

Catalog

2025-2026





2025 – 2026

Catalog of Information & Courses

CATALOG DISCLAIMER

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

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

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

CONSUMER INFORMATION

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

TABLE OF CONTENTS

ABOUT THE COLLEGE4

President's Welcome.....	4
Vision, Mission, Values. Philosophy	4
Board of Trustees	5
Administration.....	5
Facilities.....	5
Accreditation Statement.....	6
Institutional Learning Outcomes.....	6
Student Right-to-Know Rates	7

BECOMING A CR STUDENT10

Student Success Initiative.....	10
Priority Registration	10
High School Graduates.....	10
Non-High School Graduates.....	10
High School Students	10
Degree-Seeking & Transfer Students	10
International Students	10
Determining Residence.....	10
California Residency	10
Out-of-State Residents	10

ENROLLMENT 12

STEPS TOWARD ENROLLMENT: The Process of Becoming a Student at CR	12
Student Responsibilities	13

STUDENT FEES 14

California Residents	14
Non-Residents	14
Other Fees	15
Refunds & Nonpayment.....	16

FINANCIAL AID PROGRAMS & SERVICES 18

Estimated Costs.....	18
Eligibility	18
How to Apply	18
How to Maintain Eligibility for Financial Aid ..	18
Withdrawal & Financial Aid Eligibility.....	19
PLUS Loan	20
Scholarships	20

STUDENT SERVICES 21

High School Articulation/Tech Prep	21
Academy Of the Redwoods	21
Upward Bound	21
Dual & Concurrent Enrollment	21
Dual Enrollment.....	21
Concurrent Enrollment.....	22
High School Equivalency Credential: HiSET Tests.....	22
Admissions and Financial Aid	22
Dining Services.....	22
Creative Arts Gallery	22
Housing.....	22
Library Services	23
Dental Health Center.....	23
Academic Counseling & Advising.....	23
Bookstore	24
Health & Well-Being Services	24
Multicultural Education Center	24

Pride and Dreamer Center (PDC)	24
Clubs & Support Groups	25
Student Ambassadors.....	25
Intercollegiate Athletics	25
Transfer Center	25
Distance Education/Online Classes	25
Work Experience Education	26
Learning Resource Center	26
Basic Needs Center & Food Pantry	26
NextUP	26
Associated Students	26
Clubs & Organizations	27
Military Affiliated Student Center.....	27
TRIO Student Support Services	27
CalWORKs (California Work Opportunities & Responsibilities to Kids)	27
Student Accessibility Support Services (SASS)	27
Child Development Center (CDC).....	28
EOPS/CARE.....	28
Rising Scholars - Juvenile Justice (RSJJ) ..	29
Native American Student Success and Support Program (NASSSP)	29

ACADEMIC STANDARDS 30

Catalog Rights.....	30
Open Courses.....	30
Classification of Students	30
Course Numbering System	30
Common Course Numbering System	30
Unit Defined	30
Evaluation of Credit	30
"To Be Arranged" (TBA) Hours.....	30
Student Load.....	31
Prerequisite.....	31
Corequisite.....	31
Recommended Preparation (Advisory)	31
Pre/Corequisite Challenges	31
Grade Point Average (GPA).....	31
P/NP Option (P/NP).....	32
Incomplete Grades.....	32
Grade Challenges	32
Dean's Honor List	32
President's Honor List	32
Changes in Requirements	32
Course Examinations.....	32
Precollegiate Coursework Limitation	32
Academic Renewal.....	33
Course Repetition.....	33
Grade Alleviation	33
Submitting a Course Repetition Petition	33
Probation, Dismissal & Readmission.....	33
Academic Probation & Dismissal	33
Progress Probation & Dismissal	33
Qualification for Readmission.....	34
Advanced Placement (AP) Credit.....	34
International Baccalaureate (IB) Credit.....	36
College Level Examination Program.....	36
Credit for Prior Learning (CPL)	38

General Education & Graduation Requirements.....	38
General Education Options.....	39
Graduation Requirements for the Associate Degree	39

ARTICULATION & TRANSFER..... 43

CAMPUS POLICIES & REGULATIONS 44

STUDENT CONDUCT CODE & DISCIPLINARY PROCEDURE 48

SAFETY	64
CRIME STATISTICS BY CAMPUS	67
FIRE SAFETY STATISTICS	71

FACULTY & ADMINISTRATION..... 72

WORKFORCE & COMMUNITY EDUCATION 80

ASSOCIATE DEGREES & CERTIFICATES 81

Addiction Studies	82
Administration of Justice.....	83
Agriculture	85
Anthropology	88
Aquaculture.....	89
Art	91
Automotive Technology.....	93
Biology.....	95
Business	96
Communication Studies	99
Computer Information Systems.....	100
Construction Technology	102
Dental Assisting	105
Early Childhood Education	107
English	109
Forestry & Natural Resources	110
Geology.....	112
Health Occupations	113
History	114
Kinesiology	115
Liberal Arts: Associate of Arts Degrees ..	118
Licensed Vocational Nursing	123
Mathematics.....	124
Nursing.....	125
Philosophy	127
Physics	128
Political Science.....	129
Psychology	130
Social Justice Studies.....	131
Social Work & Human Services	132
Sociology	134
Welding Technology.....	135
Noncredit Awards.....	138

COURSE DESCRIPTIONS140

ABOUT THE COLLEGE

President's Welcome



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

employment or transition to a new career.

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

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

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

Keith Flamer, Ph.D.
President/Superintendent

Vision

College of the Redwoods will create and sustain the conditions that will enable all students to experience an educational journey that is intellectually, socially, and personally transformative. We will inspire participatory citizenship grounded in critical thinking and an engaged student body.

District Mission

(BP 1200)

College of the Redwoods puts the success of each student at the forefront of every strategic effort. The college provides relevant educational programs that promote student academic achievement, career readiness, and lifelong learning so that our students may thrive in a rapidly changing world. We endeavor to meet the needs of the various communities we serve and to be a nimble and pioneering partner in the educational, civic, cultural, and economic development of the region. We recognize the future of learning will require flexibility and resiliency and we are committed to developing and expanding innovative in-person and online programs and responsive stu-

dent services. Through assessment and evidence-based research, we continuously improve programs to ensure that students have the opportunity and support to succeed. We are dedicated to contributing to a sustainable environment; providing reasonable access to all curricula, programs and services; promoting a culture that is unbiased; and fostering an environment of belonging that respects the dignity of all people.

To achieve its mission, the Redwoods Community College District follows the mission of the California Community College System as determined by the State Legislature.

The District's mission is evaluated and revised on an annual basis.

Values

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

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

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

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

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

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

Supportive Culture: We strive to create a supportive, problem-solving culture.

Philosophy

(BP 1201)

The primary goal of the Board of Trustees, the faculty, staff and administration is to fulfill the mission adopted by the State of California for community colleges, effectively manage the resources provided by the taxpayers, and build mutually-beneficial partnerships with the community and business and industry.

The College is committed to a broad range of educational opportunities, along with support services that will enable students to attain their academic and personal goals. The Board of Trustees, faculty, staff and administrators have the responsibility to provide and support educational offerings of the highest quality and value to students and to the community.

The Board of Trustees affirms that:

- The College will ensure that the curriculum is current and relevant, and will employ well-qualified faculty and staff;
- The Board of Trustees is committed to fostering an environment in which respecting the human dignity of all students, faculty, and staff will be of high importance.
- Consistent with state legislation, the College will apply the principles of collegial consultation, which is a decision-making process that is based on a fundamental belief in the value of all opinions, as well as on an agreement to thoughtfully consider the point of view of all affected constituents;
- The Board of Trustees acknowledges the role of faculty, staff and students in the collegial consultative process, as specified under Title 5. An agreement between the Board and the Academic Senate appears in Administrative Procedure 2520;
- The Board of Trustees is committed to fostering a climate of academic freedom and collegiality; and
- Professional development through special learning opportunities, sabbatical leaves, conferences, workshops and internal leadership opportunities for all staff will be supported and encouraged.

Land Acknowledgement

We acknowledge that College of the Redwoods is located on the unceded territory of the Wiyot, Hupa, Karuk, Mattole, Tolowa, Wailaki, and Yurok people where they have resided from time immemorial. We encourage all to gain a deeper understanding of their history and thriving culture. As an expression of our gratitude we are genuinely committed to developing trusting, reciprocal, and long lasting partnerships with the Wiyot people as well as all of our neighboring tribes.

Board of Trustees**Sally Biggin, Area 7**

Klamath-Trinity

Lorraine Pedrotti, Area 1

Ferndale

Richard Dorn, Area 4

Eureka

Sara Dronkers, Area 5

Arcata

Jack Rice, Area 2

Fortuna/Garberville

Carol Mathews, Area 3

Del Norte

Colleen Mullery, Ph.D., Area 6

McKinleyville/Trinidad

Administration**FLAMER, Keith R.***President/Superintendent*

B.A., M.P.A., Eastern Washington University

Ph.D., Gonzaga University

MORSE, Crystal*Vice President of Instruction and Student Development, Chief Instruction Officer, Chief Student Services Officer*

B.A., Hartford University

M.A., Argosy University

Ph.D., University of Arizona

MORRISON, Julia*Vice President of Administrative Services, Chief Business Officer*

B.S., M.B.A., Humboldt State University

SERRANO, Jose*Interim Director and Chief Human Resources Officer*

B.S., California State Polytechnic University, Humboldt

COELHO, Marty*Executive Director of College Advancement & CR Foundation*

B.A., M.B.A., University of Colorado at Boulder

Facilities

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

Eureka Campuswww.redwoods.edu**7351 Tompkins Hill Road, Eureka, CA 95501****Call 707-476-4100 | TTY Machine 707-476-4440****FAX 707-476-4400 | Call Toll Free 800-641-0400**

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

Del Norte Education Center<https://www.redwoods.edu/delnorte/index.php>**883 W. Washington Boulevard, Crescent City, CA 95531****Call 707-464-7457 | TTY Machine 707-465-2355****FAX 707-464-6867**

The Del Norte Education Center serves approximately 1,000 students and is located on a 34-acre site in Crescent City,

Continued →

80 miles north of Eureka and 20 miles south of the Oregon border. The Del Norte Education Center offers university transfer programs as well as specific degree and/or certificate programs in Addiction Studies; Administration of Justice; Art; Behavioral and Social Science; Business; Early Childhood Education; English; History; Humanities, Language & Communications; Nursing; Political Science; Psychology; Science; and Welding Technology, along with community education classes.

Klamath-Trinity Instructional Site

www.redwoods.edu/locations/kt/index.php
P.O. Box 529, 65 Orchard Street, Hoopa, CA 95546
Call 530-625-4846 | TTY Machine 530-625-5556
FAX 530-625-0086

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

Workforce & Community Education

www.redwoods.edu/academics/ace/index.php
527 D Street, Eureka, CA 95501
Call 707-476-4500 | FAX: 707-443-3417

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

Pelican Bay Scholars Program

<https://www.redwoods.edu/delnorte/pelicanbay.php>
883 W. Washington Boulevard, Crescent City, CA 95531
Call 707-465-2310 OR 707-465-2326

The CR Pelican Bay Scholars Program began in 2015 and provides face-to-face college courses to approximately 500 incarcerated students at Pelican Bay State Prison. The program provides a space to address literacy disparities and offers quality educational opportunities in a learning environment that promotes collaboration, individuality, capability, and empowerment; supports students in leading meaningful and productive lives inside and outside of prison; and is made possible through achieving a positive and reciprocal relationship between College of the Redwoods, the student scholars, and Pelican Bay State Prison.

The CR Pelican Bay Scholars Program strives to provide a top-quality college program to students, with services that are reflective of on-campus: access to textbooks and course materials, transcript evaluation, academic counseling, career planning, transfer assistance, and statewide college networking. Students can earn associate and transfer degrees in addition to completing the required GE courses to be eligible to transfer to a California State University or University of California.

Accreditation Statement

College of the Redwoods is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, located at 428 J Street, Suite 400, Sacramento, CA 95814, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

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

Institutional Learning Outcomes

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

1. Academic and Career Technical Objectives

Students will successfully acquire program outcomes and complete degrees and/or certificates. The outcome indicates if the objectives stated for degrees and/or certificates are being met. Students earning degrees will acquire the College's general education outcomes: Effective Communication, Critical Thinking, and Global/Cultural Context.

2. Personal and Professional Development

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

3. Community and Global Responsibility

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

Student Right-to-Know Rates for Fall 2021 Cohort

Completion Rate: 33.94 %

Transfer Rate: 12.67 %

In compliance with the Student Right-to-Know and Campus Security Act of 1990 (Public Law 101-542), it is the policy of our college district to make available its completion and transfer rates to all current and prospective students. Beginning in Fall 2021, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students were tracked over a three year period. Their completion and transfer rates are listed above. These rates do not represent the success rates of the entire student population at the College nor do they account for student outcomes occurring after this three year tracking period.

Based upon the cohort defined above, a Completer is a student who attained a certificate or degree or became 'transfer prepared' during a three year period, from Fall 2021 to Spring 2024. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered 'transfer prepared'. Students who transferred to another post-secondary institution, prior to attaining a degree, certificate, or becoming 'transfer prepared' during a five semester period, from Spring 2022 to Spring 2024, are transfer students.

Academic Freedom

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

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

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

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

(BP 4030)



2025-2026 ACADEMIC CALENDAR

AUGUST 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FALL SEMESTER 2025

Convocation	Aug 21 & 22
Classes Begin	Aug 23
All-College Holiday (Labor Day)	Sep 1
Census Day	Sep 8
Flex Forms for FT & Associate Faculty Due	Sep 18
Census Roster Due Date	Sep 15
All-College Holiday (Veteran's Day)	Nov 11
No Classes (Fall Break)	Nov 24 & 25
All-College Holidays (Thanksgiving)	Nov 26 - 28
Flex Activities for Associate Faculty Due	Nov 21
Final Exams	Dec 13 - 19
Classes End	Dec 19
Grades Due	Dec 26
All-College Holidays	Dec 22 - 26

The District will set a winter session 2025-2026 based on course need.

SEPTEMBER 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

FEBRUARY 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

OCTOBER 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MARCH 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SPRING SEMESTER 2026

All-College Holiday	Jan 1
Flex Days	Jan 15 & 16
Classes Begin	Jan 17
All-College Holiday (Martin Luther King, Jr.'s Birthday)	Jan 19
Census Day	Feb 2
Census Roster Due Date	Feb 9
Flex Goals for Associate Faculty Due	Feb 6
All-College Holiday (Lincoln's Birthday)	Feb 13
All-College Holiday (President's Day)	Feb 16
No Classes (Spring Break)	Mar 16 - 20
All-College Holiday (Cesar Chavez Day)	Mar 31
Flex Forms Due for Full Time Faculty	Apr 17
Flex Activities Due for Associate Faculty	Apr 17
Final Exams	May 9 - 15
Classes End	May 15
Commencement	May 15 & 16
Grades Due	May 22
All-College Holiday (Memorial Day)	May 25

NOVEMBER 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

APRIL 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MAY 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SYMBOLS

◻	Classes Begin	○	Final Exams
◻	Classes End	△	Convocation
▷	Holiday	☆	Commencement
▽	Flex Days	◁	No Classes

JUNE 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SUMMER SESSION 2026

Summer Session Begins TBD
 All-College Holiday (Juneteenth)..... June 18
 All-College Holiday (Independence Day Observed)..... July 2
 Summer Session Ends (Final Exams)..... TBD

The District will set Summer Session 2026 based on course need. There will be at least one week between the end of Spring 2026 (May 15) and the start of Summer 2026 and at least one week between the end of Summer 2026 and the start of Fall 2026. Requests for exceptions to this schedule can be negotiated by the District and CRFO.

The Census Day and Grades Due date is for full term length classes.

SYMBOLS	 Classes Begin	 Final Exams
	 Classes End	 Convocation
	 Holiday	 Commencement
	 Flex Days	 No Classes

BECOMING A CR STUDENT

Student Success Initiative

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

Priority Registration

New students who have completed college orientation and developed a Student Education Plan (SEP), as well as continuing students in good academic standing with a developed Student Education Plan (SEP) and who have not exceeded 100 units, will have priority registration over students who do not meet these criteria. Among these students, active-duty military, veterans, and current and former foster youth, students in Extended Opportunity Programs and Services, Disability Services and Programs for Students, CalWORKS, and single parents will continue to have first call on courses.

High School Graduates

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

Non-High School Graduates

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

High School Students

Students enrolled in the 9th through 12th grades may be approved to take up to eleven units of college courses for college credit at College of the Redwoods. All students must complete the “**Concurrent Enrollment Form**” (listed under Application Forms) for each year in which they intend to register.

Degree-Seeking & Transfer Students

Students who have attended another regionally-accredited college may transfer to College of the Redwoods with advanced standing, depending on the outcome of a Transcript Evaluation Request, which is submitted to the Evaluation Specialist. Students wishing to apply prior college credit to their CR degree are required to submit official transcripts from post-secondary institutions attended. All transcripts submitted become the permanent property of College of the Redwoods and copies of these transcripts cannot be forwarded elsewhere or released to students. These transcripts can be used by authorized College of the Redwoods personnel only.

International Students

This school is authorized under Federal law to enroll non-immigrant alien students.

Additional information may be obtained at:
<https://www.redwoods.edu/services/admissions/international.php>

Determining Residence

In accordance with California State laws, the Admissions and Records Office at College of the Redwoods will determine each student's residency status upon receipt of their admissions application.

California Residency

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

Out-of-State Residents

Prospective students whose legal residence is outside the state of California will be required to pay non-resident tuition in addition to the California enrollment fees.

Oregon Exchange Program

College of the Redwoods offers reciprocity agreements that allow eligible Oregon residents to attend CR, and eligible California residents to attend Southern Oregon University (SOU) or Oregon Institute of Technology (OIT), at a reduced nonresident tuition rate. More information may be obtained at: <https://www.redwoods.edu/services/admissions/oregon-exchange.php>.

How to Change Your Residency: Available Options

For more details on students' opportunities to be classified as a resident, please visit our Residency webpage, where students will find more details on the options listed below.

Residency Reclassification Request

Students who have resided in California for at least 366 days, or one year and one day, prior to the start of the semester may qualify to have their nonresident status reclassified as a resident of California by submitting the required "Residency Reclassification Request" form and all supporting documentation to the Admissions and Records Office.

California Nonresident Tuition Exemptions

California nonresident tuition exemptions, AB540 and AB543, allow qualified students to be exempted from nonresident tuition. Instead, qualified students will pay California resident registration fees. Eligibility criteria as well as certain limitations may apply.

AB540

You may be eligible for the AB540 If:

- You have 3 years of attendance at a California high school; **OR**
- You have 3 or more years of high school coursework and 2 years of attendance in California elementary schools, California secondary schools, or a combination of California elementary and Secondary schools; **OR**
- You attended or attained units at a combination of California high school, California adult school, and/or California Community College for the equivalent of 3 years or more; **AND**
- You have graduated or will graduate (before the first term of enrollment at the CCC) with a California high school diploma or the equivalent (i.e., California-issued GED, CHSPE); **OR**
- You completed or will complete (before the first term of enrollment at the CCC) an associate's degree from a California Community College; **OR**
- You completed or will complete (before the first term of enrollment at the CCC) the minimum requirements at a California Community College for transfer to the California State University.

AB343

California Community College students granted a special immigrant visa under Section 1244 of Public Law 110-181 or under Public Law 109-163, or is a refugee admitted to the United States under Section 1157 of Title 8 of the United States Code, may be eligible for the AB343 California Nonresident Tuition Exemption if they settled in California upon entering the United States. The exemption shall expire and is not to exceed one year after issuance.

Residence Determination for Military Affiliated Students

A student who is a member of the Armed Forces of the United States stationed in California on active duty, except a member of the armed forces assigned for educational purposes to a state supported institution of higher education, is entitled to resident classification. Such student shall retain resident classification in the event that the member of the armed forces is thereafter transferred on military orders to a place outside of California or thereafter retires from active duty so long as the student remains continuously enrolled in the District.

An undergraduate student who is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the Armed Forces of the United States stationed in California on active duty shall be entitled to resident classification. Such student shall retain resident classification in the event that the member of the armed forces is thereafter transferred on military orders to a place outside of California or thereafter retires from active duty, so long as the student remains continuously enrolled in the District.

A veteran who was discharged or released from at least 90 days of active service, commencing on or after July 1, 2015, and his/her/their dependents, regardless of the veteran's state of residence is entitled to resident classification.

An individual who is the child or spouse of a person who, on or after September 11, 2001, died in the line of duty while serving on active duty as a member of the Armed Forces who resides in California is entitled to resident classification.

An individual who is entitled to Veteran Education Benefits under chapters; 30, 31, 33, 35 and 1606 is considered a "covered individual" and therefore are exempt from out of state tuition costs.

ENROLLMENT

STEPS TOWARD ENROLLMENT: The Process of Becoming a Student at CR

1. APPLY

A completed application is required for all new students as well as for students returning to College of the Redwoods after missing two or more semesters. The application is available on the CR website at: <https://www.redwoods.edu/apply/index.php>.

The following documents may also be required:

G.E.D. or High School Equivalency Certificate: Students under 18 years of age who are not enrolled in high school and have not obtained a high school diploma must provide a copy of one of these certificates prior to initial enrollment.

Transcripts of Previous College Work: If students have attended another college and want credit at CR for that work, official transcripts must be ordered as soon as possible, as it can be four weeks or more before the College receives them. If evaluation of these transcripts is needed to meet prerequisites, the student must attach official or unofficial transcripts the "Request to Clear Prerequisites" form available at <https://www.redwoods.edu/services/admissions/index.php#forms>. Evaluation can take up to four weeks.

2. PARTICIPATE IN ORIENTATION

Orientation is an important step in which students learn about academic programs, faculty expectations, student support services and how to navigate the College's online systems. Students who complete Online Orientation and the placement process, which includes an in-person advising session to register for classes and develop a student education plan, are more likely to receive priority registration and be able to register for classes early.

The Student Education Plan (SEP) serves as a roadmap for the student as they progress toward degree or certificate completion. The SEP is based on each student's individual needs, personal/outside commitments and educational goals. For those who are undecided about their educational goals, it is especially important to meet with an academic advisor or counselor during their first semester of enrollment.

3. COMPLETE THE PLACEMENT PROCESS

The placement process is a key factor in student success, however it is not required. The placement process offers students the ability to meet with a counselor, develop an SEP and register for classes.

- 1. Schedule an Appointment:** Consult the Counseling & Advising webpage or call your site.

2. Bring the Following to Your Appointment:

- A current photo ID
- Your student ID number
- High school transcripts (If you do not have them, or cannot obtain them, you can still proceed through the placement process.)

Multiple Measures: Multiple measures are other indicators that could be considered together with the Placement Process to determine the most suitable placement into mathematics, English, and/or English as a Second language courses.

