psychology, Student Success</i>	2010
Furman, Tori <i>Student Success</i>	2011
Garcia, Ricardo <i>Website Production</i>	2007
Golling, Leigh <i>Drama</i>	2011
Grombly, Amanda <i>English, Information Competency and Bibliography</i>	2011
Harris, Danielle <i>English</i>	2012
Headrick, Donna <i>Biology, Health Education</i>	2001
Hickman, Ryan <i>Biology, English, English as a Second Language</i>	2007
Holden, Richard <i>Art, Business, Computer Science, Journalism</i>	2002
Ister, Yusra <i>English as a Second Language</i>	2007
LaClare, Vickie <i>English as a Second Language</i>	2012
Lango, Rosemarie <i>English as a Second Language</i>	2010
Ledford, Shyanne <i>Sociology</i>	2009

Letourneaux, Eric <i>English as a Second Language</i>	2010
Jennings, Sandra <i>Dental Hygiene</i>	2011
Maier, Roy <i>Mathematics</i>	2000
McCabe, Jane <i>Art</i>	2012
McFaddin, Joe <i>Biology</i>	2011
McCracken, Susan <i>Dental Hygiene</i>	2002
Meyers, David <i>Mathematics, Science</i>	2010
Monroe, Terrance <i>History</i>	2007
Ortleib, Brent <i>Welding</i>	2008
Ortleib, Julie <i>Dental Hygiene</i>	2007
Padilla, Abran <i>Management</i>	2010
Paine, Kristy <i>Criminal Justice Administration</i>	2007
Paz, Sandra <i>Learning Skills</i>	2010
Peet, Laura <i>English</i>	2009
Pitcher, Jenifer <i>Political Science</i>	2011
Queenan, Elisa <i>Economics</i>	2007
Rahe, Laura <i>Mathematics</i>	2008
Reynolds, Joy <i>Mathematics</i>	2011
Rodenhauer, Debora <i>Art</i>	2007
Rozar, Tanna <i>English</i>	2011
Ruff, Mandy <i>Business</i>	2008
Schoneweis, Caroline <i>English</i>	2005
Sharp, Lawrence <i>Learning Skills</i>	2007
Skees, Stephanie <i>Direct Support Education</i>	2011

Skidmore, Fredrick <i>Criminal Justice Administration</i>	2009
Smith, Lee <i>Music</i>	2002
Stanley, Henry <i>Geology</i>	2012
Stephenson, Randall <i>Geology</i>	2006
Stockton, Laura <i>English</i>	2011
Sutherland, Tammy <i>Mathematics</i>	2008
Taylor, Tyrone <i>Physical Education</i>	2007
Van Ry, Veronica <i>Sociology</i>	2009
VanderWal, Dacey <i>Art</i>	2010
Varela, Vivian <i>Sociology</i>	2006
Ware, Thomas <i>Geography</i>	1997
Waugh, Victoria <i>Physical Education</i>	1998
Wolcott, Barry <i>Drama</i>	2004

FORMER FACULTY

Issac N. Adams <i>Chemistry</i>	1979
Fernando Amorteguy <i>Spanish</i>	1979
William Baker <i>History, Coordinator of Learning Resources</i>	1977
Alvin Baldock <i>P.E., Athletic Director</i>	1993
Garlyn A. Basham <i>Superintendent/President</i>	1975
Fred G. Bell <i>Computer Science, Coordinator of Distance Learning</i>	1981
James Buddell <i>English</i>	1986
John Christiansen <i>Photography, Sociology, Psychology</i>	1987