Multiple Measures may include:

- High school transcripts;
- GED test scores for English and Math content areas;
- Previous success and/or completion of college level coursework;
- Highest level of completed English and/or mathematics
- Past study habits and academic strengths
- Obligations that can impact course work
- Motivation to achieve their educational goal(s)

4. REGISTER FOR CLASSES

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

Registration: Students may register for classes online using WebAdvisor. Assistance using WebAdvisor is available at each campus and over the phone. All students are assigned specific registration dates and times for each year and may not register before that time. However, students may register on or after registration opens for all students.

Adding Classes After the Term Begins: Students may be allowed to add classes during the first week of the semester with instructor approval.

Registering to Audit a Class: When a student audits a class, it means that they will attend that class on a regular basis but they do not wish to receive any academic credit for it. Students may audit classes with the instructor's approval given there is vacancy in the course. This determination will not be made until after the first class meeting to ensure that students wanting to take the class for credit have every opportunity to enroll before those wishing to audit the class are added.

Those wishing to audit a class must:

- Complete the CR Application;
- Complete the prerequisites for the class (if any);
- Obtain an Audit Form from the Admissions and Records website;
- Obtain the signature of the instructor on the Audit Form to verify that they approve of the audit;
- Return the Audit Form to the Admissions and Records Office; and
- Pay the required fees (which are non-refundable). The California College Promise Grant does not cover audit fees.

Additional information about auditing a class:

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

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

- Students on academic and/or progress probation are strongly encouraged to meet with an academic advisor or counselor before registering for classes;
- Students who want to register for more than 18 units will need approval from an academic advisor or counselor;
- Students who are subject to conduct suspension may only register if they have approval from the Vice President of Instruction or their designee;
- High school students (except for College & Career Access Pathways students) will need a new concurrent enrollment form on file each year before registering for classes; and
- Students who have been dismissed from the College will not be allowed to register for classes for the following semester.
- International Students are subject to visa restrictions and should speak with the designated service officer.

Student Responsibilities

Report Changes in Academic Interests to your Academic Advisor or Counselor

Students thinking about making a change in their academic program must meet with an academic advisor or counselor.

Attend Classes on a Regular Basis

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

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

Withdrawing from Classes

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

Faculty may withdraw students from a class for excessive ab-

sences until the withdrawal deadline.

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

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

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

Students may petition for an Excused Withdrawal (EW) if they feel they meet the required circumstances as outlined on the Excused Withdrawal Guidelines, which can be found at <https://www.redwoods.edu/services/admissions/index.php#-forms>.

Process for Petitioning to Graduate or Applying for a Certificate

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

The forms can be obtained from the College's website under "Admissions." A graduation petition requires an academic advisor or counselor's signature to confirm that all requirements have been met. Applying for a certificate does not require seeing an academic advisor or counselor but is recommended.

If petitioning for more than one degree or certificate, a separate form is required for each one. The college also requires students to complete a "graduate survey" or "certificate survey" at the time the petition or application is submitted.

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

Report Change of Address to the College

A student who changes their mailing address should report the change through **WebAdvisor**.

STUDENT FEES

Mandatory Fees: Fees Required as a Condition of Enrollment at the College

Please Note: All fees are subject to change.

The enrollment fee is currently \$46/unit.

Additional information about these fees, as well as a listing of persons who may be exempt from paying the fees listed below, may be found in **BP 5030** and **AP 5030**.

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

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

A mandatory health services fee will be charged. Waiver/Exemption to this fee is available only to students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization. Requests for this exemption are made by petition to the District Business Office prior to the start of the semester. **The health services fees will not be refunded for students who drop a class or all classes after the term start date.**

1. California Residents

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

An Enrollment Fee	Currently \$46/unit
Audit Fee (non refundable)	\$15/unit
A Health Services Fee	
Eureka Campus & Online	\$25/Semester (Fall & Spring) \$20/Semester (Summer)
Del Norte Campus & Klamath-Trinity Site	\$9/Semester (Fall & Spring) \$9/Semester (Summer)
<i>A small number of course have instructional materials fees. These fees are listed on WebAdvisor.</i>	

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

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

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

Students who wish to apply for the CCP Grant should complete the Free Application for Federal Financial Aid (FAFSA). The qualifications are:

- the student must be a California resident or AB 540 eligible; and
- the student must be eligible for state and/or federal financial aid based upon filing the Free Application for Federal Student Aid (FAFSA); or
- the student must meet the income standards set by the state; or
- the student must be receiving public assistance through General Assistance (GA) or General Relief (GR), AFDC/TANF/CalWORKs, Supplemental Security Income (SSI), or State Supplementary Income (SSI).

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

2. Non-Residents

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

Tuition	Currently \$323/unit*
An Enrollment Fee	Currently \$46/unit
A Health Services Fee	
Eureka Campus & Online	\$25/Semester (Fall & Spring) \$20/Semester (Summer)
Del Norte Campus & Klamath-Trinity Site	\$9/Semester (Fall & Spring) \$9/Semester (Summer)
<i>*The non-resident & Oregon Exchange fees include a \$1/unit capital outlay fee.</i>	
<i>A small number of course have instructional materials fees. These fees are listed on WebAdvisor.</i>	

A. Non-Residents Participating in the Oregon Exchange Program

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

- Oregon Institute of Technology; and
- Southern Oregon University

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

Tuition: An amount equal to 27% of the regular non-resident tuition, rounded to the nearest dollar.	Currently \$87/unit*
An Enrollment Fee	Currently \$46/unit
A Health Services Fee	
Eureka Campus & Online	\$25/Semester (Fall & Spring) \$20/Semester (Summer)
Del Norte Campus & Klamath-Trinity Site	\$9/Semester (Fall & Spring) \$9/Semester (Summer)
*The non-resident & Oregon Exchange fees include a \$1/unit capital outlay fee. A small number of course have instructional materials fees. These fees are listed on WebAdvisor.	

Non-Resident Tuition Exemptions

California nonresident tuition exemptions allow qualified students to be exempted from nonresident tuition. Eligibility criteria as well as certain limitations may apply.

AB540

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

- You have 3 years of attendance at a California high school; **OR**
- You have 3 or more years of high school coursework and 3 years of attendance in California elementary schools, California secondary schools, or a combination of California elementary and Secondary schools; **OR**
- You attended or attained units at a combination of California high school, California adult school, and/or California Community College for the equivalent of 3 years or more; **AND**
- You have graduated or will graduate (before the first term of enrollment at the CCC) with a California high school diploma or the equivalent (i.e., California-issued GED, CHSPE); **OR**
- You completed or will complete (before the first term of enrollment at the CCC) an associate's degree from a California Community College; **OR**
- You completed or will complete (before the first term of enrollment at the CCC) the minimum requirements at a California Community College for transfer to the California State University.

- The law does not distinguish between public and private high schools.
- There is no time limit on how far in the past the student might have attended a California high school
- Students who are nonimmigrant aliens (the most common being the F series student visas and B series visitor visas) are not eligible for the exemption.
- Students who previously held valid nonimmigrant visas but who are out of status at the time of execution of the affidavit are eligible for the exemption.

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

AB343

This law does not grant residency; it requires that certain nonresident students be exempted from paying nonresident tuition. This benefit is available to California Community College students granted a special immigrant visa under Section 1244 of Public Law 110-181 or under Public Law 109-163, or is a refugee admitted to the United States under Section 1157 of Title 8 of the United States Code and settled in California upon entering the United States. The exemption shall expire and is not to exceed one year after issuance.

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

Other Fees

Parking Fees

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

Parking on the Eureka campus is by permit only. Semester or annual permits may be purchased online at <https://www.redwoods.edu/about/security/parking.php>.

Automobile/Truck	
Annual (August-August) Permit	\$80
Fall or Spring Semester	\$53
Summer Session	\$18
One Day Permit	\$3

Continued →

Motorcycles*	
Annual (August-August) Permit	\$40
Fall or Spring Semester	\$25
Summer Session	\$11
One Day Permit	\$3
One-day permits are available at vending machines located throughout the parking areas. *If an automobile/truck permit is purchased, and a motorcycle is the individual's second vehicle, the motorcycle permit will be issued to the original purchaser at no additional charge. The only applies to motorcycles as second vehicles.	

Parking permit refunds are subject to a \$3 per day charge (Monday thru Friday), deducted from the original purchase price, beginning on the original purchase date. The parking permit must be surrendered at the time of refund request. Refunds are processed and paid only to the original purchaser usually within 14 business days from the date of refund request.

Instructional Materials Fees

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

Student Technology Fee*

Students pay a student technology fee of \$10 per term. This fee supports the purchase of student lab technology, maintenance of such technology or other related costs on each campus.

Student Activity Fee*

Students pay a student activity fee of \$10 per term. This fee supports the Associated Students of College of the Redwoods (ASCR) social, educational, recreational, and athletic activities and programs on each campus. For more information about campus life at the main Eureka site, you may visit our website at <https://www.redwoods.edu/students/ascr/index.php>.

Student Representation Fee*

Effective January 1, 2020, students pay a student representation fee of \$2 per term. This fee, brought into law with Assembly Bill 1504, requires community colleges with a student body association to collect a student representation fee at or before the time of registration. One dollar of every two-dollar fee collected shall be expended to establish and support the operations of a statewide community college student organization, recognized by the Board of Governors of the California Community Colleges, with effective student representation and participation in state-level community college shared governance and with governmental affairs representatives to advocate before the Legislature and other state and local governmental entities.

*The student technology, activity and representation fees will not be refunded for students who drop a class or all classes after the class start date. Prior to the beginning of each term,

students may opt out of the student technology, activity and/or representation fees by submitting the Request to Waive Optional Term Fees form to the Business Office.

Official Transcripts Fee

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

How to Request a CR Transcript

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

Important Information

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

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

- degrees and certificates will be posted to transcripts within 3 weeks after the end of the semester for those students sitting for State Board Exams; and
- for all other students, degrees and certificates will be posted to transcripts within 8 weeks after the end of the semester.

All currently registered students have a WebAdvisor login ID. For assistance, check the WebAdvisor Frequently Asked Questions.

If your last class was prior to 2002 you will need to create an account. Please contact the ITS Help Desk at 707-476-4160 for further information and support.

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

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

Refunds & Nonpayment

Refunds For Dropped Classes

Enrollment fees will only be refunded if the student drops the full-semester-length class in question by the Friday of the end of the 2nd week of the spring or fall semester. Refund deadlines for summer classes vary by class length. If applicable, a refund processing fee of \$10 per student per semester may be

subtracted before the refund is issued. If a class is cancelled by the College, all enrollment fees will be refunded to the students who have registered and paid.

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

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

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

To Students Paying Non-Resident Tuition

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

Time of Official Withdrawal or Reduction in Load	Percent of Original Fee Refunded
Through Friday of the end of the second week of the term	100%
Through Friday of the end of the third week of instruction	50%
Through Friday of the end of the fourth week of instruction	25%

Consequences of Non-Payment

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

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

Registration will not be processed & degrees or certificates will not be awarded.

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

Course Drop for Non-payment

Fees must be paid at the time of registration. College of the Redwoods does not bill for unpaid registrations. Students with unpaid accounts risk being dropped from classes for non-payment. Students must pay their bill in full, set up a payment plan and make payments on time to avoid being dropped for non-payment. Otherwise, students can be dropped from classes to make seats available for other students seeking to register. Waitlisted classes can be dropped as well if the balance is not paid in full for classes in which a student is officially enrolled and fees charged. Do not rely on drop for non-payment

if you need to drop a class. Go to WebAdvisor to drop classes. Remember that you and your family, if applicable, are primarily responsible for your educational costs. If you do not pay your bill, it will be turned over for collection.

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

Notice of Exception for Military Affiliated Students:

Any military affiliated student that is entitled to VA education benefits under Chapter 31 (Vocational Rehabilitation & Employment) and Chapter 33 (Post 9/11), to include Chapter 33 (Fry Scholarship) and Chapter 33 (Transfer of Entitlement), shall be considered a "covered individual" and will NOT be dropped for non-payment. Covered individuals will also not be denied access to district facilities due to late payments from the VA. The district's School Certifying Official or appointee will ensure payment of tuition and fees from the VA after the census date of the current term of enrollment.

Account Collections Process

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

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

All other legally available remedies may be pursued.

FINANCIAL AID PROGRAMS & SERVICES

Each year, over \$15,000,000 in financial assistance is made available to students attending College of the Redwoods. These funds are provided from federal, state, and local programs. For specific program information, check our website at <https://www.redwoods.edu/services/fa/index.php>.

Estimated Costs of Attending CR During the 2025-2026 Academic Year

Although College of the Redwoods charges relatively low fees, many students need assistance with the expenses related to attending college. The expenses listed below are **estimated** costs for attending College of the Redwoods during the 2025-2026 academic year, and are intended to give you a general idea about cost and help determine your financial aid awards. . **These costs are approximate and will differ from student to student, based on enrollment and individual choices.**

California Resident Students 2025-2026 (2 full time semesters)			
Costs	With parents	On campus	Off campus
Estimated Fees	\$1,198	\$1,198	\$1,198
Books/Supplies	\$1,089	\$1,089	\$1,089
Housing	\$4,302	\$4,644	\$15,219
Food	\$7,533	\$7,653	\$7,533
Transportation	\$1,989	\$1,989	\$1,989
Misc/Personal	\$4,140	\$3,285	\$5,067
Total	\$20,251	\$19,858	\$32,095

Non-Resident Students 2025-2026 (2 full time semesters)			
Costs	With parents	On campus	Off campus
Estimated Fees	\$8,950	\$8,950	\$8,950
Books/Supplies	\$1,089	\$1,089	\$1,089
Housing	\$4,302	\$4,644	\$15,219
Food	\$7,533	\$7,653	\$7,533
Transportation	\$1,989	\$1,989	\$1,989
Misc/Personal	\$4,140	\$3,285	\$5,067
Total	\$28,003	\$27,610	\$39,847

Oregon Exchange Students 2025-2026 (2 full time semesters)			
Costs	With parents	On campus	Off campus
Estimated Fees	\$3,286	\$3,286	\$3,286
Books/Supplies	\$1,089	\$1,089	\$1,089
Housing	\$4,302	\$4,644	\$15,219
Food	\$7,533	\$7,653	\$7,533
Transportation	\$1,989	\$1,989	\$1,989
Misc/Personal	\$4,140	\$3,285	\$5,067
Total	\$22,339	\$21,946	\$34,183

Eligibility

Most forms of financial aid are available only to students who are enrolled in credit courses with an academic program that leads to an eligible degree, certificate, or transfer to a four-year college or university.

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

If you are interested in obtaining your GED, contact our Adult Education site for more information.

How to Apply

Students must complete the Free Application for Federal Student Aid (FAFSA) at studentaid.gov, or the California Dream Act Application (CADAA) at dream.csac.ca.gov. This application must be filed annually and students are encouraged to file the application online as soon as possible after October 1 of the prior school year for which the student plans to attend CR. Students are required to regularly check their student email account (@mycr.redwoods.edu) for updates and required information. To maximize aid eligibility, students are strongly encouraged to complete the FAFSA or CADAA Application by March 2 of the prior school year for which the student plans to attend CR.

Application Deadlines

Students may apply for financial aid at any time during the school year, but it is recommended that students complete the application process as soon as the application opens each year to assure full consideration for all programs. Some funds are very limited and run out well before the school year begins.

Additional deadlines are posted on our website at <https://www.redwoods.edu/services/fa/index.php>.

How to Maintain Eligibility for Financial Aid

For Federal Student Aid: Satisfactory Academic Progress (SAP)

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

To meet the Satisfactory Academic Progress standard, you must earn a minimum cumulative Grade Point Average (GPA) of 2.0, successfully complete 67% of all units attempted and

meet your educational objective before attempting 150% of the number of units required for your program. More details on these requirements are available on our website at <https://www.redwoods.edu/services/fa/index.php>.

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

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

Federal regulations (CFR 668.2) only allow financial aid payment for one repeat of a course after a passing grade has been received for that course. For purposes of this regulation, a passing grade is defined as a 'D' grade or above, regardless of program/course requirements. There are no exceptions for special classes (this includes English/math labs, Guidance, etc.).

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

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

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

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

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

Withdrawal (Official or Unofficial) & Your Financial Aid Eligibility

Never Attended

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

Partial Withdrawal

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

Total Withdrawal

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

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

Calculation for the Return of Title IV Aid

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

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

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

Post-Withdrawal Disbursement

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

Return of Title IV and Satisfactory Academic Progress

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

Appeal

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

PLUS Loan for Parents & Scholarships

Federal PLUS loans are available to parents of undergraduate students. Loan limits vary with the cost of the student's educational program and the amount of other financial aid received. A credit check is required. Students must meet all eligibility criteria. To apply, students must have a complete financial aid file with CR and meet all federal eligibility requirements. Parents can apply for a PLUS at www.studentaid.gov.

Scholarships

Each year, over 350 scholarships, ranging from \$100 to \$4,000, are awarded to CR students. Scholarship information and the online application are available at www.redwoods.edu/scholarships

Scholarship award amounts and criteria vary. The majority of scholarships are awarded in the spring semester, however, several scholarships are also available in the fall. Since many scholarships use financial need as part of their criteria, students are highly encouraged to complete a Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov.

For further information about scholarships, as well as additional local, regional and national scholarship opportunities, please contact the Scholarship Office at (707) 476-4191 or scholarships@redwoods.edu.

STUDENT SERVICES

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

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

High School Articulation/Tech Prep

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

Academy Of the Redwoods

(Eureka Campus)

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

To support student success in the college environment, AR establishes high, attainable expectations, develops a strong sense of community, instills personal responsibility, and provides excellent teaching within a challenging core curriculum. Students must be committed to a rigorous and accelerated academic curriculum, work collaboratively, make presentations, and plan and execute projects.

The Academy of the Redwoods community is founded on the values of respect, responsibility, and choice. Students at AR are offered opportunities for academic achievement that are unique from any other school in our area, while also enjoying many aspects of a traditional high school experience.

For more information, visit <https://www.academyoftheredwoods.org/>.

Upward Bound

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

- Castle Rock Charter School;
- Del Norte High School;
- Eureka Senior High School;
- Fortuna Union High School;
- East High School ; and
- Pacific View Charter School.

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

For more information, contact a high school counselor, call Upward Bound at 707-476-4277, or visit <https://www.redwoods.edu/services/ub/index.php>.

Dual & Concurrent Enrollment

The Dual and Concurrent Enrollment Programs allow students who have completed the 8th grade, or are at least 15 years of age, to enroll in college courses either at the CR campus or at their participating high school. Both dual and concurrent enrollment students must complete an online application with College of the Redwoods and get a Concurrent Enrollment form signed by a parent or guardian, which is available on the Admissions & Records website.

Dual and concurrent enrollment courses count as college courses; therefore, they are captured in a student's total units attempted and earned along with their grade point average. These courses will become part of a student's official college transcript and permanent collegiate grade point average.

Dual Enrollment

A dual enrollment course is a state approved collegiate course taught on a high school campus by a high school instructor who meets the state mandated minimum qualifications. Students who choose to enroll will get high school and college credit for the same course. There is no cost for class tuition, course materials, or textbooks.

For more information, visit: <https://www.redwoods.edu/student-services/home/dualenrollment.html>

Concurrent Enrollment

A concurrent enrollment student is a student who chooses to take classes with College of the Redwoods taught by CR faculty while they are still in high school. There is no cost for tuition but there may be material fees depending on the course.

For more information, visit: <https://www.redwoods.edu/students/highschool.php>

High School Equivalency Credential: HiSET Tests

College of the Redwoods offers High School Equivalency testing that has been approved by the State of California. Passing the exam will result in the State of California issuing a High School Equivalency certificate.

Interested applicants will need to pass the HiSET exams that consists of five sections: Reading, Writing, Mathematics, Science, and Social Studies. Each section is scored individually and can be taken during a two-day testing session. The testing sessions are available at the Eureka Downtown site. College of the Redwoods Adult Education offers fee classes to assist individuals to prepare for the high school equivalency tests. Students must have a high school diploma or equivalent in order to qualify for any federal financial aid. For more information about financial aid requirements, please refer to the Financial Aid section of this catalog.

For more information on the HiSET, or additional information about the free preparation classes offered by CR, call the Adult & Community Education office at 707-476-4500, email us at ACE@redwoods.edu, or visit <https://www.redwoods.edu/academics/ace/index.php>.

Admissions and Financial Aid

Admissions and Financial Aid strives to empower current and prospective students throughout their academic endeavors at College of the Redwoods by providing meaningful support and essential information. The Admissions and Financial Aid Team embraces a collaborative and dynamic working environment in order to serve our diverse students, faculty and staff.

Services Offered

Admissions and Financial Aid includes the Admissions & Records Office, and the Financial Aid Office. Admissions and Financial Aid provide information and assistance related to applying to CR, financial aid, class registration, petitions, appeals, student records, and transcripts.

Dining Services

The campus community can enjoy multiple dining locations on the Eureka Campus. The Café is located in the Student Union and offers a variety of menu options including sandwiches, rice bowls, burgers, burritos, and pizza. There is a salad bar, break-

fast buffet, and hot food specials served daily. The Colleges food trailer, The Food Lab, is located behind the LRC and next to the AT building. The Food Lab offers a variety of menu items including meat, vegetarian, and vegan shawarma, burgers with local grass fed beef, cauliflower bites, and much more. Dining services invites all community members including students, staff, and faculty.

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

Creative Arts Gallery

(Eureka Campus)

Students, faculty, and the general public are encouraged to visit CR's Floyd Bettiga Gallery, located in the Creative Arts Complex, CAC 100. Our gallery program features five to six exhibitions each academic year, and includes the work of locally and internationally recognized artists, as well as the CR art faculty and students. Exhibitions are professionally curated and prepared by our art department faculty, staff, and students.

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

Admission to the gallery is always free.

Call (707) 476-4559 or visit <https://www.redwoods.edu/about/bettiga/index.php> for gallery hours and for information on current and upcoming exhibitions.

Housing

The Residence Halls on the Eureka campus provide a collegiate residential living opportunity for students coming both from within and outside the district. As one of only 11 California community colleges to provide this housing alternative for its students, CR is truly unique. Students who would like to live away from home in a small, friendly community should seriously consider this option, since it offers social, educational and recreational opportunities for those who live there. Students who are interested in academic achievement and campus involvement, and would like to meet new people from a variety of backgrounds and cultures, are encouraged to apply.

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

The Residence Halls have on-site coin operated laundry

facilities, a lounge, and 3 desk top computers for resident use. Residents have scheduled after-hours access to the weight room and field house (Monday-Thursday night), and residents can attend many on-campus CR events for free.

The halls have a full-time director as well as well-trained undergraduate Resident Assistants (RA), so there is always someone available to talk to and to help find solutions if problems arise. There is one RA on each floor, and they are a great resource for you as a resident. CR Public Safety is also on campus 24/7, 365 days a year.

Students who wish to apply for housing may visit <https://www.redwoods.edu/services/housing/index.php> then look for "Apply Now" to find housing application materials. We offer Academic Year (Fall & Spring semesters) as well as one semester and Summer contracts.

If you have any questions regarding on campus housing, please call 707-476-4294 or email us at Housing@redwoods.edu

Library Services

Both the Eureka campus and Del Norte Education Center have libraries to serve the needs of students and staff, located inside the Learning Resource Center on each campus. The libraries serve students in-person and district-wide through a robust on-line presence. The library has wi-fi, computer stations available for student use, adaptive software for students with disabilities, a full suite of Microsoft Office applications, and access to printing.

The Library website (<https://www.redwoods.edu/academics/library/index.php>) is the one-stop portal to information sources both in print and online:

- OneSearch, the library discovery system, provides access to print and electronic resources.
- Online databases provide 24/7 access to full text articles from newspapers, magazines, journals, and other types of research information.
- Dozens of research guides (<https://redwoods.libguides.com/research-topics>) provide lists of resources curated by our librarians for specific subjects.

Research advice and reference assistance are available from faculty librarians, who also provide instruction in the use of the library collections, resources, and online materials; research consultations with librarians are available either in person or by phone. Click "Ask a Librarian Form" (<https://form.jotform.com/240095915991061>) or the reference chat link on the library's home page for remote assistance online. Librarians also teach research workshops to classes at the request of faculty.

Textbooks for many courses as well as other instructional materials are available on reserve at the circulation desk. CR students, staff, faculty, and district residents with legal picture identification may borrow most library books and DVDs. Laptops, calculators and other equipment may be checked out by students for use at home.

For more information about the library, please call 707-476-4260 (Eureka) or 707-465-2330 (Del Norte) or email the circulation desk at library-circulation@redwoods.edu.

Dental Health Center

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

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

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

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

Academic Counseling & Advising

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

Academic Advising

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

Educational Planning

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

Academic Problem Solving

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

Career Resources

Career counseling, online resources and assessment tools are available to CR students. Local on- and off-campus part time job announcements, as well as various resources can be found on the Career Center webpage at: <https://www.redwoods.edu/services/cc/index.php>.

Contact careercenter@redwoods.edu to schedule an appointment via zoom or phone. For in-person assistance, visit the Career Center, located within Counseling and Advising.

Referrals

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

Academic Support Center

The Academic Support Center (ASC) helps students reach their goals by developing their academic skills and encouraging them to become independent thinkers. The ASC offers learning support services intended to enhance student success and welcomes all students, faculty, and staff. Free instructional support services are available in a variety of forms: Individual & group tutoring both in person and online, above and beyond tutoring services for special programs students, proctoring of instructional exams, writing assistance, access to computers and study areas, DSPS testing accommodations, and more.

Bookstore

The College of the Redwoods has an online bookstore, which offers textbooks and supplemental course material required by college faculty. The Bookstore offers, new, used, digital, and rental options. The Bookstore conducts an online textbook buy-back program throughout the entire year. In addition, the Campus Store offers a pickup location for students who wish to ship book orders to campus. The Campus Store has a selection of school merchandise and school supplies.

Health & Well-Being Services

Enrolled students are eligible for health and well-being services through TimelyCare. This service provides 24/7 virtual care at no cost. Students can go to timelycare.com/redwoods or directly download the TimelyCare app from the app store to register with their CR email address. Students can then start visits from any web-enabled device – smartphone, tablet, laptop, or desktop – anywhere in the United States.

Services available through TimelyCare include:

- MedicalNow - 24/7, on-demand medical care.
- TalkNow - 24/7, on-demand emotional support.
- Scheduled Counseling - Select a day, time, and mental health provider of your choice (12 visits per year)
- Scheduled Medical - Select a day, time, and medical provider of your choice.
- Health Coaching - Support for developing healthy behaviors
- Psychiatry - Advanced mental health care, available upon referral
- Self-Care Content - Yoga and meditation sessions and group conversations with our providers on a variety of health and well-being topics.

Multicultural Education Center

The Multicultural & Education Center (MEC) is a vibrant and welcoming space dedicated to empowering all students in their academic and personal journeys. We foster a sense of belonging by creating a home away from home, celebrating cultural expression, and promoting cross-cultural learning. Through access to essential resources, we cultivate an environment where all students can thrive. Committed to student retention and success, MEC provides enriching activities focusing on leadership development, academic success and connection. As a student-centered program, we champion respect and the advancement of all communities.

Services & Resources

- Guest speakers
- Film screenings
- Community forums
- Cultural Awareness workshops
- Know-Your-Rights workshops
- Space for student clubs
- Lending library
- Student leadership development
- Cultural events
- Meeting spaces
- Comfortable space to relax and network
- Study space and computer access
- Advising
- Mentorship
- Community service opportunities
- Student engagement
- High school outreach

Pride and Dreamer Center (PDC)

The Pride and Dreamer Center (PDC) is dedicated to fostering an inclusive, supportive, and empowering environment for two-spirited, lesbian, gay, bisexual, trans, queer/questioning, intersex, asexual, and gender expansive (2S/LGBTQIA+) and undocumented students. Our mission is to provide comprehensive resources, advocacy, and community-building opportunities that address the unique challenges faced by these students. We strive to create a safe space where all identities are

celebrated and can thrive academically, socially, and personally. This space is open to all students.

Services & Resources

- Space for student clubs
- Student leadership development
- Comfortable space to relax and network
- Study space and computer access
- Cultural Awareness workshops
- Know-Your-Rights workshops
- Graceful Allyship workshops
- Community forums
- Community service opportunities
- High School outreach
- Student engagement
- Clothing closet
- Lending library
- Cultural events
- Meeting spaces
- Guest speakers
- Film screenings
- Advising
- And more!

Student Ambassadors

The College of the Redwoods MEC Student Ambassador Program provides a unique opportunity for students to take an active role on campus by discussing their personal narratives in correlation with diversity related topics.

The Student Ambassadors work toward changing perspectives and breaking down stereotypes, while promoting the genuine celebration of differences and encouraging multicultural awareness across cultures and in everyday settings. Ambassadors are responsible for facilitating diverse conversations through presentations and open discussions in classrooms. Their presentations are free and available to instructors on campus. Ambassadors are some of our most involved students and become part of a close-knit, diverse, and vibrant group.

Presentation topics include immigration, understanding differing cultures and culture shocks, LGBT experiences, religion, allyship, physical, mental and emotional abuse, education, challenges facing minority groups, family dynamics, socioeconomic status, mental health, first generation college student experiences, and the challenges that come with growing up in a single parent household.

Clubs & Support Groups

The following clubs are also housed in MEC/Pride and Dreamer Center:

- Queer Student Union (QSU)
- Black Student Union (BSU)
- Latine Student Union (LSU)
- Asian-Pacific Islander (API) Club
- RISE Native American Club
- Redwoods 180
- Recovery & Addiction Peer Support (RAPS)

- Formerly Incarcerated Student Club
- First-Generation Student Support Group
- Womyn of Color Support
- Humboldt Muslim Community Network

All student clubs are welcome to use the MEC conference room for meeting space. Participation in clubs is open to all.

Intercollegiate Athletics

(Eureka Campus)

The College of the Redwoods belongs to and participates in 16 team sports between the Golden Valley conference, Big 8, and Pacific 7. The California Community College Athletic Association (3C2A) governs all community college athletics. National Intercollegiate Rodeo Association will be the governing body for the new Men's and Women's Intercollegiate Rodeo Programs.

College of the Redwoods participates in the following sports:

Women: Basketball, Cross Country, Soccer, Softball, Track & Field & Volleyball in Golden Valley. Wrestling in Big 8. Rodeo.

Men: Baseball, Basketball, Cross Country, Soccer, Track & Field in Golden Valley. Wrestling in Big 8. Football in Pacific 7. Rodeo.

For more information, visit: <https://www.redwoods.edu/sports/index.php>

For a full directory of coaches and staff, visit: <https://www.redwoods.edu/sports/directory.php>

Transfer Center

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

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

Distance Education/Online Classes

Taking Classes Online at CR

Thinking about taking a class online? Here's what you need to know about Distance Education (DE) at CR. With DE, you can learn from anywhere using a computer and the internet.

CR offers online classes in a few ways:

- **Fully Online:** These classes cover the same things as regular classes, but you do all the work online through a program called Canvas. This gives you flexibility because you don't have to be in a specific place at

a specific time. Some teachers might require online meetings though, so be sure to check the schedule.

- **Hybrid:** These classes mix online work with in-person meetings. You'll still need to go to class at a certain time and place, but less often than for a regular class, and you'll also do some work online in Canvas.
- **Interactive Video (Telepresence):** These classes are like regular classes with set meeting times and places. The difference is that some classmates might be attending from a different location and you'll see and talk to each other through a video connection.
- CR participates in the CVC (California Virtual College), which means that eligible students can easily take fully online classes at other participating community colleges in California. To search for and register for online classes available at other community colleges, visit the CVC Course Finder at: <https://cvc.edu/>.

No matter what type of online class you take, you'll need some things to be successful:

- **Self-Discipline:** You'll need to be able to work on your own and stay motivated.
- **Organization:** Good organizational skills are key to keeping up with online classes.
- **Tech skills:** You'll need a computer with a good internet connection and be able to use basic programs like email and web browsing.
- **Reading & Writing:** College-level reading and writing skills are important for online classes too.
- **Phone:** You'll need a cell phone to access CR's security system. If you don't have one, contact Information Technology (IT) at: <https://www.redwoods.edu/support.php>.

Want to learn more? Check out CR's Online Learning webpage at: <https://www.redwoods.edu/online/index.php> or talk to your counselor or advisor.

Work Experience Education

Work Experience Education (WEE) courses are designed to complement the student's academic training with realistic on-the-job experiences. The courses emphasize increasing occupational skills, acquiring desirable work habits, developing healthy work attitudes, and broadening the understanding of working conditions. WEE courses are available for general, occupational and select discipline-specific work opportunities. (WEE) courses are designed to complement the student's academic training with realistic on-the-job experiences. The courses emphasize increasing occupational skills, acquiring desirable work habits, developing healthy work attitudes, and broadening the understanding of working conditions. WEE courses are available for general, occupational and select discipline-specific work opportunities. Contact the Career Center for more information: careercenter@redwoods.edu & (707) 476-4308.

Learning Resource Center

The Learning Resource Center (LRC) building located at the Eu-

reka Campus, houses the following services: Library, Academic Support Center, EOPS/CARE, CalWORKs, and TRiO Student Support Services, Bookstore, ASCR, and Multicultural & Equity Center. Descriptions of most of these services are listed separately in the Student Services section. At the Del Norte Education Center, the Learning Resource Center area includes the Library, quiet study rooms, services for testing, and computer access.

Basic Needs Center & Food Pantry

The Basic Needs Center provides application assistance and information on CalFresh and Medi-Cal, transportation vouchers, case management, and wellness care navigation. We have student food pantries on each campus. We also provide hardship grants, rental deposits for unhoused students, eviction prevention grants, toiletries, hygiene supplies, diapers, school supplies, laundry, clothing, and emergency weather gear.

Theresa Lancaster-Huffman, 707-476-4153, retention@redwoods.edu

NextUP

NextUp provides services to eligible current and former foster youth. Services include counseling and advising, tutoring/study groups, grant aid, access to a supply and food pantry, community building activities, trips off campus, workshops, and more. To qualify for NextUp, students must have been in foster care for at least one day on or after their 13th birthday and be under the age of 26.

For more information, please visit our office in the LRC or call (707) 476-4181.

Associated Students, College of the Redwoods (ASCR)

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

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

To participate as an officer or senator in student government, a student must be carrying five or more units, have a 2.0 cumulative grade point average for all previous college work attempt-

ed. By participating as a member of the ASCR Senate, you are eligible to receive a monthly stipend, and may be required to participate and travel to leadership development retreats or training and conferences.

For more information about the ASCR Senate and Campus Life at the main Eureka campus please visit our website:
<https://www.redwoods.edu/students/ascr/index.php>

Clubs & Organizations

Social, educational, honorary, service, and special interest clubs are organized by students at each campus to contribute to the overall life to the college. These organizations also provide a variety of opportunities for social interaction and the exchange of ideas among CR students. Students should view the ASCR webpage for more information and a list of clubs that are active at each location. All student clubs are required to be chartered by the ASCR Senate to be an officially recognized CR student club.

Visit our website to review our list of clubs and our club guide.

Military Affiliated Student Center

The Military Affiliated Student Center (MASC) is a resource facility exclusively for Military Affiliated Students including Active Duty, Veterans, the Reserves, the National Guard, and their children and spouses.

Located in the Student Services building on the Eureka Campus, the MASC provides assistance with; admissions & matriculation, advising, applying for Veterans Education Benefits, Champ VA, CalVet Fee Waiver, and referrals to community Veteran resource programs. Our lounge & study is equipped with computer stations, free internet, printing capabilities, coffee and snacks. The MASC has an experienced all-Veteran/Dependent staff on site to assist you with your academic endeavors and transitional needs.

For information and assistance, contact the MASC or visit our website at <https://www.redwoods.edu/services/vrc.php>.

TRIO Student Support Services

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

Both programs provide services to increase student retention, graduation, and transfer rates. Services include educational and career planning, financial literacy, tutoring, assistance with financial aid forms and scholarships, and university tours. Participants must be enrolled in at least 6 units and have academic need to participate in the program. TRIO Student Support Services Program accepts both in-state and out-of-state students.

For more information visit <https://www.redwoods.edu/services/trio/index.php>, or contact the TRIO program in Del Norte at 707-465-2320 or the TRIO program in Eureka at 707-476-4303.

CalWORKs (California Work Opportunities & Responsibilities to Kids)

CalWORKs is a state-funded Welfare-to-Work program designed to assist parenting students, with children under the age of 18, who are receiving cash assistance (TANF), become self-sufficient. The CR CalWORKs program provides specialized academic advising/counseling, assistance with transportation, priority registration, tutoring, support with school supplies, and referrals to supportive services. Some students may be eligible for the CalWORKs Work Study program. The CalWORKs Work Study program will provide paid on-the-job training opportunities for students that are geared to their vocational goal.

Contact CalWORKs by phone (707) 476-4581, email CalWORKs-Staff@redwoods.edu, or by visiting <https://www.redwoods.edu/services/calworks/index.php> for more information.

Student Accessibility Support Services (SASS)

Student Accessibility Support Services (SASS) ensures equal access to the educational experience for all students with learning differences caused by a health condition. SASS provides services to students with verified disabilities in mobility, vision, hearing and communication, acquired brain injury, learning disability, intellectual disability, autism, ADHD, mental health, and other temporary and chronic health conditions. Participation in SASS is voluntary.

Services, auxiliary aids, and reasonable accommodations may include: learning disability assessment and support strategies; priority registration; reduced unit load; courses (see below); note-taking assistance; lecture recordings; sign language interpreters or video remote interpreting; audio captioning; alternate media formats such as braille, e-texts, audio texts, or enlarged text; testing accommodations; mobility assistance; advising and academic planning; liaison with faculty and other campus services; and other accommodations as necessary.

SASS provides training to students in assistive technologies and adaptive equipment such as speech-activated software, scanners, screen readers, assistive listening devices, magnifiers, smart pens, digital voice recorders, and other software/hardware. Braille, audio, and electronic text production are also available to students who qualify for alternate media. Most computer labs throughout the district provide access to assistive technologies for students with disabilities. Services, auxiliary aids, and accommodations are provided based on the educational limitations caused by the documented disability, and some services require advance notice.

LIGHT Center Instructional Support:

LIGHT Center courses (GUID 143, 145, 146, 147, 148, and 246) provide individualized instructional support for students with disabilities. Individualized instructional support services may

include: one-on-one tutoring; study groups; technology assistance; and skill building in the areas of studying, note-taking, and test-taking. LIGHT Center courses are offered at the Eureka campus, the Del Norte Education Center, and online. Enrollment in these courses is open to all students.

Adaptive Physical Education:

Adaptive Physical Education courses (PE 90, 98, 298, and 302) provide students with disabilities direct participation in classes designed for lifestyle fitness including a physical fitness assessment, with subsequent development of an individualized exercise program, according to each student's unique needs. Classes are offered on the Eureka campus and at select community agencies. Enrollment in these courses is open to all students.

Living Skills:

Noncredit living skills courses (GUID 206, 207, 208, 209, 210, 211, and 252) are offered to students with cognitive disabilities for free through Adult and Community Education. Course topics include basic computer skills, life management and career preparation, functional money skills, social opportunities, survival vocabulary and basic literacy, community resources, and adapted art. These courses are typically offered at the Downtown Eureka site. Enrollment in these courses is open to all students.

Child Development Center (CDC)

(Eureka Campus)

On-campus child care is available at College of the Redwoods Child Development Center. The center cares for children 12 months to 5 years of age. The CDC provides a play-based, developmentally appropriate curriculum for all children and serves meals through the USDA Child and Adult Care Food Program. The CDC has been accredited by the National Association for the Education of Children (NAEYC) since 2010.

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

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

The center has an extensive waitlist and priority is based on income, family size, and family need. An application must be submitted to be considered for enrollment. It is highly recommended that applications be submitted prior to a families need for care.

EOPS/CARE

For more information about EOPS/CARE, visit <https://www.redwoods.edu/services/eops/index.php>, call (707) 476-4270, email us at eops-staff@redwoods.edu, or stop by the following office on your campus:

- Eureka: EOPS Front Desk in Learning Resource Center (LRC)
- Del Norte: Counseling Office

Extended Opportunity Programs and Services (EOPS)

EOPS is a state-funded program established to provide financial assistance, support, and encouragement for eligible income disadvantaged students. To receive EOPS services, students must complete an EOPS application and meet the following criteria: be admitted to CR as a CA resident or Dream Act student, be eligible for the California Promise Grant and meet income limits, be enrolled full time (12 units or more or receive a waiver), have completed fewer than 70 degree-applicable units, be educationally disadvantaged as defined by EOPS regulations.

EOPS services include the following:

- **Book Voucher:** EOPS students receive a book voucher each semester that can be used to purchase required textbooks from the college bookstore.
- **Counseling/Advising:** EOPS Counselors provide academic, transfer, and career counseling. EOPS students also receive assistance with the development of an individualized Student Education Plan (SEP) as well as receive assistance in career exploration and planning.
- **Grants:** EOPS provides students with direct cash aid each semester.
- **Priority Registration:** EOPS students may register early each semester.
- **Tutoring:** Access to additional tutors, extended times, and longer appointments
- **Lending Library:** EOPS provides access to an extensive lending library where students can borrow: laptops, Chromebooks, calculators, headsets, and many recommended and reference books.

Cooperative Agencies Resources for Education (CARE)

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

CARE Benefits Based on Available Funding:

- **Grants:** CARE provides eligible students with additional grants above and beyond what EOPS provides.

NextUP

NextUP provides EOPS services to current and former foster youth as well as additional grants. To qualify for NextUP students must have been in foster care on or after their 13th birthday and be under the age of 26.

Rising Scholars - Juvenile Justice (RSJJ)

RSJJ at College of the redwoods is a program aiming to support students who have been or are currently impacted back the justice system between the ages of 13-26. This program is state funded and operates year-round. RSJJ provides support as students find their inner strengths on their educational journey. Despite barriers justice-impacted students face, RSJJ is here to help them thrive. RSJJ offers a unique opportunity for youth to pursue their academic and personal goals, through dual and concurrent enrollment. This initiative allows students to enroll in college-level courses, earning skills, and college credit while completing their high school diploma, or equivalencies. The goal of RSJJ includes academic success and a deep commitment to reducing recidivism rates by providing comprehensive support and resources for people who have been system impacted between the ages of 13-26.

For more information about how RSJJ can support you or someone you know, please call RSJJ at 707-476-4138 or email us at RSJJ@redwoods.edu

Native American Student Success and Support Program (NASSSP)

The Native American Student Success and Support Program (NASSSP) is here to create a Native Space, foster Native Community and to support and aid in the success of American Indian / Alaska Native (AI/AN) students. NASSSP provides a physical location for Native Students to connect with each other, the Native community at CR and the larger Native Communities in the area. We work with Native Students to connect them to resources on campus and to build leadership skills. NASSSP thrives to help Native students maintain tribal lifeways, languages, values, and practices in parallel with their student goals in a colonial educational system.

- Native Student Center
- Indigenous Tribal Student Union
- Academic Counseling
- Elder / Culture Bearer in Residence Program
- Cultural Activities
- Snacks and food for students

ACADEMIC STANDARDS

Catalog Rights

The set of graduation requirements for program degree and certificate requirements are defined by Catalog Rights. These sets of requirements can change each academic year as programs undergo curriculum updates. A student establishes catalog rights from the first time they enroll in College of the Redwoods courses and keeps these rights by maintaining continuous enrollment. A student is considered continuously enrolled by receiving a letter grade of A, B, C, D, F, P, NP, W, EW, or I, or enrollment in a non-credit course, for at least one course per academic year. These terms are subject to a maximum six year timeframe from their first enrollment to the present time.

When a student maintains continuous enrollment with the six year timeframe, they can use any of the following options for their catalog rights for the purposes of meeting graduation or certificate requirements:

1. The catalog that was in effect at the time they began taking courses at College of the Redwoods.
2. Any catalog that is or has been in effect during the time that they have maintained continuous enrollment before graduation, with the six year timeframe.
3. The catalog that is in effect at the time they submit a graduation petition for a degree or certificate.

Open Courses

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

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

Classification of Students

Freshman: A student who has completed fewer than 30 units of college credit.
Sophomore: A student who has completed 30 or more units of college credit.
Post-Graduate: A student who has been awarded a degree and has enrolled for further study.
Full-Time: A student enrolled for 12 or more credit units.
Part-Time: A student enrolled for less than 12 credit units.

Course Numbering System

1-99: Courses that may be applied to a Baccalaureate Degree and to an AA/AS degree
100-199: AA/AS applicable courses

200-299: Non-credit courses
300-399: Skill Development (Precollegiate) courses

Common Course Numbering (CCN) System

Beginning Fall 2025, all California Community Colleges incrementally adopted Common Course Numbering (CCN) over a several year period as per AB1111. A “C” in front of the course number designates that it is a Common Course. The Common Course Numbers are

0001-0999: Non-transferable
1000-1999: 100-level Course
2000-2999: 200-level Course
3000-3999: 300-level Course
4000-4999: 400-level Course
9000-9999: Noncredit Course

Unit Defined

One class hour and two hours of outside work throughout the semester ordinarily serve as a basis for one unit of lecture credit. Three hours of in-class laboratory work each week approximate one unit. The actual unit value of each course is listed in the course description and in class schedules. One (1) unit of credit equates to 54 combined hours of lecture, study, and/or laboratory work.

Evaluation of Credit

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

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

Contact Counseling and Advising to learn more about having your transcript evaluated prior to registering for classes.

“To Be Arranged” (TBA) Hours

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

Student Load

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

Prerequisite

A prerequisite is a course a student must earn credit for with a grade of "C", "P" (pass) or better or a condition that a student must meet before enrolling in subsequent course. Prerequisites provide students with skills or knowledge without which they are unlikely to succeed in the subsequent course. Students will not be permitted to enroll in courses or programs without meeting the appropriate prerequisites. Failure to complete a prerequisite may result in the student's being withdrawn from the course. Students who are uncertain whether or not they have met a prerequisite should consult with an academic counselor or an advisor before registering.