Eugene Clausen <i>Adjunct Business Instructor</i>	1993
Dr. David Cothrun <i>Superintendent/President</i>	1980
A.D. Cummings <i>Student Activities</i>	1972
Milton Davis <i>Applied Arts</i>	1955
Dr. John M. Downer <i>Instruction/College Planner</i>	1988
Fenton L. Feeney <i>Dean of Instruction, Director of Guidance, Counselor</i>	1975
Harriet Filoteo <i>Work Experience</i>	1997
Vance Frazier <i>Vocational Education</i>	1972
Dr. Donald L. Greene <i>Sociology</i>	1979
Clair M. Gurwell <i>English, Fine Arts</i>	1985
Tom Harrell <i>Director of Athletics, P.E.</i>	1985
Elizabeth Hill <i>Librarian</i>	1972
Stanley D. Hillygus <i>Math, Science, Health Education</i>	1997
J. T. Herrod <i>Mechanical Drawing, Drafting</i>	1987
Dr. Ben Janes <i>Anthropology, Philosophy, Sociology</i>	1972
Raymond E. Jenkins <i>Accounting, Business Education</i>	1972
Marilyn King <i>Dental Hygiene</i>	2008
Karen A. Kuckreja <i>Director of Counseling, Speech, Psychology</i>	1997
James Lowry <i>Physics, Mathematics</i>	1995
Ray L. Matthai <i>Dean of Students & Evening College</i>	1977
Konrad McMillan <i>Humanities, Art</i>	1988
Ann Miwa <i>Business</i>	1987
George Morgan <i>Biological Science</i>	1980

Lawrence E. Peahl <i>Dean of Fiscal Services, Mathematics</i>	1996
John A. Reinhardt <i>Machine Shop, Wood Shop</i>	1974
Ferrel G. Roundy <i>English, French, German, Music Appreciation</i>	1968
Jerrold D. Schroeder <i>Physical Science, Mathematics</i>	1980
Lois (Margot) Smith <i>Humanities, English</i>	1981
Alpha Stiles <i>Librarian</i>	1977
Dr. John R. Tufft <i>Philosophy, Sociology, LRC Director, Affirmative Action Officer</i>	1985
Richard H. White <i>Applied Arts, Dean of Student Services</i>	1972

ADMISSIONS/ACADEMIC RECORDS

Michelle Hines, *Registrar/Director of Admissions*
 Nichole Cook
 Sandi Graham
 Harold Russell III
 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
 Jose Medel
 Norma Montoya
 Maria Moreno
 Teresa Morris
 Billie Reed
 Elsa Rodriguez
 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

Jose Avina, Jr.
Gypsy Freeman
Jessica Garrett
LaNell Howell
Rodolfo Noriega
Cindi Powell
David Powell
Tammy Reynolds
Joanie Sahagun
Kenny Schuyler
Olga Silva
Victoria Waugh

INSTRUCTIONAL SUPPORT

Ruben Arreola
Diana Duran
Sarah Garside
Lupe Figueroa
Lisel Maui
Edna Muy
Jeanene Robertson
Robin Sigel
Robert Teel

Distance Learning

Linda West, Coordinator
Clarissa Espino
Steven Richards

Career and Technical Education

Samsoni Anuai, Director
Tori Furman

Classroom Support

John Cameron
Brad Cramer
Bertha Cuate
Angela Emmett
Renaë Ginther
Morgan Haskell
Gregory Hawkins
Wei Hill
Danielle Krause
Elizabeth McKnight
Kent Miller
Joanie Sahagun

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
Michele Matthews
Susan McCracken
Monica Perez
Laura Riss

ADMINISTRATIVE SERVICES

Business Services

Jim Nicholas, Director
Chris Brown
Sheila Green
Andy Huckins
Mindy Jewell
Fernando R. Lara
Velda Long
Michelle Miles

Food Service

Geoff Dunham, Supervisor
Rori Blackwood
Denise Gill
Cynthia Johns
Shelley Quick
Kathy Schock

Human Resources

Jana Peters, Director
Melissa Manes
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
Jennifer Matteson

FOUNDATION & DEVELOPMENT

Sheri Horn-Bunk, *Foundation Director*

**INFORMATION TECHNOLOGY
SERVICES**

Adrian Agundez, *Director*

Wayne Cook
Richardo Garcia
Mark Gibson
Sherry Gregory
Richard Hudson
Kevin Kasper
Chad Mickelberry
Olga Newlove
Terry Townsend
Michaela Young

INSTITUTIONAL RESEARCH

Dr. Eric Berube, *Coordinator*

Amber Anderson
Brandy Cramer
Debra Wooley
Jason Zsiba

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