Corequisite

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

Recommended Preparation (Advisory)

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

Pre/Corequisite Challenges

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

Grading Symbols

Grades	Evaluative Symbols	Grade Points
A	excellent	4.0 grade points per unit
A-	excellent	3.7 grade points per unit
B+	good	3.3 grade points per unit
B	good	3.0 grade points per unit
B-	good	2.7 grade points per unit
C+	satisfactory	2.3 grade points per unit
C	satisfactory	2.0 grade points per unit
D	poor	1.0 grade points per unit
F	failure	0.0 grade points per unit
P	pass	not calculated into GPA
NP	no pass	not calculated into GPA
S	satisfactory (non-credit)	not calculated into GPA
SP	satisfactory progress (noncredit)	not calculated into GPA

Grades	Non-Evaluative Symbols	Grade Points
I	Incomplete; if not made up, a final grade will be an "F"	not calculated into GPA
IP	In progress	not calculated into GPA
W	Withdrawal	not calculated into GPA
EW	Excused Withdrawal	not calculated into GPA
MW	Military Withdrawal	not calculated into GPA
A	Audit	not calculated into GPA

Grade Point Average (GPA)

A grade point average is computed each term by dividing the total grade points earned by the total units attempted. For example, a student who earns a grade of A in six units, B in three units, C in three units, D in three units, and F in two and one-half units would have a grade-point average of 2.40.

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

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

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

P/NP Option (P/NP)

Many courses can be taken on a (P/NP Option) basis instead of receiving a traditional letter grade. Check the course listings in this catalog to see which courses are eligible to take as (P/NP Option).

Regulations for P/NP Option are:

1. "Pass" is granted if a student satisfactorily completes the minimum course requirements (i.e., earns a C grade or better).
2. "No Pass" is granted when a student does not satisfactorily complete the basic course requirements. There is no grade point average penalty attached to a "no pass" grade, however; NPs are considered as non-progress (see Probation and Dismissal Policies which follow). No units are received/awarded for NP grades.
3. Unit credit is awarded for a Pass grade.
4. Units on a (P/NP Option) basis shall be disregarded in determining a grade point average for all purposes for which a grade point average is required.
5. The (P/NP Option) option applies only to courses so identified in this catalog's course descriptions.
6. Students must file their request for (P/NP Option) grading in the Admissions and Records Office at the Eureka campus or Administrative offices at branch campuses or instructional sites. The deadlines to file these requests are listed by term on the Admissions & Records "Important Dates" webpage.

Incomplete Grades

Title 5, §55023 of the California Education code specifies that, under extenuating circumstances, instructors may grant students a grade of Incomplete ("I") in a course.

To qualify for an "I" grade, students must meet the following conditions:

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

In addition, students should understand that:

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

Grade Challenges

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

If the grade challenge is not resolved or terminated at step 2, the student may file a written appeal to the Course Grade Challenge Committee. The decision of the Course Grade Challenge Committee is final.

For more details, see the full text of **BP/AP 4231**.

In accordance with Cal. Admin. Code Title 5, §55760

Dean's Honor List

The Dean's Honors List recognizes students who:

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

President's Honor List

The President's Honor List recognizes students who:

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

Changes in Requirements

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

Course Examinations

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

Precollegiate Coursework Limitation

A student's need for precollegiate coursework shall be determined using appropriate assessment instruments, methods, or procedures administered pursuant to Title 5 section 55500. However, except as provided in subdivision (C) of this section, no student shall receive more than 30 semester units (or 45 quarter

units) of credit for precollegiate course-work. Students having exhausted the unit limitation shall be referred to appropriate adult noncredit education services provided by a college, adult school, community-based organization, or other appropriate local provider.

There is no limit to noncredit precollegiate work.

The following students are exempted from the limitation on precollegiate coursework described in subdivision (b) of this section: (1) Students enrolled in one or more courses of English as a Second Language (ESL); (2) Students identified by the district as having a learning disability as defined in Title 5 Section 56036.

Academic Renewal

Under certain conditions, a student may request that previous terms where substandard academic performance has been recorded on a student's permanent academic record be eliminated in the computation of the cumulative grade point average.

Interested students should refer to College of the Redwoods **AP 4240** and consult with a Counselor.

Course Repetition

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

Grade Alleviation

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

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

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

There are two scenarios in which a Course Repetition Petition will be granted:

1. The course is mandated for training requirements as a condition of continued volunteer or paid employment. After the petition is approved, the student may repeat an unlimited number of times. A student must provide a statement from an employer mandating the course is required for training. All grades are counted in the GPA.
2. A program has a recency requirement such that the course needs to be completed within a certain time frame. A student must provide documentation from the program that outlines the recency requirement. This documentation should clearly specify the institution through which the program is administered.

Submitting a Course Repetition Petition

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

1. Complete all information requested on the petition form.
2. Attach appropriate documentation such as a letter from employer or applicable legal documents.
3. Submit your signed and completed petition to the Admissions and Records Office.

The Admissions and Records Office will inform you via your @mycr.redwoods.edu student email address the result of your petition.

Probation, Dismissal & Readmission

Students on probation will be ineligible for priority registration. Failure to fulfill academic responsibilities is a serious matter. Accordingly, the following probation and dismissal policies have been established by the College.

Academic Probation & Dismissal

All students who have attempted at least 12 semester units and have earned a cumulative grade point average below 2.0 shall be placed on academic probation. If the student enrolls for additional units at CR after being placed on Level I probation, the following outcomes are possible:

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

Progress Probation & Dismissal

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

- If the student remains on Progress Probation for three consecutive semesters, the student will be dismissed from the College, and will not be eligible to register in classes for the subsequent term.
- In extreme cases in which a dismissal resulted from extenuating circumstances beyond the control of the student (i.e. medical issues, military orders,

death in the family), an appeal may be made (per California Administrative Code, Title 5, s55024). The appeal form is available at <https://www.redwoods.edu/services/admissions/index.php#forms>.

Qualification for Readmission

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

Advanced Placement (AP) Credit

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

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

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

To apply for Advanced Placement credit, students must send their official AP exam scores from CollegeBoard to the Academic Advisor or Counselor.

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

AP Examination	GE Removal Date ³	Minimum Score	COLLEGE OF THE REDWOODS		Cal-GETC CERTIFICATION		
			CR Course / CR GE Area	Semester Units	Cal-GETC Area	Units for GE Certification	
Art History*	F09	3	Area 3 or ART 1A Area 3 or ART 1A	3	Area 3A or Area 3B*	3	
Biology		3 4	Area 5 or BIOL 1 Area 5 or BIOL 3	4 4	Area 5B & Area 5C	4	
Calculus AB ⁴		3	Area 2 or MATH 50A	4	Area 2	3	
Calculus BC ⁴		3	Area 2 or MATH 50A & 50B	8	Area 2	3	
Calculus BC/ AB Subscore ⁴		3	Area 2	3	Area 2	3	
Chemistry	F09	3 3	Area 5 or CHEM 1A Area 5 or CHEM 1A	5 5	Area 5A & Area 5C Area 5A & Area 5C	4 4	
Chinese Language and Culture		3	Area 3	3	Area 3B	3	
Comparative Government & Politics		3	Area 4	3	Area 4	3	
Computer Science A ⁴		3	Elective	3	(-)	(-)	
Computer Science AB ⁴		3	Elective	3	(-)	(-)	
Computer Science Principles		3	Area 2	3	(-)	(-)	
English Language		3	Area 1A or ENGL 1A	4	Area 1A	3	
English Language and Composition		3	Area 1A or ENGL 1A	4	Area 1A	3	
English Literature		3	Area 1A and Area 3 or ENGL C1000 and Area 3	6	Area 1A or Area 3B*		
English Literature and Composition*		3	Area 1A and Area 3 or ENGL C1000 and Area 3	6	Area 1A or Area 3B*	3	

AP Examination	GE Removal Date ³	Minimum Score	COLLEGE OF THE REDWOODS		CaI-GETC CERTIFICATION		
			CR Course / CR GE Area	Semester Units	CaI-GETC Area	Units for GE Certification	
Environmental Science ⁵	F09	3	Area 5	4	Area 5A & Area 5C	3	
		3	Area 5 or ENVSC 10	4	Area 5A & Area 5C	3	
European History*		3	Area 3 or Area 4 or HIST 4 or 5	3	Area 3B or Area 4*	3	
French Language and Culture		3	Area 3 or FRNC 1A & 1B	8	Area 3B	3	
German Language and Culture		3	Area 3	3	Area 3B	3	
Human Geography		3	Area 4	3	Area 4	3	
Italian Language and Culture		3	Area 3	3	Area 3B	3	
Japanese Language and Culture		3	Area 3	3	Area 3B	3	
Latin		3	Area 3	3	Area 3B	3	
Macroeconomics		3	Area 4 or ECON 1	3	Area 4	3	
Microeconomics		3	Area 4 or ECON 10	3	Area 4	3	
Physics 1 ⁶		3	Area 5	4	Area 5A & Area 5C	4	
Physics 2 ⁶		3	Area 5	4	Area 5A & Area 5C	4	
Physics C (electricity/magnetism) ⁶		3	Area 5	4	Area 5A & Area 5C	3	
Physics C (mechanics) ⁶		3	Area 5	4	Area 5A & Area 5C	3	
PreCalculus		3	Area 2	3	(-)	(-)	
Psychology		3	Area 4 or PSYCH 1	3	Area 4	3	
Seminar		3	Elective	3	(-)	(-)	
Spanish Language	S14	3	Area 3	3	(-)	(-)	
Spanish Language and Culture		3	Area 3 or SPAN 1A and 1B	8	Area 3B	3	
Spanish Literature	S13	3	Area 3	3	(-)	(-)	
Spanish Literature and Culture		3	Area 3	3	Area 3B	3	
Statistics		3	Area 2 or MATH 15	4	Area 2	3	
Studio Art - 2D Design		3	Elective or applied to Liberal Arts: Fine Arts Degree Program requirements	3	(-)	(-)	
Studio Art - 3D Design		3	Elective or applied to Liberal Arts: Fine Arts Degree Program requirements	3	(-)	(-)	
Studio Art - Drawing		3	Elective or applied to Liberal Arts: Fine Arts Degree Program requirements	3	(-)	(-)	
U.S. Government & Politics		3	Area 4	3	Area 4	3	
U.S. History*		3	Area 3 or Area 4 or HIST 8 or 9	3	Area 3B or Area 4*	3	
World History - Modern*		3	Area 3 or Area 4 or HIST 20 or 21	3	Area 3B or Area 4*	3	

College of the Redwoods Information:

#Passing score on this exam may be counted towards completion of the D3 requirement for students who can demonstrate completion of Intermediate Algebra with official high school or college transcripts.

CSU Information:

- These units count toward eligibility for admission. The units may not all apply toward certification of the corresponding GE-Breadth area. See Executive Orders 1036 and 110 for details.
- Areas of GE Breadth (A1 through E) are defined in EO 1100. Areas of American Institutions (US-1 through US-3) are set forth in Sections IA and IB of EO 1061, and at assist.org.
- Students seeking certification in GE Breadth prior to transfer must have passed the test before this date.
- If a student passes more than one AP exam in calculus or computer science, only one examination may be applied to the baccalaureate.
- Students who pass AP Environmental Science earn 4 units of credit. Tests prior to Fall 2009 may apply to either B1 and B3 or B2 and B3 of GE Breadth. Fall of 2009 or later, those credits may only apply to B1 and B3.
- If a student passes more than one AP exam in physics, only six units of credit may be applied to the baccalaureate, and only four units of credit may be applied to a certification in GE Breadth.

IGETC Information:

* AP Exams may be used in either area regardless of where the certifying CCC's discipline is located.

Disclaimer: This chart provides guidelines for external exams applied as universal system minimums. Each campus in the CSU and UC system will list in their catalog their own additional guidelines to determine how a student's external exams will be applied toward campus and/or major credit.

International Baccalaureate (IB) Credit

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

IB Exam	COLLEGE OF THE REDWOODS			CalGETC		
	Minimum Score	CR Course / CR GE Area	Semester Units	Minimum Score	CalGETC Area	Units for GE Certification
IB Biology HL	5	Area 5	6	5	Area 5B	3
IB Chemistry HL	5	Area 5	6	5	Area 5A	3
IB Economics HL	5	Area 4	6	5	Area 4	3
IB Geography HL	5	Area 4	6	5	Area 4	3
IB History (any region) HL	5	Area 4	6	5	Area 3B or Area 4*	3
IB Language A Literature HL	4	Area 3	6	5	Area 3B	3
IB Language A Language and Literature HL	4	Area 3	6	5	Area 3B	3
IB Language B (any language) HL ³	4	(-)	6	5	Area 3B	3
IB Language A: Literature (any language, except English) HL	-	-	-	5	Area 3B	3
IB Language A: Language and Literature (any language, except English) HL	-	-	-	5	Area 3B	3
IB Language A: Literature (any language) HL	(-)	(-)	(-)	5	Area 3B	3
IB Language A: Language & Literature (any language) HL	(-)	(-)	(-)	5	Area 3B	3
IB Mathematics HL: Analysis & Approaches	4	Area 2	6	5	Area 2	3
IB Mathematics HL: Applications and Interpretations	4	Area 2	6	5	Area 2 (may not be at all UC)	3
IB Physics HL	5	Area 5	6	5	Area 5A	3
IB Psychology HL	5	Area 4	3	5	Area 4	3
IB Theatre HL	4	Area 3	6	5	Area 3A	3

CSU Information:

- These units count toward eligibility for admission. The units may not all apply toward certification of the corresponding GE-Breadth area. See Executive Orders 1036 and 1100 for details.
- Areas of GE Breadth (A1 through E) are defined in EO 1100. Areas of American Institutions (US-1 through US-3) are set forth in Sections IA and IB of EO 1061, and at assist.org.
- Students seeking certification in GE Breadth prior to transfer must have passed the test before this date.
- If a student passes more than one AP exam in calculus or computer science, only one examination may be applied to the baccalaureate.
- Students who pass AP Environmental Science earn 4 units of credit. Tests prior to Fall 2009 may apply to either B1+B3 or B2+B3 of GE Breadth. Fall of 2009 or later, those credits may only apply to B1+B3.
- If a student passes more than one AP exam in physics, only six units of credit may be applied to the baccalaureate, and only four units of credit may be applied to a certification in GE Breadth.
- If a student passes more than one CLEP test in the same language other than English (e.g., two exams in French), then only one examination may be applied to the baccalaureate. For each test in a language other than English, a passing score of 50 is considered "Level I" and earns six units of baccalaureate credit; the higher score listed for each test is considered "Level II" and earns additional units of credit and placement in Area C2 of GE Breadth, as noted.
- The IB curriculum offers language at various levels for native and non-native speakers. Language B courses are offered at the intermediate level for non-natives. Language A1 and A2 are advanced courses in literature for native and non-native speakers, respectively.

IGETC Information:

*IB exam may be used in either area regardless of where the certifying CCC's discipline is located.

Note: Credit awarded for IB exams towards admission, GE or major requirements to the UC system will vary and will also depend on each UC campus. For more information, students should visit: <https://admission.universityofcalifornia.edu/admission-requirements/ap-exam-credits/ib-credits.html>.

Disclaimer: This chart provides guidelines for external exams applied as universal system minimums. Each campus in the CSU and UC system will list in their catalog their own additional guidelines to determine how a student's external exams will be applied toward campus and/or major credit.

College Level Examination Program (CLEP)

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

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

CLEP Exam	Minimum Score	COLLEGE OF THE REDWOODS	
		CR Course / CR GE Area	Semester Units
CLEP American Government	50	Area 4	3
CLEP American Literature	50	Area 3	3
CLEP Analyzing and Interpreting Literature	50	Area 3	3
CLEP Biology	50	Area 5	3
CLEP Calculus	50	Area 2	3
CLEP Chemistry	50	Area 2	3
CLEP College Algebra	50	Area 2	3
CLEP College Algebra – Trigonometry	50	Area 2	3
CLEP College Composition	50	(-)	(-)
CLEP College Composition – Modular	50	(-)	(-)
CLEP College Mathematics	50	(-)	(-)
CLEP English Composition (no essay)	50	(-)	(-)
CLEP English Composition (with essay)	50	(-)	(-)
CLEP Financial Accounting	50	(-)	(-)
CLEP French ³ Level I	50	(-)	(-)
CLEP French ³ Level II	59	Area 3	12
CLEP Freshman College Composition	50	(-)	(-)
CLEP German ³ Level I	50	(-)	(-)
CLEP German ³ Level II	60	Area 3	9
CLEP History, United States I	50	Area 4	3
CLEP History, United States II	50	Area 4	3
CLEP Human Growth and Development	50	Area 4	3
CLEP Humanities	50	Area 3	3
CLEP Information Systems and Computer Applications	50	(-)	(-)
CLEP Introduction to Educational Psychology	50	(-)	(-)
CLEP Introductory Business Law	50	(-)	(-)
CLEP Introductory Psychology	50	Area 4	3
CLEP Introductory Sociology	50	Area 4	3
CLEP Natural Sciences	50	Area 5	3
CLEP Pre-Calculus	50	Area 2	3
CLEP Principles of Accounting	50	(-)	(-)
CLEP Principles of Macroeconomics	50	Area 4	(-)
CLEP Principles of Management	50	(-)	(-)
CLEP Principles of Marketing	50	(-)	(-)
CLEP Principles of Microeconomics	50	Area 4	3
CLEP Social Sciences and History	50	(-)	(-)
CLEP Spanish ³ Level I	50	(-)	(-)
CLEP Spanish ³ Level II	63	Area 3	9
CLEP Spanish with Writing I ³	50	(-)	(-)
CLEP Spanish with Writing II ³	63	Area 3	9
CLEP Western Civilization I	50	Area 3 or Area 4	3
CLEP Western Civilization II	50	Area 4	3

Disclaimer: This chart provides guidelines for external exams applied as universal system minimums. Each campus in the CSU and UC system will list in their catalog their own additional guidelines to determine how a student's external exams will be applied toward campus and/or major credit.

Credit for Prior Learning (CPL)

(BP/AP 4235)

Credit for Prior Learning (CPL) is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom. CPL is not awarded for knowledge and skills already assessed and awarded credit through formal education at regionally accredited in-state and out-of-state institutions.

Students' knowledge and skills might be gained through experiences such as:

- Military training
- Industry training
- State/federal government training
- Volunteer and civic activities (e.g. Peace Corps)
- Apprenticeships, internships, work-based learning, or other industry-based experiential learning
- Advanced secondary school coursework

Student's knowledge and skills may be assessed through a variety of means. Discipline faculty are responsible for deciding which, if any, of their courses are eligible for CPL, the means of assessment, and the criteria that demonstrate proficiency. The Evaluation Specialist and Articulation Officer maintain a master list of these courses, means of assessment, and proficiency criteria across the District (CPL Master List). The college is responsible for posting the CPL Master List in the College Catalog and on the College website, and reviewing the processes and criteria by which Credit for Prior Learning may be awarded every 3 years.

Student Eligibility:

For a student to be eligible for CPL they must meet all of the following criteria:

- The student must be in good standing in the District.
- The student must have a current Student Education Plan that includes the subject for which Credit for Prior Learning is being requested.
- The course for which credit is being sought must be listed in the College of the Redwoods Catalog that is appropriate to the student's catalog rights.

Means of Assessing Prior Learning and Awarding Credit

Prior learning may be assessed and credit may be awarded using any method listed below *as long as it has been specifically approved by Discipline faculty for the specific course in question*. If an external accreditation or certification body requires a specific mechanism for granting credit for previously acquired knowledge and skills the Discipline faculty will follow the accrediting body guidelines.

- Credit by Examination
- Achievement of a satisfactory score on an Advanced Placement (AP), International Baccalaureate (IB), or College Level Examination Program (CLEP) examination
- Achievement of a satisfactory score on an examination

administered by other agencies approved by the District, e.g., a professional organization with specific certification or licensing requirements

- Satisfactory completion of an internal examination created and administered by Discipline faculty
- Evaluation of Joint Service Transcripts (JST)
- Evaluation of industry-recognized credential documentation
- Evaluation of student-created portfolios
- High School to College Tech Prep Articulation

In all cases, the units granted are the same as the units the student would have earned by successful completion of the course. These units will not be used for registration certification for the Social Security Administration, the Department of Veterans Affairs, financial aid eligibility, athletic eligibility, dorm residency, or similar programs. The units granted shall not be counted in determining the 15 semester units required in residence or the 12 units required in residence in the major for an Associate degree from College of the Redwoods. CPL shall not be given for a course in which the student previously received a letter grade other than "W" unless the course has been approved for Academic Renewal.

General Education & Graduation Requirements

General Education at College of the Redwoods Purpose

The purpose of general education at College of the Redwoods is to encourage students to think more deeply and more broadly about their own lives and about the world in which they live. General education provides students with skills in the areas of communication, computation, and critical thinking and introduces them to the basic modes of inquiry in the various academic disciplines. It promotes an understanding of values, a sense of civic responsibility, a commitment to preserving the natural environment, an appreciation of cultural diversity, and an understanding of the inter-relationships among all societies.

General Education Statement of Philosophy

The task of general education is to prepare students to understand and deal constructively with the diversity of the contemporary world, through exposure to ideas and ways of knowing and through an expanded capacity for cultural and global awareness and sensitivity. By constructing a framework of intellectual growth, general education should develop lifelong competencies in critical and creative thinking, written and oral communication, quantitative and scientific reasoning, and problem solving.

The general education courses at College of the Redwoods have been designed to help students develop and deepen the capacity to think; obtain knowledge on which preparation for the future depends; acquire a fuller understanding of cultures; strengthen the foundation for informed citizenship, participation

in community life, and public leadership; and sustain vocational and career goals.

In other words, exposure to the general education curriculum should prepare students to live in a rapidly changing world, but also to participate conscientiously in its transformation.

General Education Student Learning Outcomes

The following learning outcomes—Effective Communication, Critical Thinking, Global Awareness—will be addressed in all general education courses. Each general education course must address at least one of the bulleted outcomes under each the three categories.

1. Effective Communication

Students should be able to:

- communicate complex aesthetic, cultural and intellectual ideas;
- communicate complex mathematical and scientific ideas;
- analyze and adapt communication on the basis of audience;
- generate, compose, revise and communicate ideas clearly, orally and in writing;
- read with comprehension;
- listen with comprehension;
- use technology to process information; and
- conduct research using appropriate methods and tools.

2. Critical Thinking

Students should be able to:

- evaluate ideas presented in writing, media, speech or artistic representations;
- evaluate sources of information;
- analyze/interpret creative expressions, resources, data;
- use problem-solving skills effectively;
- apply the scientific method and scientific reasoning;
- apply mathematical and scientific concepts to analyze relationships; and
- make value judgments and ethical decisions.

3. Global/Cultural Context

Students should be able to:

- analyze issues from multiple perspectives;
- express an awareness of cultures in a diverse global community;
- explain the relationships between humanity and the natural environment; and
- analyze issues within their historical context.

General Education Options

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

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

AA-T and AS-T degrees may be completed using the California General Education Transfer Curriculum (CalGETC)

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

Associate of Arts Degree (AA) in Liberal Arts with an Area of Emphasis

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

- Local College of the Redwoods GE Pattern: 21 units
- California General Education Transfer Curriculum (CalGETC): 34 units

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

Associate of Science Degree (AS)

AS Degrees must be completed using the local College of the Redwoods General Education Pattern, requiring 21 units of coursework.

Graduation Requirements for the Associate Degree

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

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

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

- **Major Coursework:** at least 18 semester units, determined by discipline faculty and approved by the California Community College Chancellor's Office.
- **General Education (GE):** 21-34 semester units, depending on the GE pattern. See information about GE options for specific degree types.
- **CR Residency Requirement:** at least 12 semester units must be completed at College of the Redwoods.
- **Electives:** if a student completes General Education and Major requirements with less than 60 degree-applicable units, they must also complete enough elective coursework to bring their total to 60 units.

Limitations to coursework that can be applied to an Associate Degree

- Courses numbered 200-399 do not apply toward an Associate Degree, and do not transfer to four year colleges and universities.
- Courses numbered 100-199 do apply toward an Associate Degree, but do not transfer to four year colleges and universities.

Petitioning to Graduate

To be awarded a degree or certificate, students must petition to graduate. A student must meet with Counseling & Advising to confirm they have met all graduation requirements and to complete the Graduation Petition form.

The Deadlines to submit Graduation Petitions are:

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



College of the Redwoods General Education (CR-GE) 2025-2026 Requirements for the Associate Degree

**Courses listed under more than one requirement may only be used once to satisfy an area.*

***Consult with a counselor or advisor if planning to transfer to a CSU or UC and using this GE pattern.*

****Courses notated with an () are NOT an approved course for Cal-GETC in the designated area but may still be transferrable.*

		Units Required	Units Completed
AREA 1 – ENGLISH COMMUNICATION			
<i>Two (2) courses, 6 units, required. Choose one course from each area.</i>			
1A: English Composition	English C1000	3	
1B: Oral Communication and Critical Thinking	English C1001, 2B; Communication Studies C1000, (7); Philosophy (12)	3	
AREA 2 – MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING			
<i>One (1) course, 3 units, required.</i>			
2: Mathematical Concepts and Quantitative Reasoning	Business 14, (34); Computer Information Systems (1); Mathematics (4), (5), (10), (25), 30, 31, 50A; Statistics C1000, C1000E	3	
AREA 3 – ARTS AND HUMANITIES			
<i>One (1) course, 3 units, required.</i>			
3: Arts and Humanities	Art 1A, 1B, (2), 4, (10), (11), (17); Cinema 1, 2, 3; Drama 24; English 2B, 4, 9, 10, 17, 18, 60, 61; Environmental Science 11; French (1A), (1B); History 4, 5, 20, 21, 22, 23; Hupa (1A), (1B); Music (1), 10, 12; Philosophy (1), 2, 10, 13, 14, 15, 16, 20; Sign Language (1A), (1B), 2A, 2B; Spanish (1A), (1B), 2A, 2B; Yurok (1A)	3	
AREA 4 – SOCIAL AND BEHAVIORAL SCIENCES			
<i>One (1) course, 3 units, required.</i>			
Area 4: Social and Behavioral Sciences	Administration of Justice 1, (7); Agriculture 32, (33); Anthropology (1), (1B), 2, 3, (4), 5, (6), 7; Business (10); Communication Studies 2, 5, (6), (7), 8; Early Childhood Education (2), (18); Economics 1, 10; Forestry & Natural Resources (1); Geography 2; Health Education (1); History (4), (5), 8, 9, 11, 12, 20, 21; Native American Studies 1, 21; Philosophy (2); Political Science C1000, 1, (2), 3, 30; Psychology C1000, 3, 11, 30, (33); Sociology 1, 2, 5, 10, 16, 17, 18	3	
AREA 5 – NATURAL SCIENCES			
<i>One (1) course, 3 units, required. Courses that include a lab are noted with an *.</i>			
Area 5: Natural Sciences	Agriculture (5), (17), (23); Anthropology 1, (1B), (2), (6); Astronomy 10, 11; Biology 1*, 3*, 5*, 8*, (9*), 11, 15*, 20*; Chemistry 1A*, 2*; Computer & Electronics Technology (10); Environmental Science 10*, 12; Geography 1; Geology 1*, 2*, 10, 15; Oceanography 10, 12; Physics 2A*, 4A*, 10	3	
AREA 6 – ETHNIC STUDIES			
<i>One (1) course, 3 units, required.</i>			
Area 6: Ethnic Studies	Native American Studies 1, 21	3	
		CRGE Units Required	21
		Major Requirements and Elective Units	18+
		Minimum Degree Units for Transfer	60

To graduate from College of the Redwoods with an Associate Degree using this GE pattern, students must:

- Complete a minimum of 60 semester units of transferable coursework with an overall GPA of at least 2.0
 - No more than 14 semester units may be taken as Pass/Not Pass.
- Complete at least 15 semester units at College of the Redwoods.
 - 12 semester units must have been completed toward the major/program requirements.
- Complete all courses required for the major/program and general education with a grade of "C" or higher.
- Complete a Graduation Petition with a counselor or advisor during the semester of planned completion on or prior to the posted deadline.

NOTE: Communications C1000 (formerly Communications 1); English C1000 (formerly English 1A); English C1001 (formerly English 2A); Statistics C1000 (formerly Mathematics 15); Statistics C1000E (formerly Mathematics 16); Political Science C1000 (formerly Political Science 10); Psychology C1000 (formerly Psychology 1)

Additions: Area 4 (Political Science 30); Area 6 (Native American Studies 1 & 21)
Deletions: Area 1B (Communication Studies 6); Area 3 (Communication Studies 1, 3)

Updated: 03.28.2025

		Units Required	Units Completed
Cal-GETC Requirements for Transfer 2025-2026 California General Education Transfer Curriculum <i>*Courses listed under more than one requirement may only be used once to satisfy an area.</i>			
AREA 1 – ENGLISH COMMUNICATION <i>Three (3) courses, 9 units, required. Choose one course from each area.</i>			
1A: English Composition	English C1000	3	
1B: Critical Thinking and Composition	English C1001, 2B	3	
1C: Oral Communication	Communication Studies C1000	3	
AREA 2 – MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING <i>One (1) course, 3 units, required.</i>			
2: Mathematical Concepts and Quantitative Reasoning	Business 14; Mathematics 30, 31, 50A; Statistics C1000, C1000E	3	
AREA 3 – ARTS AND HUMANITIES <i>Two (2) courses, 6 units, required. Choose one course from each area.</i>			
3A: Arts	Art 1A, 1B, 4; Cinema 1, 2, 3; Drama 24; Music 10, 12	3	
3B: Humanities	English 2B, 4, 9, 10, 17, 18, 60, 61; Environmental Science 11; History 4, 5, 20, 21, 22, 23; Philosophy 2, 10, 13, 14, 15, 16, 20; Political Science 2; Sign Language 2A, 2B; Spanish 2A, 2B	3	
AREA 4 – SOCIAL AND BEHAVIORAL SCIENCES <i>Two (2) courses, 6 units, required. Choose two courses from at least two academic disciplines.</i> Important Note: Completion of Political Science C1000 and History 8 or 9 satisfies the CSU system's U.S. History, Constitution and American Ideals graduation requirement and the UC system's American History and Institutions graduation requirement (see a counselor or advisor for more information). It is highly recommended that students complete this requirement before they enroll at a CSU or UC.			
Area 4: Social and Behavioral Sciences	Administration of Justice 1; Agriculture 32; Anthropology 2, 3, 5, 7; Communication Studies 2, 5, 8; Economics 1, 10; Geography 2; History 8, 9, 11, 12, 20, 21; Native American Studies 1, 21; Political Science C1000, 1, 3, 20, 30; Psychology C1000, 3, 11, 30; Sociology 1, 2, 5, 10, 16, 17, 18	6	
AREA 5 – PHYSICAL AND BIOLOGICAL SCIENCES <i>Two (2) courses, 7 units, required. Choose one course from Area 5A: Physical Science and once course from Area 5B: Biological Science. At least one course must include a lab. Lab courses in each area are noted with an *.</i>			
Area 5A: Physical Science	Astronomy 10, 11; Chemistry 1A*, 2*; Environmental Science 12; Geography 1; Geology 1*, 2*, 10, 15; Oceanography 10, 12; Physics 2A*, 4A*, 10	3	
Area 5B: Biological Science	Anthropology 1; Biology 1*, 3*, 5*, 8*, 11, 15*, 20*; Environmental Science 10*	3	
Area 5C: Laboratory	Oceanography 10L; Courses marked (*) in Area 5A and Area 5B	1	
AREA 6 – ETHNIC STUDIES <i>One (1) course, 3 units, required.</i>			
Area 6: Ethnic Studies	Native American Studies 1, 21	3	
Cal-GETC Units Required		34	
Major Requirements and Elective Units		18+	
Minimum Degree Units for Transfer		60	

To be admitted to the CSU or UC systems as an upper-division transfer student, you must meet the requirements listed below:

- Completed a minimum of 60 semester (90 quarter) units of transferable coursework with
 - CSU – an overall GPA of at least 2.0 (2.4 for nonresidents).
 - UC – an overall GPA of at least 2.4 (2.8 for nonresidents). No more than 14 semester (21 quarter) units may be taken as Pass/Not Pass.
 - Note: Certain majors at both systems may require a higher overall GPA. Please see a counselor for more information.
- Be in good standing with the last college attended.
- Have completed each course with a grade of "C" or better.
- Request Cal-GETC Certification when ordering official transcripts.

(OPTIONAL) UC GRADUATION REQUIREMENT ONLY: LANGUAGE OTHER THAN ENGLISH

One (1) course, 4 units, required from the following courses: French 1B; Hupa 1B; Sign Language 1B; Spanish 1B, 2A, 2B

NOTE: Students may also demonstrate competency through Foreign Language Advanced Placement Test, College Board Achievement Test in a Foreign Language, and/or International Baccalaureate Examination in a language other than English. Requirements vary by UC campus and major. Please see a counselor for detailed information.

NOTE: Communication Studies C1000 (formerly Communication Studies 1); English C1000 (formerly English 1A); English C1001 (formerly English 2A); Statistics C1000 (formerly Mathematics 15); Statistics C1000E (formerly Mathematics 16); Political Science C1000 (formerly Political Science 10); Psychology C1000 (formerly Psychology 1)

Updated: 03.28.2025

ARTICULATION & TRANSFER

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

Associate Degree for Transfer

This joint transfer program from the California Community Colleges and the California State Universities makes it easier for students like you to transfer between the two school systems. Community college students who complete an Associates of Art for Transfer (AA-T) or Associates of Science for Transfer (AS-T) will be guaranteed admission to the California State University (CSU) system. With an Associate Degree for Transfer, you have the opportunity to complete two degrees with only 120 units if you apply and are admitted into a similar degree program. Through this program, students who complete an AA-T or AS-T will be given a special GPA advantage when applying to CSU impacted campuses or majors.

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

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

California General Education Transfer Curriculum (Cal-GETC)

The California General Education Transfer Curriculum (Cal-GETC) is the singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer and admission to both the California State University (CSU) and the University of California (UC). The curriculum and its policies are overseen by the Intersegmental Committee of the Academic Senates (ICAS), representing faculty from California's three segments of public higher education. For more information on Cal-GETC, please visit <https://www.redwoods.edu/services/counseling/cal-getc.php>

Transfer Admission Guarantee (TAG)

Six UC campuses at Davis, Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz offer guaranteed admission to California Community College students who meet specific requirements. By participating in TAG, you may receive early review of your academic records, early admission notification and specific guidance about major preparation and general education coursework. Use the UC Transfer Admission Planner to complete the TAG application, and review it with your community college counselor and/or UC campus TAG adviser. Students pursuing a TAG must apply to the TAG program September 1-30th prior to applying to the UC system Nov 1-30th: <https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/transfer-admission-guarantee-tag.html>

Articulated Transfer Agreements

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

Important and useful Internet sites:

- www.assist.org
- <https://www2.calstate.edu/apply>
- <https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/uc-transfer-programs/transfer-admission-guarantee-tag.html>
- <http://ccctransfer.org/>
- <https://www.californiacolleges.edu/#/>
- <https://www.redwoods.edu/services/counseling/index.php>
- <http://www.onetonline.org/>

California University Priority Application Periods

California State University (CSU) System:

- Fall Admission: October 1-Nov 30th
- Spring Admission: August 1-31st

University of California (UC) System:

- Fall Admission: October 1-Nov 30th
- For Winter/Spring terms, visit UC Admissions to find the current dates and schools accepting outside of Fall: <https://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-transfer/>

CAMPUS POLICIES & REGULATIONS

Campus Regulations

- The speed limit on campus is 15 m.p.h.;
- Smoking and vaping is prohibited anywhere on the property of College of the Redwoods
- Find the full text of all current Board and Administrative Policies (BP/APs) in our online repository.

Motorist Assistance Program

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

Domestic Animals on Campus

Domestic animals or livestock (including dogs and cats) are not allowed on campus including left unattended in vehicles. Exceptions are animals used in an instruction program of the college or certified service animals for the disabled and under control of the owner. Lost and stray animals and animals left unattended in vehicles will be referred to the appropriate Animal Control agency for removal from the campus grounds.

Skateboards/Wheeled Toys BP/AP 6750

Wheeled Recreational Equipment (except bicycles)

In the interest of public safety, no person shall, within the confines of the College grounds or buildings, ride a skateboard, roller skates, roller blades, or any wheeled recreational equipment, regardless of power. First-time offenders shall be warned to remove the wheeled recreational equipment from the College grounds. Subsequent offenses will be referred to the appropriate College official for disciplinary action (Education Code

Section 70902 – California Vehicle Code Sections 21113(f), 21967, and 21969).

Weapons on Campus BP/AP 3530

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

Exceptions are:

- A weapon in the possession of a duly appointed law enforcement officer, an honorable retired peace officer, a member of the military on official duty, or authorized security guards licensed to carry the weapon;
 - A weapon possessed by a District employee that is used for a lawful purpose as an approved part of the employee's job responsibilities;
 - A weapon approved by the Chief Executive Officer as instructional equipment;
 - Weapons authorized for activities on firearms range facility; and
 - Any other exception required by law.
- Any person who believes that he/she may legally and properly possess a firearm or other weapon on campus or in a District center or other facility of the District must notify the CRPD and President's office. Pursuant to Penal Code 626.9(h), individuals may not possess a firearm on campus without the written approval of the Chief Executive Officer or designee even if in possession of a concealed weapons permit.

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

Smoking BP/AP 3570

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

This administrative procedure applies to employees, students, visitors, and other persons who enter any Redwoods Community College District facility.

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

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

Enforcement Steps

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

Our primary goal is to achieve voluntary compliance with the tobacco-free policy by educating the college community about this policy. We also will provide smoking cessation assistance to faculty, staff, and students who wish to stop smoking. All members of the college community are responsible for respectfully communicating the policy to faculty, staff, students, and visitors. Faculty, staff, students, and visitors who observe individuals using tobacco on college property are encouraged and

empowered to respectfully explain that its use is prohibited or to address violation of the policy through the Campus Safety or the Human Resources Department.

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

- A verbal warning that clearly states the policy.
- Administrative action including but not limited to a verbal warning, an explanation of the policy, a health education referral, and/or withdrawal of consent to remain on the District campuses and sites.
- Revocation of facility use for non-compliant groups.
- The District may impose fines upon violators pursuant to California government code Section 7597.1

Parking Regulation & Permits

Parking Regulation BP/AP 6750

These procedures are intended to promote safe and orderly movement of traffic within District property and for the safe and orderly parking of vehicles and bicycles.

All applicable provisions of the California Vehicle Code are expressly applicable both on and off paved roadways.

Parking of motor vehicles and bicycles is limited to designated areas. Fee permits are required. Vehicles or bicycles parked in violation of the provisions of this code are subject to fines, towing, and/or impoundment.

All persons who enter college property are charged with knowledge of the provisions of this procedure and are subject to the penalties for violations of such provisions. In accordance with Section 21113(a) of the California Vehicle Code, it shall be unlawful for any person to do any act forbidden or fail to perform any act required in these procedures.

Section I – Parking Requirements

The District provides facilities for vehicles for the sole purpose of conducting College business. The District assumes no liability for damage or loss to private ve-

hicles, their occupants, or contents while on College property. Drivers, other than staff and students, who require vehicles on campus in order to conduct business related to the College, may obtain temporary or campus services permits. Daily permits may be purchased at each campus.

PART A. GENERAL

RESPONSIBILITY: The operation and parking of any motor vehicle on campus shall be the responsibility of the vehicle operator. Parking is permitted only with the proper acquisition and display of an appropriate valid and current parking permit. Students may not use parking areas reserved for staff between the hours of 7:00 a.m. and 5:00 p.m. weekdays. Unless otherwise marked, students may use staff areas after 5:00 p.m.

TEMPORARY REGULATIONS/INSTRUCTIONS: Occasionally special short-term conditions arise that may require suspending portions of these regulations, or may require additional temporary regulations and/or instructions. Citations may be issued to persons violating any temporary signs, barricades, or markings.

PART B. ELIGIBILITY

STUDENTS: All students who have paid the required fee and properly displayed their District issued parking permit are eligible for first-come, first-served parking in general parking spaces.

STAFF: All full-time and part-time staff properly displaying their District issued parking permit are eligible for parking in staff or general spaces. The term "staff" does not include tutors, student assistants, or work-study employees.

DISABLED PARKING: Disabled placards or specialized vehicle license plates are available from the Department of Motor Vehicles to those individuals with qualifying medical conditions. Such placards or license plates allow individuals with disabilities to park in spaces denoted by blue curbs, appropriate signage, and the international disabled symbol. Holders of disabled placards or license plates are also authorized to park in any parking space available, including staff spaces.

Persons with short-term disabilities requiring them to park near classes or offices may apply for special permits at the Disabled Student Services Office. This special permit will allow the individual the right to park in Medical Permit spaces

or in the blue Disabled Parking spaces

RESIDENTIAL HOUSING PARKING: Residents of College housing who wish to park a vehicle on campus shall purchase special parking permits that allow parking in either general parking lots or reserved residential housing parking lots. Such permits identify the holder as authorized to park overnight on campus.

ONE-DAY PARKING PERMITS: One-day parking permits are available from permit dispensing machines at the Eureka campus; at the Administrative Office at the Del Norte campus; and online through the Parking Management Bureau website. These permits are only for use in any general parking lots and are good only on the date printed on the face of each permit. They are not valid in staff or residential housing parking lots.

VOLUNTEER WORKERS: Individuals who volunteer to work in a College program on a regular basis, and are not students or employees, will be provided with appropriate permits free of charge. These permits are only for use in general parking lots and are only good for the date on the face of the permit. These permits can be obtained at the CRPD at Eureka campus and the Administrative Offices at Del Norte campus.

Section II – Procedures

PART A. FEES/PERMITS

The Board of Trustees and California State Law provide that a schedule of parking fees be established in order that funds may be provided for service, maintenance, improvement, and expansion of parking facilities.

All persons parking on campus must pay fees as prescribed on the Parking Bureau Management website at <https://mycampuspermit.com/redwoods.html>. Exceptions are those who qualify for adjusted rates under Education Code 76300(g) as verified by the Financial Aid Office.

Staff Parking Permits: A staff permit is provided free of charge for all regular employees of the District. Staff permits are not for the use of dependent children for the purpose of attending classes. As students, they are required to procure and display student permits and park in general lots.

PLACEMENT OF PARKING PERMIT: Parking permits must be displayed face out on either side of the lower windshield or

face out on the rearview mirror. It is the driver's responsibility to ensure that all numbers on the permit are visible from the exterior of the vehicle.

One day and temporary permits, such as visitor and vendor permits, should be placed face up on the driver's side of the dash to be visible from the exterior of the vehicle.

TRANSFER OF PERMIT: A parking permit is not transferable to other individuals.

REPLACEMENT OF PERMIT: In the event that a permit must be replaced due to damage or loss, there will be an \$8.00 replacement charge.

MISUSE OF PARKING PERMITS: All parking permits sold, issued, or granted to any person as permission to park a vehicle on campus, are and shall remain the property of College of the Redwoods during the period it is in effect. The College reserves the right to revoke a parking permit for cause at any time before the expiration date of the permit.

No person shall have in his/her possession, use, or display any counterfeit or altered permit, or have in his/her possession, use, or display for use as a valid permit, any permit not specifically authorized by College of the Redwoods.

No unauthorized person shall intentionally deface, destroy, or unlawfully remove any parking permit from a vehicle. No person who has been issued a parking permit shall give, lend, or allow any person to use such permit to obtain parking privileges to which he/she is not entitled.

No person who is not the legitimate holder of a parking permit shall fraudulently use any permit to obtain parking privileges to which he/she is not entitled.

PART B. PARKING

WHERE TO PARK: A parking permit does not guarantee a parking space in any given area at any given time. The responsibility of locating a legal parking space rests with the permit holder. Vehicles must be parked in a marked parking space. Lack of a parking space at any given time or location is not considered a valid excuse to park a vehicle in an area or space that is in violation of the conditions for which the parking permit was originally issued.

NO PARKING: It shall be unlawful to park at any red curb or outside of a clearly designated parking space.

Section III – Enforcement

PART A. PARKING REGULATIONS

Moving Violations: State or local law enforcement agencies may enforce moving violations. Moving violations observed by Campus Safety Officers are reported to the College Administration for possible disciplinary action. Examples of moving violations include:

- Exceeding the posted speed limits of 15 miles per hour on campus roadway or within designated parking facilities
- Failure to stop at "Stop" signs or observe "Yield" signs
- Operating motor vehicle in a prohibited direction on a one-way street or parking lot lane
- Failure to yield right-of-way to pedestrians
- Driving on inner-campus pedestrian walkways (except for authorized campus service vehicles)
- Reckless driving as defined by the California Vehicle Code
- Operating a vehicle on restricted roadways

Illegal Parking

- No current valid parking permit visible
- Reserved for staff permit parking only
- Disabled parking only
- Authorized campus vehicle parking only
- Designated or posted no parking at anytime
- Parking in red zone
- Parking in yellow zone
- Double parking
- Altered/forged/stolen permit

Additional Violations

- Altering, damaging, or moving College traffic signs, markings, or signal devices
- Failure to obey any lawful order, signal, or direction of College official or other law enforcement officer.
- Improper classification of one's vehicle as regulated in Section I, Part B
- Failure to observe temporary parking, or route and deroute signs
- Wheeled Recreational Equipment (except bicycles): In the interest of public safety, no person shall, within the confines of the College grounds or buildings, ride a skateboard, roller skates, roller blades, or any

wheeled recreational equipment, regardless of power. First-time offenders shall be warned to remove the wheeled recreational equipment from the College grounds. Subsequent offenses will be referred to the appropriate College official for disciplinary action (Education Code Section 70902 – California Vehicle Code Sections 21113(f), 21967, and 21969).

PART B. ENFORCEMENT

CITATIONS: All vehicles parked in violation of these regulations shall be cited. Citations issued by College of the Redwoods are processed through the appropriate agency in accordance with Section 40200 of the California Vehicle Code.

The following parking fines are in effect:

- No permit, etc.: \$30.00
- Campus vehicle parking only, overtime parking: \$50.00
- No parking anytime, red/yellow zone, double parking, etc.: \$50.00
- Altered/forged/stolen permit: \$150.00
- Disabled parking only: \$330.00
- Medical parking permit only: \$150.00
- After hours parking: \$100.00

OVERNIGHT PARKING: Parking of vehicles on campus overnight, or at any time for the purpose of storage or repairing such vehicle (except for emergency repairs) is prohibited, unless permission is obtained, in advance from CRPD. The parking of motor homes, trailers, boats, or any vehicle on campus for the purpose of habitation or storage is prohibited. Residential Housing permits allow overnight parking for residents only. Guests of housing residents must be checked in with the housing office. The housing office may issue an appropriate temporary permit.

DISPUTES: Individuals who feel that they have been incorrectly or unjustly cited may appeal citations using the following process:

- To dispute a citation, go to www.pmbonline.org.
- The initial dispute is requested to be submitted online within 21 days of the citation.
- The Chief of Police or designee is designated as the College of the Redwoods Citation Review Officer.
- The Chief or designee shall review written disputes and make a

- determination as to its disposition.
- Violators shall be notified by email of this decision through the PMB system within two weeks of the submission.
- If the individual wishes to contest this decision further, a secondary appeal can be made to the Chief of Police directly via email.

TIME RESTRICTIONS: The requirement of a parking permit is not enforced between 10:00 p.m., Fridays and 7:00 a.m., Mondays. All other parking regulations are enforced twenty-four hours per day, seven days a week.

TOWING, IMMOBILIZING, AND IMPOUNDING OF VEHICLES: Vehicles that appear to be abandoned are referred to the California Highway Patrol who will tow the vehicle after seventy-two hours of notification. Impoundment fees for such removal are the responsibility of the registered owner of the vehicle. Vehicles that have five or more unpaid citations may be removed by the College.

PART C. PARKING PERMIT REFUNDS

Refunds will be considered when classes for which a student is registered have been canceled, or circumstances beyond the student's control require withdrawal. Refunds for parking permits are made only to the person or organization paying the fee. The parking permit must be returned.

After the first week of a given semester, \$2.00 is subtracted from the value of the permit each school day that passes following the purchase of the permit. A school day is any weekday that the College is open for instructional purposes. It does not necessarily conform to the individual student's schedule.

Refunds are made by credit to the student's account approximately 10 working days following application for the refund.

STUDENT CONDUCT CODE & DISCIPLINARY PROCEDURE

AP 5500 Student Conduct Code and Disciplinary Procedure

Purpose of the Code

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

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

Student Conduct Policies

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

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

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

Student Rights

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

1. The right to be notified in writing of the charges against him/her;
2. The right to know the nature of the evidence against him/her(unless release of the evidence would endanger the health or safety of victim(s) or witness(es);
3. The right to present information and witnesses relevant to his/her

defense;

4. The right to freedom from compulsory self-incrimination; and
5. The right to appear at a hearing before the Conduct Review Committee with an advisor.

Proscribed Conduct of the College

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

Jurisdiction and Privacy

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

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

Student Code of Conduct Procedures

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

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

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

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

Investigation and Notice to Student

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

An investigative process should, to the extent possible, be concluded within twenty (20) days of the initiation of the investigation.

An investigative report shall be prepared that usually includes the following:

1. A description of the circumstances giving rise to the complaint.
2. A summary of the testimony provid-

ed by each witness.

3. An analysis of relevant data.
4. A finding of whether there is reasonable cause to believe that misconduct occurred.
5. Any other information considered appropriate by the District.

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

Imposing Sanctions

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

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

Referral to the Student Conduct Review Committee

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

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

Insufficient Evidence

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

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

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

Agreement of Resolution (aka Behavior Contract)

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

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

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

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

Formal Hearing

Conduct Review Committee

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

- One (1) member of the administration (and an alternate) appointed by the President/Superintendent.
- Two (2) members (and an alternate) of the classified staff appointed by the President/Superintendent from a list of staff members submitted by the classified bargaining unit. Vacancies of classified staff members shall be filled by action of the classified bargaining unit.
- Two (2) members (and an alternate) of the faculty appointed by the President/Superintendent from a list of faculty members submitted by the Academic Senate. Each faculty member must be a full-time or part-time faculty member at the College. Vacancies of faculty members shall be filled by action of the Senate.
- Two (2) members (and an alternate) of the student body appointed by the President/Superintendent from

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

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

Conduct Review Committee members and alternates serve on the committee for the academic year. Alternate members may be reappointed to serve as full members for the next academic year. The CSSO or designee shall serve as non-voting Secretary and advisor to the Conduct Review Committee. No Conduct Review Committee member may sit on the Committee during a hearing if that member is a complainant, witness, has a direct or personal interest in the outcome of the hearing, or has previously acted in an advisory capacity to the accused student.

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

Hearing Officer

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

Notice of Hearing

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

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

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

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

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

Conduct of Hearing

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

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

can compel the attendance of witnesses recommended by the parties.

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

Formal rules of evidence shall not apply. Any relevant, non-duplicative evidence may be admitted. Determination of violations shall be made based on the preponderance of evidence.

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

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

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

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

The student shall not be represented by an attorney unless, in the judgment of the CSSO or designee, complex legal issues are involved, or unless criminal

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

Notice of Decision

Within fifteen (15) days following the hearing, the Committee Chair or his/her designee on the Committee shall prepare and send the written decision of the Committee to the CSSO or designee. The Notice of Decision shall include factual findings regarding the accusation and determinations as to whether any specific section(s) of the Standards of Student Conduct were violated. The Notice of Decision shall also include a specific decision regarding the disciplinary action to be imposed, if any, unless expulsion is recommended. The Notice of Decision shall be based only on the record of the hearing, and not on matters outside of that record. The record includes the investigative report, any written notices or student statements, and oral and written evidence produced for, or at, the hearing. If expulsion is recommended, the Notice of Decision shall verify that expulsions require Board of Trustees action.

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

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

Appeals of Formal Hearing Decisions

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

1. Claim that the initial hearing included a material procedural error. The appeal request must identify the specific procedural error(s) and how that claimed error disadvantaged the appealing party.
2. Relevant evidence that was previously unavailable has been discovered, and that evidence could significantly impact the outcome of the case. The appeal request must identify the specific evidence, how the evidence is relevant, why the evidence was previously unavailable, and how the newly discovered relevant evidence could impact the outcome of the case.
3. The proposed discipline is substantially unreasonable in light of the findings. The appeal request must indicate the claimed unreasonableness of the proposed discipline and indicate what discipline the student believes would be appropriate.

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

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

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

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

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

The Board of Trustees shall consider any appeal at the next regularly scheduled meeting of the Board after receipt of the recommended decision.

The Board may also hold a special meeting to consider the discipline of a student, provided the notice of a special meeting for this purpose is posted at least five days prior to the special meeting.

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

The student shall be notified in writing, at least three (3) days prior to the meeting, of the date, time, and place of the Board's meeting. The student may, within forty-eight hours after receipt of the notice, request that the hearing be held as a public meeting.

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

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

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

Student Code of Conduct

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

Violations

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

1. Academic dishonesty, which includes cheating, plagiarism, and hampering or discrediting the academic work of others,
2. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the students to civil and criminal liabilities.
3. Continued disruptive behavior, or obstructing the work and operation of the College, including willful disruption of the orderly operation of the campus.
4. Defamation: An individual shall not use defamatory words or phrases or distribute defamatory materials. Defamatory words or materials are those that: (1) are false and expose any person or the college to hatred, contempt, ridicule, disgust or an equivalent reaction; or (2) are false and have a tendency to impugn a person's occupation, business, or office.
5. Violation of the College's computer use policy or any conduct that constitutes a computer-related crime pursuant to Penal Code, section 502. Use of electronic technology includes, but is not limited to: internet, e-mail, telephone, fax machines, or instant messaging to intimidate another member of the College community.
6. Theft (actual or attempted) or destruction of College property or property belonging to a member of the College community or other abuse of College computer facilities, programs, technology and equipment.
7. Coercion, which is defined as attempting to compel, control, or manipulate another through the threat of force, intimidation, exploitation of fear or anxiety, including explicit and implied physical and verbal threats against another person or bullying as defined in Board Policy 3431 and Administrative Procedure 3431.
8. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other College activities, including its public service functions on or off campus, or of other authorized non-College activities when the conduct occurs on College premises.
9. Intentionally obstructing or denying access to facilities or services to individuals entitled to use such services or facilities.
10. Intentionally interfering with the lawful rights of other persons on campus.
11. Violation of the District's nondiscrimination or sexual harassment policies, or engaging in harassing, or retaliatory behavior in violation of District policy or sexual assault or misconduct or physical abuse, including but not limited to rape, domestic violence, dating violence, sexual assault, stalking or sexual exploitation. Sexual misconduct, including discrimination based on gender, sexual harassment, dating violence, domestic violence, sexual assault, stalking, sexual exploitation, and hate crimes based on gender are subject to Administrative Procedure 3434, and where AP 3434 does not apply, AP 3435 will be used.
12. Violation of local, county, state, or federal law, whether it be on or off campus, only when a definite College interest is involved and where the student misconduct distinctly and adversely affects the College's pursuit of its educational mission.
13. Wearing, transporting, storing, or possessing firearms or other weapons on College property (including College-owned vehicles and parking lots), at College-sponsored or College-related functions or events, and during times when acting as a representative of the College whether on or off College premises "Weapons" prohibited by this procedure include firearms, knives, explosives, clubs and other items used as a threat to do bodily harm and facsimiles of such weapons. Prohibitions described in this provision do not apply to any certified law enforcement personnel engaged in official duties. Activities requiring use of the prohibited items may be conducted on approval of the activity by the

President/Superintendent or his/her designee.

14. Intentional obstruction of the freedom of movement of pedestrian or vehicular traffic on College premises.
15. Participation in a campus demonstration which disrupts the normal operations of the College and infringes on the rights of other members of the College community.
16. Leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.
17. Detention or physical abuse, or assault or battery, extortion, or intimidation of any person or conduct which is intended to threaten imminent bodily harm or endanger the health or safety of any person on any property owned or controlled by the College or at any College sponsored or supervised functions.
18. Failure to comply with reasonable directions of College officials or public safety officers acting in performance of their duties on campus or affecting conduct on campus.
19. Unauthorized possession, duplication or use of keys to any College premises, supplies or equipment, including computing, networking, or information resources, or unauthorized entry to or use of College premises.
20. Being an accessory to any person on the College campus who is or who is not a member of the College community who violates this code.
21. Violation of College Board policies, published college policies, rules, procedures, or regulations.
22. Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on CR premises or at functions sponsored by, or participated in by, CR or members of the College community.
23. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in California Health and Safety Code Section 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug parapher-

nal, as defined in California Health and Safety Code Section 11014.5 or use, sale or distribution of any poison defined in Section 4240 of the Business and Professions Code.

24. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the College.
25. Willful misconduct that results in injury or death to a student or to College personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the College or on campus.
26. Dishonesty; forgery; alteration or misuse of College documents, records or identification; or knowingly furnishing false information to the College.
27. Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on College premises, or the violation of lawful College regulations, or the substantial disruption of the orderly operation of the College.
28. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
29. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any district policy or administrative procedure.
30. The use by a student of any electronic listening or recording device in any classroom without the prior consent of the instructor, except as necessary to provide reasonable auxiliary aids and academic adjustments to a student with a disability.
31. Disengaging smoke or fire detection equipment including tampering with fire or safety equipment, including pull stations, fire extinguishers, fire hoses, smoke detectors, alarm horns and bells or any other fire or safety items, or failure to vacate

facilities during fire drills or fire or other emergencies when directed to do so by District or public safety representatives.

32. Initiation of or participation in hate violence.
33. Solicitation or acceptance of money or other thing of value as an inducement, encouragement, or reward for intercollegiate participation in violation of Education Code, section 67361 or false declarations regarding eligibility for participation in intercollegiate athletics under Education Code, section 67362;
34. The offering of any inducement or thing of value to influence the award of any grade or to alter any official College record.
35. Willfully disregarding community standards and safety protocols instituted to mitigate the spread of infectious diseases and viruses.

Sanctions

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

Individual Sanctions

1. Warning - a written or oral notice to the student that continuation or repetition of certain conduct may be cause for disciplinary action under this regulation.
2. Probation - a reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the

student is found to be violating any institutional regulation(s). If a student violates any condition of probation or again is charged with a violation of the standards of student conduct during the probationary period, such action shall be grounds for revocation of the student's probationary status and for further disciplinary action to be taken in accordance with this regulation.

3. Loss of Privilege - a denial of specified privileges for a designated period of time. This may include, but is not limited to, access to facilities, services or offices or participation in clubs, organizations, activities, or College-sponsored events.
4. Restitution - a requirement of any student who has caused non-accidental damage to College property to pay the College the cost of replacing or repairing the property in question. The College may withhold, after appropriate written notice to the student, grades, transcripts, certificates, diplomas, registration privileges, or any combination thereof from any student who fails to repay or refuses to repay any valid debt owed to the College (Title 5, section 59410)
5. Community Service - the performance of community service as a sanction for misconduct. Determination of the type of work to be performed, the number of hours of service, and the responsibility for supervising the service will be made in consultation with the CSSO.
6. Limited Access - an administrative restriction to selected parts/locations of campus buildings.
7. College suspension - the separation of the student with consequent loss of tuition and fees from any or all classes and activities at the College for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified (Title 5, section 76031).
8. College expulsion - the permanent separation with consequent loss of tuition and fees of the student from the College.
9. Counseling or Education Seminars - the requirement to participate in counseling seminars or educational workshops in lieu of, or in addition

to, the imposition of sanctions.

10. Revocation of Admission or Degree - the admission to the College may be revoked based on fraud, misrepresentation or other forms of misconduct related to the admissions process. The granting of a degree by the College may be revoked based on fraud, misrepresentation or other forms of misconduct related to obtaining the degree.
11. Deactivation - the loss of privileges, including College recognition, for a specified period of time for any student club, group, or organization.
12. Loss of housing on District property or housing affiliated with the District.
13. Loss of institutional financial aid or scholarships and/or loss of state financial aid pursuant to Education Code, section 69810 et seq. Disruptive Classroom Behavior

Instructors

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

Students

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

Records

Instructors are advised to keep careful written records regarding any incident of disruptive behavior, including dates, times, names of those present, and details of the incident. Instructors should inform their department chair or supervising faculty and the CSSO Office of any such incidents and provide written documentation, if requested. The parties involved, in conjunction with the depart-

ment chair or supervising faculty and appropriate administrator, may strive for acceptable solutions or mediate appropriate intervention strategies.

Removal from Class

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

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

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

Students Who May Present a Danger to Themselves or Others

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

Responding to Student Conduct Involving Threats or Violence

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

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

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

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

The police will be immediately called.

The person(s) threatened will be immediately informed.

Nothing in this process precludes the District from offering care and accommodations to students in crisis or from referring students to other resources for assessment or support.

Parents of minor students will be notified of the person(s) behavior (if FERPA conditions are met) and violation of the college's code of conduct. The College will continue to follow-up with faculty, staff, law enforcement, parents, etc. and communicate essential information to one another.

Immediate Suspension and Denial of Access

Immediate Suspension

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

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

Within 48 hours of ordering an immediate suspension, the President/Superintendent or designee shall forward written notice to the student of the basis for the action. Such notice shall be addressed to the student's last known address and/or email address and shall

advise the student of a right to a hearing and the time and location of such hearing. Unless the student agrees otherwise, such hearing shall be held no later than ten (10) days following suspension.

Withdrawal of Consent to Remain on Campus

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

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

Description of the person from whom consent was withdrawn, including, if available, the person's name, address, and telephone number. A statement of the facts giving rise to the withdrawal.

If the President/Superintendent or the person designated by him or her for the purpose of reviewing the withdrawal of consent to remain on campus, upon reviewing the report submitted by the person authorized to maintain order, finds that there was reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus or facility, he or she may enter written confirmation upon the report of the action taken by the officer or employee. If the President/Superintendent or person designated by the President/Superintendent in his or her absence to review the withdrawal of consent to remain on campus does not confirm the action of the officer or employee authorized to withdraw consent within 24 hours after the time the consent was withdrawn, the action of the officer or employee shall be deemed void and of no force or effect.

The notice given to the student may be given orally and/or in writing and shall

advise the student of the right to a hearing as set out herein.

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

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

Denial of Access

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

Fees, Denial of Aid and Readmission, and Student Statement

Fees

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

Admission or readmission

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

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

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

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

1. The individual maintains that he/she was not expelled or subject to expulsion by another California community college for the offenses described in Education Code, section 76038, or
2. The individual maintains that he/she did not commit any offense described in Education Code, section 76038, or
3. The individual maintains that notice of the hearing was not provided a

minimum of 5 days prior to the conduct of the hearing.

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

Denial of Enrollment for Continuing Threat.

In addition, enrollment may be denied to any District student who has been suspended from the District for conduct involving acts of violence or threats of violence, including any conduct that potentially endangers the health or safety of others, until the District determines that the individual does not present a direct threat to others. A determination that an individual poses a direct threat to others must be based on an individualized assessment of the individual's present ability to safely participate as a District student. This assessment must be based on a reasonable medical judgment that relies on available objective evidence. In determining whether an individual poses a direct threat, the District will consider (1) The duration of the risk; (2) The nature and severity of the potential harm; (3) The likelihood that the potential harm will occur; and (4) The imminence of the potential harm.¹ Any conduct for which admission or readmission may be denied must be related to a College activity or College attendance. Appeals regarding denial of admission or readmission enrollment shall be made to the CSSO or designee.

Denial of Readmission Following Protective Order.

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

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

or response concerning the disciplinary action.

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

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

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

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

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

Nondiscrimination-Equal Opportunity

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

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

504 of the Rehabilitation Act of 1973).

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

All classes are open to those who have met the academic prerequisites.

The College also affirms its commitment to equal opportunity employment as a part of its Equal Employment Opportunity District Plan.

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

I. Unlawful discrimination - Equal Opportunity: Title 5 C.A.C., Title IX/Title VI and VII

II. Section 504, of the Rehabilitation Act of 1973 (29 U.S.C. §794): If you have concerns or need to file a complaint, contact the Director of Human Resources 707-476-4238.

Sexual Harassment

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

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

If you need to file a sexual harassment complaint, contact the Director of Human Resources 707-476-4238.

Academic Accommodations

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

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

Reference: the Americans with Disabilities Act (Pub. L. 101-336 and 110-325); the Rehabilitation Act of 1973, Part 504 [34 C.F.R. § 104.3(j-m) and §104.4(a) and (b)]; the Family Educational Rights and Privacy Act of 1974; and Title 5 of the California Code of Regulations. For more information see BP/AP 5140 Student Accessibility Support Services.

Requests for Academic Accommodations

The Student Accessibility Support Services (SASS) Office is a resource for the general college community for information about and implementation of academic accommodations. Through an interactive process with SASS, appropriate accommodations are identified for students who have submitted an application and all necessary documentation to SASS. If you need academic accommodations, meet with one of the SASS counselors to complete a Support Services Agreement (SSA). Share information from the SSA with your instructor(s). If the instructor agrees, the accommodation is then implemented. While the right to accommodations is not negotiable, its implementation is. If the instructor questions the implementation, the student, the SASS director, and the instructor continue to talk until an agreement is reached. (Note: this may mean that an alternative accommodation may be implemented.) If the rare circumstance occurs that no agreement can be reached, the accommodation is temporarily implemented (per AP 5140) pending final resolution by the Academic Accommodations Committee. The Academic Accommodations Commit-

tee meets and reviews all information regarding the request. The committee will either approve, deny, or recommend a third accommodation. The decision is then final.

Student Records & Privacy Act (FERPA)

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

1. The right to inspect and review the student's education records within 15 days after the day College of the Redwoods receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, s/he will advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. A student who wishes to ask the college to amend a record should write the college official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.
4. If the college decides not to amend the record as requested, the college will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
5. The right to provide written consent before the college discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

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

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

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

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

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

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

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

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

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

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

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

Grade Changes

BP 4231 | AP4231

The President/Superintendent or his/her designee shall implement procedures to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall include, but not necessarily be limited to, the following:

- Assurance that in the absence of mistake, bad faith, fraud or incompetence, the grades awarded by faculty shall be final.
- Procedures for students to challenge the correctness of a grade.
- The installation of security measures to protect grade records and grade storage systems from unauthorized access.
- Limitations on access to grade records and grade storage systems.
- Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.
- Notice to students, faculty, transfer institutions, accreditation agencies and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.

References: Education Code Sections 76224 and 76232; Title 5 Section 55025; Adopted by Board of Trustees: 08/02/11, Amended: June 7, 2016

Course Grade Challenge

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

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

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

Step 1: Discuss the Issue with the Instructor.

Every attempt should be made to discuss the issue with the instructor. However, if the instructor is not available or the student does not wish to meet, the student should discuss the matter with the appropriate instructional administrator (generally, the division Dean or area Director). If the instructor agrees to the grade change, they will initiate the appropriate grade change process. If the

student does not feel the issue has been resolved, they may proceed to Step 2.

Step 2: Student Files a Grade Challenge Form.

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

Step 3: Instructor's Formal Response to Grade Challenge.

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

Step 4: Meeting with Dean/Director, Student and Instructor.

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

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

challenge is terminated.

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

Step 5: Appeal to a Course Grade Challenge Committee.

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

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

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

At the close of the meeting, the decision to affirm or deny the student's Course Grade Challenge shall be determined by a majority vote (the CIO will vote only in the case of a tie), and shall be based solely upon substantiation of mistake, fraud, bad faith, or incompetence (Ed. Code 72224). The Committee shall submit a written report of its decision to the CIO within three (3) working days of the

meeting or review of the written record, as the case may be. The Chief Instructional Officer shall notify the instructor and the student of the outcome within three working days after receiving the Committee's written report. The Committee's written report shall be considered confidential. At the conclusion of this process, all documentation will be secured in the office of the CIO.

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

Excused Withdrawal

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

Security of Grade Records

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

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

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

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

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

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

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

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

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

Approved: 10/03/2011 Former Administrative Procedure #528.01 "Regulations Regarding Academic Complaints," Adopted by Board of Trustees: June 6, 1994, Amended: 12/8/15, 8/31/2018

Student Complaints other than Academic Complaints or Unlawful Discrimination

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

Grievances related to:

- Course grades are addressed in Board Policy 4231, Grade Changes, and Administrative Procedure 4231.
- Sexual harassment, sexual assault, or illegal discrimination (i.e. age, ancestry, citizenship status, color, disability, ethnic

group identification, gender, marital status, medical condition, national origin, parental status, race, religion, sexual orientation, or veteran status), are addressed in Administrative Procedure 3435 Discrimination and Harassment Complaints and Investigations. Students should contact the Director of Human Resources and/or Director of Public Safety.

- Financial aid;
- The exercise of rights of free expression, protected by state and federal constitutions and Education Code Section 76120, are addressed in Board Policy 3900 Free Expression by Students and Administrative Procedure 3900.

This procedure does not apply to the following:

- Student Conduct, which is covered under Board Policy 5500 and Administrative Procedure 5500.
- Police traffic tickets. Those complaints must be made at the Campus Safety Office.
- Parking tickets. Those complaints must be made at the Public Safety Office.

At the Informal Grievance Process and Formal Grievance Process stages, students will have the right to be accompanied by an advisor (non-attorney) if so desired, conditional on 24-hour notice to and approval of the CSSO or designee. The advisor may attend meetings and hearings with the student to counsel them and suggest questions.

A. Informal Resolution Process

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

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

Failure of the District to meet any of the

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

B. Informal Grievance Process

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

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

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

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

C. Formal Grievance Process

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

1. Student Files a Request for Hearing

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

described above.

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

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

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

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

2. CSSO or Designee Convenes the College Hearing Committee

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

The College Hearing Committee shall be composed of the following:

- Two students appointed by the ASCR President
- Two faculty members appointed by the Academic Senate Co-Presidents
- One classified member appointed by the CSEA President

- One administrator, who shall chair the committee, appointed by the College President or designee

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

3. Hearing Procedures

The Chair of the College Hearing Committee will establish a hearing format consistent with this administrative procedure.

Formal hearings will be conducted by the committee according to the following guidelines:

1. In complaints involving more than one student complainant, the Chair of the College Hearing Committee will determine if hearings concerning each student will be conducted jointly or separately. The decision of the Chair shall be final on all matters relating to the process of the hearing unless there is a vote by other members of the panel to the contrary.
2. The student(s) will be notified by certified mail of the hearing at least five business days in advance of the hearing. The letter will inform the student of the time, location and place of the hearing and include a copy of this administrative procedure.
3. All parties shall be present at the hearing. In the willful absence of the complainant and/or a representative of his/her choice, the complaint will be dismissed.
4. Hearings shall be closed and confidential unless the one of the parties requests that it be open to the public. Any such request must be made no less than five days prior to the date of the hearing. In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the Chair agree to the contrary.
5. Quorum for a hearing requires that four (4) of the six College Hearing Committee members are present for the hearing. If the case is to be heard at the Del Norte Education Center, a quorum will be three (3) members of the Committee.
6. The parties may be accompanied by an advisor if so desired. The advisor may attend the hearing with the student to counsel him/her and suggest questions. The parties may be present during the entire time of the hearing, except during the deliberations of the Committee. In no event may the advisor participate directly by speaking for either party or questioning witnesses. Admission of any other person to the hearing will be at the discretion of the Chair.
7. The student may represent him or herself, and may also have the right to be represented by a person of his or her choice, with the exception that the student shall not be represented by an attorney unless agreed to in advance of the hearing by the Chair. The student must note on the Request for a Hearing form if the student wishes to be represented by an attorney. If the student is permitted to be represented by an attorney, the Committee may also request legal assistance. Any legal advisor provided to the Committee may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.
8. The parties may present evidence, including witnesses and written statements. The Chair will determine the format of the hearing, and the admissibility of witnesses or written statements, and may elect not to hear such statements if deemed redundant or irrelevant.
9. The Chair retains authority to question witnesses and parties to the alleged violations and will determine the appropriateness of questions posed by the parties. Other committee members should request and receive the permission of the Chair before asking questions of the witnesses. Employees against whom complaints have been filed will be advised of their right to remain silent, and may choose not to respond to any questions.
10. Pertinent and relevant information may be reviewed without regard to the legal rules of evidence.
11. The person making the complaint shall assume the burden of proof.
12. There will be a single verbatim recording, digital or taped, of all hearings before the Committee. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the Committee Chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. Recordings shall remain in the custody of the College at all times, unless released to a professional transcribing service. Access is limited to reviewing the verbatim record only on College premises and in the presence of the CSSO or designee. The verbatim record will be the property of the College.
13. The College Hearing Committee may accommodate concerns for the personal safety, well-being, or fears of confrontation of the complainant, staff or other witnesses during the hearing by providing separate facilities, by using a visual screen, or permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, as determined in the sole judgment of the Chair to be appropriate and in the best interests of the parties.
14. Following testimony of witnesses, the Committee shall consider the complaint and determine if the complaint is valid. Determination of validity shall be made based on the preponderance of evidence.
15. The Committee shall then decide, by majority vote, if any remedy, action, or decision is required or necessary. The decision shall be based only on the record of the hearing, and not on matters outside of that record. The record consists of the original accusation, the written response, if any, of the student and staff, and the oral and written evidence produced at the hearing. The Committee need not limit its recommendations to the remedy requested by the student.
16. The Committee shall submit in writing its findings of validity and recommend action to the President. The President may accept or modify part or all of the Committee's recommendation and shall submit the decision, with stated reasons, to all concerned within the shortest reasonable time after the decision has been rendered, but not to exceed ten (10) business days after the hearing.
17. The decision shall include whether the complaint is valid or invalid, and may include specific recommendations for further action.

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

19. The decision of the President shall be final.

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

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

SAFETY AT COLLEGE OF THE REDWOODS

Crime Reporting Procedures

Safety at College of the Redwoods is everybody's business. No community can be totally risk free in today's society. Students, faculty, staff and visitors are partners in creating an environment that is safe and conducive to learning.

Individuals may report alleged criminal actions (including sex offenses) or emergencies that occur on campus through any of the following means:

- * At any campus, dial 9-1-1 for immediate emergency response.
- * Use an emergency telephone located throughout the campus to contact Campus Safety.
- * On the Eureka Campus call Campus Safety at 707 476 4111. (x4111)
- * On the Del Norte Campus call Campus Safety at 707 465 2311. (x2311)
- * Contact a Campus Safety Officer in uniform on patrol.
- * Ask any College of the Redwoods Campus Safety Officer to assist with reporting a crime.

Campus Security for Satellite Locations and Occasional Instruction Sites

College of the Redwoods has three campuses other than Eureka: Del Norte Campus, Klamath-Trinity and the Eureka Downtown Education Center. The Del Norte Campus has security officers working mainly while classes are in session. Local law enforcement responds to any issues at these locations.

Campus Security for Non-Campus Locations

The CRPD monitors and records criminal activity at non-campus locations, and may work cooperatively with local law enforcement, campus Directors or site managers, and the Vice-President of Student Services to address problems as they arise. College of the Redwoods regularly uses non-campus locations for off-campus credit and non-credit courses.

Local law enforcement responds to any issues at these locations.

Access to Campus Facilities

College of the Redwoods is a public institution, and as such has an open campus policy. This means members of the public are allowed on campus when the campus is open (generally 7 a.m. to 10:00 p.m. Monday-Friday). The public is also allowed to attend sporting events, performances in the Theater or other location, or other regularly scheduled public events.

Individual rooms may be locked due to sensitive contents such as computers, medical equipment, etc., until the arrival of the specific instructor. Campus buildings are normally locked during non-instructional periods. Campus Safety Officers will unlock doors for weekend classes and other events as published in the Facilities Use Schedules which are prepared by the Facilities Department. Individuals who need to be in campus buildings or areas other than during regularly scheduled work hours should notify their department chairperson or supervisor as well as the Campus Safety Officer on duty so that they can be checked on for their safety. Several campus rooms are protected by intrusion alarms. Before entering such areas, Campus Safety should be called.

It is the responsibility of those who use rooms, offices and areas to lock access doors, turn off lights, and close windows. Campus Safety and Custodial staff will check the entire campus during off hours, but the primary responsibility lies with the facility user. Keys are provided to individual staff members on a need-to-enter basis as determined by the appropriate supervisor. Keys are issued by Facilities. Lost keys should be immediately reported to one's supervisor, Facilities and the CRPD. Keys should never be loaned to other staff members or students. Campus Safety Officers will confiscate any keys which have not been specifically issued to a particular individual. Duplication of District keys is a misdemeanor. District owned property is not to be removed from the campus without

expressed written authorization from the department chairperson or area supervisor. Unauthorized removal of District property from the campus is a violation of the law and may be prosecuted by the District.

Law Enforcement, Security Authority & Prompt Reporting

It is the policy of the College of the Redwoods Board of Trustees to provide reasonable protection to the college community using methods that fit within and contribute to the educational philosophy of the institution. This protection extends to both the users of college facilities, and the facilities themselves. The primary law enforcement agency serving the District is the College of the Redwoods Police Department. The College of the Redwoods has entered into Memorandum of Understanding (MOU) with the local law enforcement agencies serving the areas where classes are held to provide service to the district in support of the CRPD. The Humboldt County Sheriff's Office provides law enforcement support for the Eureka main campus. The Eureka Police Department supports the Eureka Downtown Education Center. The primary law enforcement agency serving the Del Norte campus is the Del Norte County Sheriff's Office. Other class sites are served by the law enforcement agency having jurisdiction over that particular site.

The CRPD employs both sworn law enforcement officers and civilian Campus Safety Officers to provide safety and security service to the district. Campus Safety Officers (CSO) are part of the College of the Redwoods Police Department but do not possess arrest power as they are not sworn peace officers. They may make a private citizens arrest as allowed by state law. College of the Redwoods Campus Safety Officers may ask persons for identification and to determine whether individuals have lawful business at College of the Redwoods. The College of the Redwoods Campus Safety Officers have authority under the laws of Citizens Arrest, (California Penal Codes 834 and 837) and the College Board of Trustees to

provide safety for persons and property on campus, respond to emergency situations, assist in medical emergencies and other related safety needs, as well as enforce campus parking regulations.

Crime Prevention & Emergency Notifications

Crime Prevention

An essential component to any successful crime prevention program is an informed public. It is the intent of College of the Redwoods to inform students and staff in a timely manner of any criminal activity or security problems which may pose a threat to their physical safety or the protection of their property.

Such information is normally distributed to students through messages posted on the College's website, campus-wide emails & text messages via Everbridge, campus intercom system, CR Campus Safety patrol vehicle announcements and press releases.

Community training is also a critical element to a campus safety program. Student Health, Housing, and Counseling all sponsor programs on various topics ranging from sexual assault awareness to substance abuse prevention. Campus Safety also provides programs suitable for college success classes on general safety, proactive self-protection and crime prevention on campus.

Finally, an effective crime prevention program is a community effort with people watching out for one another. All staff and students are asked to be alert, security conscious and willing to be involved. Call the CRPD and Campus Safety staff at extension 4111 whenever you observe suspicious behavior on campus.

Emergency Notifications

CRPD will notify the campus community upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus. Types of emergencies include inclement weather, hazardous spills, fires, active assailants, and major earthquakes that may cause building evacuations to campus closures. The College has a variety of tools to com-

municate with the public in the event of these and other possible emergencies.

Types of Notifications

* Everbridge: College of the Redwoods alert system enables emergency response team members to communicate with students, faculty, and staff in minutes by sending a message via a number of contact methods – email, text messaging, and cell phones. Everbridge Aware for Campus Alerts will only be used during emergencies and for system testing. This service is free to members of the College of the Redwoods campus community. However, standard rates apply for cell phone and SMS messages.

* Website: The website is updated with information during actual emergencies or campus closures.

* Campus Intercom System: Voice over Internet Protocol (VoIP). The VoIP system may also be used during emergencies

* College Group E-mail: During emergencies, College of the Redwoods may send an "urgent" group e-mail to every student, faculty and staff member when the email address is provided. The message directs individuals to the emergency web site for additional information and instructions.

* CRPD Patrol Car Announcements: CRPD patrol vehicles are equipped with public address systems that officers can use to provide instructions to pedestrians during emergencies.

Substance Abuse

In compliance with Public Law 101-226, the "Drug Free Schools and Communities Act Amendment of 1989," the Board of Trustees of College of the Redwoods prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on College of the Redwoods property and/or as part of any College of the Redwoods sponsored or sanctioned activity. Any student or employee in violation of this policy is also in violation of the Student Code of Conduct, and is subject to disciplinary action up to, and including, expulsion from College of the Redwoods, or termination from District employment. Without proper authorization, the possession, use and sale of alcoholic beverages by anyone on College of the Redwoods property is a misdemeanor per California Business and Professions Code Section 25608 and a vi-

olation of the Student Code of Conduct. The use, sale or possession of any illegal drug is a violation of state law and any person found in violation may be subject to arrest by federal, state or local law enforcement authorities. The decision to take disciplinary action as a result of these violations rests with the President of College of the Redwoods by authority delegated by the Board of Trustees.

Criminal prosecution is separate from any administrative discipline that may be imposed by the District.

Sexual Assault Programs & Procedures

College of the Redwoods offers a variety of sexual assault prevention programs through the Student Health Center, Counseling and Housing that address assaults including rape, acquaintance rape, forcible and non-forcible sex offenses. If the individual prefers counseling from an off campus source, the North Coast Rape Crisis Team can be contacted at (707) 445-2881 (Humboldt) or (707) 465-2851 (Del Norte).

In the event that a sexual assault takes place, CRPD recommends that the following procedures be followed:

1. CRPD at extension 4111 should be contacted immediately.
2. Call the North Coast Rape Crisis Team. They can be contacted at (707) 445-2881, or via text at (707) 382-5174 if the individual requests immediate counseling and advocacy.
3. Those assaulted should not bathe or shower until after they are seen at an emergency room or by a physician. This is critical to preserving DNA evidence.
4. The Campus Safety Officer on duty, or any other college employee involved at the time the report is made, will assist the student in contacting the appropriate agencies for law enforcement response and/or counseling.
5. To facilitate the assailant's arrest and prosecution, it is important to provide all known information regarding the assault to the law enforcement officer or Campus Safety Officer responding, including the name or description of the person responsible, the location of the assault, the circumstances involved and any other details requested.

6. Students involved in a sexual assault case may request a change in their classroom and/or living situations on campus; the college will accommodate such requests when it is determined that it is feasible and reasonable to do so. The student should contact the Vice President, Instruction & Student Development to make those arrangements.

7. Be aware that all parties involved in sexual assault cases are entitled to have others present during a disciplinary proceeding. The parties will be kept informed of the college's final determination with respect to the sex offense, including any sanction that is imposed against the accused.

Clery Act Report

2024 Annual Security Report: <https://www.redwoods.edu/about/security/documents/2024%20Annual%20Security%20Report-a.pdf>

CRPD ensures the completion and implementation of the Clery Act Crime Awareness and Campus Security Act of 1990. This act established a minimum standard for the disclosure of campus crime statistics and campus security policy as it applies to certain crimes reported to the police and other college officials known as Campus Security Authorities (CSA). The Act defines CSA's as mandated crime reporters. As such, CSA's are required to report any Act qualifying crimes that they are made aware of to CRPD. Timely reporting of crimes is encouraged and sometimes required. CRPD will use the submitted information to verify the appropriate crime classification and to compile statistics to be included in the Annual Security Reports that College of the Redwoods publishes and distributes each fall.

If a crime has recently occurred, or you need assistance with information on this form please notify CRPD as soon as possible at (707) 476-4111 to assist and additionally decide if a timely warning needs to be generated.

Campus Crime Statistics

CRIME STATISTICS BY CAMPUS

Eureka Campus

CAMPUS CRIME STATISTICS 2021-2023												
Eureka Campus												
	On Campus			Student Housing Facilities			Public Property			Non Campus		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Criminal Homicide												
* Murder/Non-Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	1
* Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offenses												
* Rape	0	0	0	0	0	0	0	0	0	2	0	1
* Fondling	0	0	0	0	0	0	0	0	0	0	0	0
* Incest	0	0	0	0	0	0	0	0	0	0	0	0
* Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	1	0	1	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	2	0	8
Burglary	0	0	0	0	0	0	0	0	0	5	0	2
Motor Vehicle Theft	0	1	0	0	0	0	0	0	0	1	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	1	0	0	0	0	0	1	0	11	0	12
Arrests for Weapons Possession	0	1	0	0	1	0	0	0	0	0	0	3
Discipline for Weapons Possession	0	0	0	0	0	0	0	0	0	3	0	0
Arrests for Drug Violation	0	1	0	0	0	0	0	0	0	1	0	1
Discipline for Drug Violations	1	3	0	1	3	0	0	0	0	8	0	0
Arrests for Liquor Laws	0	0	0	0	0	0	0	0	0	0	0	1
Discipline for Liquor Laws	2	0	0	1	1	0	0	0	0	0	0	0
TOTAL	3	5	0	2	5	0	0	0	0	12	0	5
Domestic Violence	0	0	0	0	0	0	0	0	0	1	0	2
Dating Violence	0	0	1	0	1	1	0	0	0	0	0	0
Stalking	0	0	2	0	0	0	0	0	0	0	0	0
Hate Crimes	0	0	0	0	0	0	0	0	0	0	0	0

Public Properties: Crimes reported to Humboldt County Sheriff's Department or Eureka Police Department located in close proximity to the College of the Redwoods campus or extended education sites.

Non-Campus statistics for 2022 reduced due to re-definition of "Dual Enrollment" agreements with local high schools. There is no space utilization contract with Dual Enrollment High Schools, so there is no longer a reporting requirement.

Del Norte Campus

CAMPUS CRIME STATISTICS 2021-2023						
Del Norte Campus *						
	On-Campus			Public Property		
	2021	2022	2023	2021	2022	2023
Criminal Homicide						
• Murder/Non-Negligent Manslaughter	0	0	0	0	0	0
• Negligent Manslaughter	0	0	0	0	0	0
Sex Offenses						
• Rape	0	0	0	0	0	0
• Fondling	0	0	0	0	0	0
• Incest	0	0	0	0	0	0
• Statutory Rape	0	0	0	0	0	0
Robbery	0	0	0	0	0	0
Aggravated Assault	1	0	0	2	2	0
Burglary	0	2	0	1	1	0
Motor Vehicle Theft	2	0	0	2	2	0
Arson	0	0	0	0	0	0
TOTAL	3	2	0	5	5	0
Arrests for Weapons Possession	0	0	0	0	1	0
Discipline for Weapons Possession	0	0	0	1	0	0
Arrests for Drug Violation	0	0	0	0	0	0
Discipline for Drug Violations	0	0	0	1	0	0
Arrests for Liquor Laws	0	0	0	0	0	0
Discipline for Liquor Laws	0	0	0	0	0	0
TOTAL	0	0	0	2	1	0
Domestic Violence	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0
Stalking	0	0	0	0	0	0
Hate Crimes	0	0	0	0	0	0

No student housing facilities or non-campus properties.

Public Properties: Crimes reported to Del Norte County Sheriff's Department located in close proximity to the College of the Redwoods campus.

Klamath-Trinity Instructional Site

CAMPUS CRIME STATISTICS 2021-2023						
Klamath-Trinity Instructional Site *						
	On- Campus			Public Property		
	2021	2022	2023	2021	2022	2023
Criminal Homicide						
• Murder/Non-Negligent Manslaughter	0	0	0	0	0	0
• Negligent Manslaughter	0	0	0	0	0	0
Sex Offenses						
• Rape	0	0	0	0	0	0
• Fondling	0	0	0	0	0	0
• Incest	0	0	0	0	0	0
• Statutory Rape	0	0	0	0	0	0
Robbery	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0
Burglary	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0
Arson	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0
Arrests for Weapons Possession	0	0	0	0	0	0
Discipline for Weapons Possession	0	0	0	0	0	0
Arrests for Drug Violation	0	0	0	0	0	0
Discipline for Drug Violations	0	0	0	0	0	0
Arrests for Liquor Laws	0	0	0	0	0	0
Discipline for Liquor Laws	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0
Domestic Violence	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0
Stalking	0	0	0	0	0	0

No student housing facilities or non-campus properties

Eureka Downtown Instructional Site

CAMPUS CRIME STATISTICS 2021-2023						
Eureka Downtown Campus						
	On Campus			Public Property		
	2021	2022	2023	2021	2022	2023
Criminal Homicide						
• Murder/Non-Negligent Manslaughter	0	0	0	0	0	0
• Manslaughter by Negligence	0	0	0	0	0	0
Sex Offenses						
• Rape	0	0	0	0	0	0
• Fondling	0	0	0	0	0	0
• Incest	0	0	0	0	0	0
• Statutory Rape	0	0	0	0	0	0
Robbery	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0
Burglary	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	1	0
Arson	0	0	0	0	0	0
TOTAL	0	0	0	0	1	0
Arrests for Weapons Possession						
Discipline for Weapons Possession	0	0	0	0	0	0
Arrests for Drug Violation	0	0	0	0	0	0
Discipline for Drug Violations	0	0	0	0	0	0
Arrests for Liquor Laws	0	0	0	0	0	0
Discipline for Liquor Laws	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0
Domestic Violence	0	0	0	0	0	0
Dating Violence						
Stalking	0	0	0	0	0	0

No student housing facilities or non-campus properties.

Public Properties: Crimes reported to the Eureka Police Department or College of the Redwoods Police Department.

FIRE SAFETY STATISTICS

FIRE SAFETY STATISTICS

Student Housing	Fire Detection Systems (Smoke, heat, ion)	Fire Suppression System	Fire Extinguishers Present	Redundant Monitoring System	Fire Drills Each Year
Del Norte Residence Hall	Yes	No	Yes	Yes	1
Mendocino Residence Hall	Yes	No	Yes	Yes	1

	Summary of Fires								
	2021			2022			2023		
	Fires	Injuries	Deaths	Fires	Injuries	Deaths	Fires	Injuries	Deaths
Del Norte Residence Hall	0	0	0	0	0	0	0	0	0
Mendocino Residence Hall	0	0	0	0	0	0	0	0	0

FACULTY & ADMINISTRATION

AGEE, Cintra

Native American Studies
B.A., Hunter College, City University of New York
M.E.M, Ph.D., Yale University

AMIS, Paula

Nursing
A.S., College of the Redwoods
B.S.N., Western Governors University

BARBER, Ericka

Director, Administrative Services
B.S., California State Polytechnic University, Humboldt
M.S.A., California State University, Sacramento

BLAKEMORE, Molly

Director, Marketing, Communications, and Public Affairs
B.A., Fort Lewis College
M.A., Middlebury Institute of International Studies at Monterey

BROWN, Robert

Director, Physical Education and Athletics
A.S., Treasure Valley College
B.S., Eastern Oregon University
M.S., California State Polytechnic University, Humboldt

BRYANT LESCHER, Nicole

English
B.A., University of Michigan, Flint
M.A., Eastern Michigan University

BUNTIN, Amber

Mathematics
A.A., College of the Redwoods
B.A., M.S., California State Polytechnic University, Humboldt

BURLISON, Jennifer

Counselor
B.A., M.A., California State Polytechnic University, Humboldt

CALLAHAN, Christopher

Biology/Life Science
B.S., M.A., California State Polytechnic University, Humboldt
M.Ed., University of San Diego

CARBONE, Kelly

Counselor, Title IVA
B.A., M.A., Indiana University of Pennsylvania

CAVENAUGH, Amber

Interim Director, Adult and Community Education
B.S., California State Polytechnic University, Humboldt

COELHO, Marty

Executive Director, College Advancement & CR Foundation
B.A., M.B.A., University of Colorado at Boulder

DECKER, Noah

Biology
A.S., American River College
B.S., University of California, Santa Cruz
M.S., University of California, Davis

DENNIS, Michael

Economics/Business
B.A., Stanford University
Ph.D., University of California, Berkeley

DOOLEY, Leigh

Director, Distance Education
B.A., University of California Berkeley
M.A., Claremont Graduate University

DUBEROW, David

Chemistry
B.S., Penn State Erie, The Behrend College
Ph.D., University of California - Berkeley

ELDER, Valerie

Forestry/Natural Resources
B.A., California Polytechnic State University
M.S., West Virginia University

ELIZONDO, Elyse

Communication Studies
A.A, Columbia College
B.A., California State University, Monterey Bay
M.A., Arizona State University

EMENAKER, Ryan

Political Science
B.A., M.A., California State Polytechnic University, Humboldt
Ph.D., John Hopkins University

FERRIER, Kathryn

Director, TRiO Success
B.A., California State Polytechnic University, Humboldt
M.S., University of Nevada, Reno

FISSETTE, Karyn-Lynn

English
B.A., Portland State University
M.F.A., Portland State University

FLAMER, Keith R.

President/Superintendent
B.A., M.P.A., Eastern Washington University
Ph.D., Gonzaga University

FLOREZ, Anibal

Automotive Technology
B.S., California State Polytechnic University, Humboldt

FRENEAU, Philip

Early Childhood Education
B.S. & M.A., Arizona State University
M.Div. & Th.D., Claremont Graduate School

GAINES, Christopher

Business
B.S., M.B.A., California State Polytechnic University, Humboldt

GALVAN, Lupe

Art
B.F.A., Boise State University
M.F.A., The New York Academy of Arts

GEHR, Susan

Librarian
B.A., University of California, Santa Cruz
M.A., University of Oregon
M.A., San Jose State University

GLAVICH, Derek

Construction Technology
B.A., California State Polytechnic University, Humboldt

GUIMARAES, Kendra

English and Adult Education
B.A., University of California Davis
M.F.A., Florida International University

HAFAR, Bert

Construction Technology
A.A., A.S., College of the Redwoods
B.S., California State Polytechnic University, Humboldt
M.A., Ball State University, Indiana

HAGGERTY, Michelle

Psychology
B.A., Michigan State University
M.A., Western Michigan University

HALEY, Mike

Mathematics
B.A., M.S., California State Polytechnic University, Humboldt
M.S., Colorado State University

HARRIS, Patricia

Nursing
B.S., California State Polytechnic University, Humboldt
M.S., California State University, Sacramento
Ph.D., University of California, San Francisco

HARTMAN, Trevor

Computer Information Systems
B.A., California State University, Chico

HAUG, Carolyn

Nursing
B.S., California State Polytechnic University, Humboldt
M.S., Sonoma State University

HERRERA, Deanna

Psychology
B.A., California State Polytechnic University, Humboldt
M.A., Ed.D., University of San Francisco

HOUGH, Matthew

Music
B.M., M.M., D.Mus., Manhattan School of Music

HOWARD, Jessica

Director, Nursing
A.D.N., R.N., College of the Redwoods
B.S., California State Polytechnic University, Humboldt
M.S., Sonoma State University

INIGUEZ, Jasmine

Aquaculture
A.S., Folsom Lake College
B.S., California State Polytechnic University, Humboldt
M.S., Kentucky State University

JACKSON, Stephen

Mathematics
B.A., M.S., California State Polytechnic University, Humboldt

JOHNSON, Bernadette

Counselor
A.A., College of the Redwoods
B.A., California State Polytechnic University, Humboldt
M.B.A., M.S., University of Phoenix

JOHNSON, Rory

Executive Dean, Energy, Entrepreneurship, Skilled Trades, and Technology
A.S., College of the Redwoods
B.A., M.A., University of Phoenix

JOHNSTON, John

English
B.A., M.A., California State University, Long Beach

KALVAITIS, Darius

Early Childhood Education
B.A., B.S., New England College
M.Ed., Antioch University
Ph.D., Utah State University

KNOWLTON, Ashley

English
A.A., Fullerton Community College
B.A., California State University, Fullerton
M.A., San Francisco State University

KRAMER, Erik

Physics
B.S., M.S., Ph.D., University of California, Santa Cruz

LANCASTER, Christopher

Communication Studies
A.A., West Valley College
B.A., M.A., San Jose State University
Ph.D., Southern Illinois University, Carbondale

LIMA, Kristin

Dean, Del Norte Center and Pelican Bay Program
B.A., M.B.A., Middlebury Institute of International Studies at Monterey
Ed.D., University of Massachusetts Global

LOPEZ, Madeleine

Forestry and Natural Resources / Geomatics
B.S., M.S., California State Polytechnic University, Humboldt

MAHER, Dana

Sociology
B.A., M.A., California State University, Sacramento
Ph.D., University of Nevada, Las Vegas

MANCUS, Philip

Psychology/Sociology
B.A., Berry College
M.A., University of West Georgia
Ph.D., University of Oregon

MARGULIS, Natalia

Art
B.A., Hunter College
M.A., Dartmouth College
M.A., Brooklyn College
M.F.A., University of California, Los Angeles

MARSHALL, Leslie

Director of Facilities
A.A., Butte Community College, Oroville
B.A., California State Polytechnic University, Humboldt

MARTELL, Tiffany

Nursing Generalist
A.S.N., College of the Redwoods
B.S.N., Chamberlain University

MATSUMOTO, Teresa

Mathematics
B.A., M.S., California State Polytechnic University, Humboldt

MCKENDRY, Laurie

Business
B.A., M.B.A., St. Catherine University
Ed.D., St. Mary's University

MCCANN, Matthew

Counselor
B.S., California State University, Fullerton
M.A., Azusa Pacific University,
Ph.D., Alliant International University

MOFFAT, Amy

Director, Institutional Effectiveness and Research
B.A., Beloit College
M.A., University of Maryland, College Park
Ph.D., University of California, Merced

MORRISON, Julia

Vice President, Administrative Services
B.S., M.B.A., California State Polytechnic University, Humboldt

MORROW, Maria

Biology
B.S., California State Polytechnic University, Humboldt
M.S., University of California, Berkeley

MORSE, Crystal

Vice President, Instruction & Student Development
B.A., Hartford University
M.A., Argosy University
Ph.D., University of Arizona

MURPHY, Amy

Computer Information Systems
A.A., College of the Redwoods
B.A., California State Polytechnic University, Humboldt

NICHOLS, Andrew

Director, Student Accessibility Support Services
B.S., M.S., California State University, Chico

NORTON, Cheryl

Counselor
B.A., Western Washington University
M.A., Chapman University

ODELL, Ross

English
B.A., McGill University
M.A., University of Oregon, Eugene
Ph.D., University of Oregon, Eugene

OLSEN, Todd

Mathematics
B.A., M.S., California State Polytechnic University, Humboldt

PACE, Jonothan

Mathematics
B.A., M.S., California State Polytechnic University, Humboldt

PATMORE, Jaclyn

Biology
A.S., College of the Redwoods
B.S., M.S., California State Polytechnic University, Humboldt

PAYNE, Heather

Nursing
A.S., College of the Redwoods
B.A., Simpson University
M.S., Aspen University

PEDICINO, Jon

Astronomy
B.A., Dartmouth College
Ph.D., University of Arizona

PERKINS, Carolyn

Social Work and Human Services
B.A., California State Polytechnic University, Humboldt
M.S.W., University of Hawaii at Manoa

PERKINS, Michael

Director, Administration of Justice
B.A., Pitzer College

PETERSON, Mike

General Studies
2 C.A., College of the Redwoods
B.A., California State Polytechnic University, Humboldt
M.S., Purdue University

POTAMIANOS, George

History
B.A., University of Illinois
M.A., Ph.D., University of Southern California

PRICE, Alan

Dean of Science, Math, Climate, and Conservation
B.S., California State Polytechnic University, Pomona
M.E., Cornell University
Ph.D., Claremont Graduate University

PRZEPIORA, Julie

Nursing Science/Clinical Practice
A.S., College of the Redwoods
B.S., M.S., California State Polytechnic University, Humboldt

REED, Hillary M.

Dental Assisting
A.S., A.A., College of the Redwoods
B.S., Franklin University

REISS, Karen

Biology
B.A., University of California, Santa Cruz
M.S., Ph.D., Cornell University

RHODES, Ruth

English
B.A., Binghamton University
M.A., Case Western Reserve University
M.A., Gonzaga University

RIGGS, Wendy

Biology/Life Science
B.S., California State Polytechnic University, Humboldt
M.S., University of Maryland

ROBERTSON, Rebecca

Dean, Culture, Society, and Communication
B.A., M.A., California State Polytechnic University, Humboldt
Ph.D., Oregon State University

ROBERTSON, Sean

Fire Technology
B.A., California State Polytechnic University, Humboldt
B.B.A., University of South Africa

SALINAS, Stacey Anne

Ethnic Studies
B.A., University of California, Irvine
M.A., Cal Poly, San Luis Obispo
Ph.D., University of California, Davis

SARTORI, Anthony

Chemistry
B.S., California State Polytechnic University, Humboldt
M.S., University of Washington

SARVINSKI, Alissa

Agriculture
B.A., California State Polytechnic University, Humboldt
M.A., California State University, Chico

SAYLES, Lisa

Communication Studies
B.S., M.S., Portland State University
M.F.A., The Art Institute of Boston

SCHMITCKE, Tiffany

Director, Admissions, Financial Aid, and Veteran Affairs
B.A., California State Polytechnic University, Humboldt

SERRANO, Jose

Interim Director and Chief Human Resources Officer
B.S., California State Polytechnic University, Humboldt

SHAMP, Kyle

Welding Technology
B.S., California State University, Fresno
M.S., California State University, Chico

SHAW, Justine M.

Associate Dean, Arts and Humanities
B.A., University of Arizona
M.A., Ph.D., Southern Methodist University

SHULL, Ernest

Automotive Technology
A.S., College of the Redwoods

STEWART, Angela

Counselor
A.A., College of the Redwoods
B.A., California State Polytechnic University, Humboldt
M.S.W., California State Polytechnic University, Humboldt

SULLIVAN, Shannon

Art
B.F.A., University of Wisconsin, Eau Claire
M.F.A., University of North Texas

THOMAS, Sean

English
B.A., California State Polytechnic University, Humboldt
M.A., Ph.D., University of California, Santa Cruz

TORRES MENDEZ, Angeles

Spanish
B.A., California State University, Channel Islands
M.A., Middlebury Institute of International Studies at Monterey
Ph.D., University of California, Irvine

TRUJILLO, Colin

Director, Library, ASC, EOPS, CARE
NextUp & CalWORKs
A.S., Antelope Valley College
B.A., M.A., California State Polytechnic University, Humboldt

URBAN, Sally

Nursing
B.S.N., California State Polytechnic University, Humboldt
M.S.N., Sonoma State University

WALL, Erin

Mathematics
B.S., M.S., Oregon State University

WHITE, Jason

Physical Education, Athletics, Kinesiology, Recreation
B.A., M.S., California State Polytechnic University, Humboldt

WHITE, Maggie

Health/Physical Education
B.A., M.S., California State Polytechnic University, Humboldt

YIALELIS-McNITT, Natalie

Nursing
A.S., B.A., and B.S., Pacific Union College
M.A., University of California, Berkeley

Faculty Awards

Each year the Academic Senate of College of the Redwoods honors one full-time faculty member and one part-time faculty member from each campus for their outstanding performance, achievements, and service to the college. These outstanding members of the faculty are designated by the Senate as "Faculty of the Year." Members of the faculty who have been awarded this distinguished title are listed below.

Outstanding Faculty Member

1970-71 Van Tanner
 1971-72 Florence Brown
 1972-73 James McAuley
 1973-74 Robert Thomas
 1974-75 Rae Graham
 1975-76 Jack Storm
 1976-77 Dennis McKenzie
 1977-78 John Cooper
 1978-79 Wilson Kale
 1979-80 David Mills
 1980-81 Mary Zinselmeir
 1981-82 Wallace Pedrotti
 1982-83 Norman Ladd
 1983-84 Floyd Bettiga
 1984-85 David Harris
 1985-86 Harold Snelgrove
 1986-87 John Regli
 1987-88 Ben Hawkins
 1988-89 Marian Perry
 1989-90 Carole Bright
 1990-91 Bill Henry
 1991-92 Barbara Morrison
 1992-93 Glenn Stockwell
 1993-94 Jerrold Moore
 1994-95 Steve Durham
 1995-96 Bill Treglown
 1996-97 Sandra Vrem
 1997-98 Patricia McCutcheon
 1998-99 David Banducci
 1999-00 Bert Walker (EKA)
 Carol Mathews (DN)
 Teresa Sholars (MC)
 2000-01 Bob O'Connell (EKA)
 Ken Letko (DN)
 Bob Winn (MC)
 2001-02 Dave Arnold (EKA)
 Sharon Mellett (DN)
 2002-03 Steve Brown (EKA)
 Darlene McClure (DN)
 James Ritter (MC)
 2003-04 Karen Sperry (EKA)
 Tom Owen (DN)
 Greg Grantham (MC)
 2004-05 Paul Farnham (EKA)
 Bob Mize (DN)
 Teresa Sholars (MC)
 2005-06 Pam Kessler (EKA)
 Mark Renner (DN)
 Martha Racine (MC)

2006-07 Allen Keppner (EKA)
 Becky Blatnick (DN)
 John Johnston (MC)
 2007-08 Dave Bazard (EKA)
 Carol Mathews (DN)
 Aeron Ives (MC)
 2008-09 John Johnston (EKA)
 Ken Letko (DN)
 2009-10 Jan Tatum (EKA)
 Ruth Rhodes (DN)
 Bob Rhoades (MC)
 2010-11 David Holper (EKA)
 Melody Pope (DN)
 David Gonsalves (MC)
 2011-12 Peter Blakemore (EKA)
 Becky Blatnick (DN)
 Michael Burns (MC)
 2012-13 Justine Shaw (EKA)
 Mike Haley (DN)
 Martha Racine-Taylor (MC)
 Gregory Grantham (MC)
 2013-14 Mark Renner (DN)
 Kerry Mayer (EKA)
 2014-15 Bob Brown
 2015-16 George Potamianos
 2016-17 Sean Thomas
 2018-19 Lisa Sayles
 2019-20 Wendy Riggs
 2020-21 Ashley Knowlton

Outstanding Associate Faculty Member

1989-90 Richard Kandus
 1990-91 Hal Genger
 1991-92 Maralyn Renner
 1992-93 Bill Harger
 1993-94 Judith Hinman
 1994-95 Chris Christensen
 1995-96 Darrel Durst
 1996-97 Susan Brant
 1997-98 Bill Crowe
 1998-99 All Associate Faculty
 1999-00 Gay Scott (EKA)
 Carolyn Steinbuck (MC)
 2000-01 Mimi La Plant (EKA)
 2001-02 Ann Marie Woolley (EKA)
 Mike Selfridge (DN)
 Suzanne Byerley (MC)
 2002-03 Jack Stafford (DN)
 Bill Hiney (EKA)
 2003-04 Nancy Schafer (EKA)
 Wayne Bricco (DN)
 Steve Jordan (MC)
 2004-05 Jannez Wade (EKA)
 Kirk Olesen (DN)
 2005-06 Lisa Townsend-Schmitt (EKA)
 Tom Walradt (DN)
 2006-07 Adria Zimmerman (EKA)
 Kathy Imfeld (DN)
 2007-08 Nezzie Wade (EKA)
 Barry Bates (DN)
 2008-09 Danny Walker (EKA)
 Susan Andrews (DN)
 Charlotte Gullick (MC)
 2009-10 Colette Beaupré (EKA)
 Skip Hunter (DN)
 2010-11 Sean Herrera-Thomas (EKA)
 Jennifer Gardner (DN)
 2011-12 Robert Horel (DN)
 2012-13 Amber Buntin (EKA)
 Deborah Gerth (DN)
 2013-14 Sarah Broderick (DN)
 Deborah Dixon
 2014-15 Jay Patton
 2015-16 Colette Beaupré
 2016-17 Stuart Altschuler
 2018-19 Emily Wright (EKA)
 Melissa Courtmage (DN)
 2019-20 Danny Ammon
 2020-21 Laurel Jean
 Jerry Goodrow

Emeritus

Adams, Richard A.

Business

Anderson, Bryant (Brooks)

Counselor

Arnold, David

Mathematics

Baker, Timothy

Forestry and Natural Resources

Ballantyne, Orrel

Biology

Banducci, Dave

Physical Education

Bartley, Jerrie

Early Childhood Education

Bennett, Richard

Dean CRDN

Benson, Bob

Art

Bettiga, Floyd

Art

Blakemore, Peter

English

Boyd, Dean

Music/Speech

Brewer, Samuel A.

Spanish and French

Briggs, Ellsworth R.

V. P. Instruction

Bright, Carole

Sociology/Counselor

Brown, Florence

Reading Laboratory

Brown, Steven

Drafting

Bumpus, Ralph E.

Auto Mechanics

Burns, Michael

Fine Woodworking

Butz, AlfredScience/Math/Engineering/Geology/
Geography**Cables, Merle L.**

Economics

Calderwood, Daniel

Computer Information Systems

Carranco, Lynwood

English

Cinnamond, Roger H.

Art

Civiletti, Margaret

Information Science

Collins, Dale

Assist. to Exec. Vice President

Cooley, Donald A.

Aeronautics/Applied Tech

Cooper, John

Psychology

Cox, Mike

Physical Education

Coyle, Bill J.

Computer & Electronic Technology

Crossan, Thomas (Tom)

Applied Technology

Dart, Richard E.

Truck Driving

Dawson, Lawrence (Larry)

Psychology

Doyle, LarryMachine Tool Technology/Industrial
Technology**Dresser, Judy**

Business

Dunleavy, Kady

Nursing

Durham, Steve

Sociology

Emmons, Jerry

Speech

Erickson, Erick A.

Electronics

Farnham, Paul

Chemistry

Forthun, Philip L.

Journalism

Foster, Marcy

Counseling

Frazier, Larry

English

Freitas, Milton (Milt)

Applied Technology

Furber, Robert (Bob)

Information Science

Giacomini, Thomas

Physical Education

Gibbs, Janne

Nursing

Ginsburg, Arlin

History

Graham, Rae J.

Court Reporting

Grantham, Gregory

Marine Science

Greene, Richard (Pat)

Science

Guffey, Jerome

Business

Hammel, Barbara

Psychology/Sociology

Hanchett, Warren C.

Forestry

Hannah, Thomas S.

Dean, Administrative Services

Harris, Dave

Computer Information Systems

Hartnack, Wilhelmine (Willie)

French/German

Hawkins, Bernard (Ben)

Biology

Henry, William D. Jr.

Construction Tech

Hinman, Judith

English

Hogue, Jeff

Life Science/Botany

Hole, William (Bill)

Construction Technology

Holper, David

English

Hoopes, Bill

English

Hoopes, Chad

History

Jenkins, Diane

Business

Johnson, Allen

Applied Technology

Johnson, Bert B.

English

Johnson, Clyde

Multimedia

Johnson, Milo

Chemistry

Kale, Wilson (Will)

Forestry

Kaloostian, Rodney

Special Programs

Kavanaugh, Joan

Health Occupations

Keppner, Allen J.

Director, Transfer Center/Counselor

Kessler, Pam

Arts & Humanities/English

Kilpatrick, Ron

Administration of Justice

Kinsey, Paul

Woodworking

Kobrin, LaRue

Psychology

Korn, Gary

Librarian

Krenov, James

Fine Woodworking

Larson, SydneyHealth, Physical Education & Athletics/
Early Childhood Education**Leach, Albert C.**

Music

Lemley, William D.

English

Letko, Kenneth

English

Lucchesi, Charles

Physical Education, V.P. Student Personnel

Lude, Carl J.

Counselor

Macan, Ed

Music

Mathews, Carol J.

Counselor

Mayer, Kerry

Communication Studies

McAuley, James (Jim)

Physical Education

McClure, Darlene

Business/Computer Information Systems

McCorkendale, Thomas (Tom)

Applied Technology

McCutcheon, Patricia

English

McKnight, Gregory

Cooperative Education Program

Mackey, Miles

Chemistry

Mease, Ana Maria

Spanish

Mellet, SharonLic. Vocational Nursing/Registered
Nursing**Miller, Robert (Bob)**

Legal Assistancy, Court Reporting

Mills, David

Physics

Mize, Robert

Biology

Moore, Jerrold (Jerry)

Music

Morris, Charles S.

Dean, Community Services

Morris, William

English

Morrison, Barbara

English

Nash, Lewis H.

Philosophy

Nordlof, Susan

English

O'Connell, Robert (Bob)

Astronomy

Olsen, Michele

Mathematics

Owen, Thomas S.

History/Political Science

Padilla, Patricia

Spanish

Patterson, Ben

Applied Technology

Pedrotti, Wallace

Physics/Mathematics

Peloso, Vincent

General Studies

Perry, Marian

Health/Physical Education

Phillips, Jerry

Counselor

Racine-Taylor, Martha N.

Business/Spanish

Reed, Malcolm

Business

Regli, John T.

Agriculture/Economics

Reid, Ellen

Business

Reiner, Ralph

Biology

Renner, Mark

Computer Information Science/Geology

Rhoades, Robert

Art

Richards, Michael

Automotive Technology

Richter, L. E.

Director, Occupational Education

Ritter, James (Jim)

Counselor

Roseth, Sonja (Velasco)

Special Ed/DSPS

Romero, Chris

Computer Information Science

Rulofson, Franz

Agriculture

Sarboe, Philip J.Athletic Director and Chairperson,
Health, Physical Education and
Recreation**Sarley, Virginia**

English

Savage, Barry

Research Development

Seaman, Bob

PE/Athletics

Sholars, Teresa

Life Science

Shapeero, Bill

Biology

Six, Gerald P.

Dean, Student Services

Sloan, Garland V.

Construction Technology

Smith, Vernon A.

History/Political Science

Snelgrove, Harold (Hal)

English

Sokolow, Gary A.

Administration of Justice

Soper, Ernest W.

Metals Technology

Spencer, Walter A.

Mathematics

Sperry, Karen

Dental Assisting

Sprankle, Maureen

Information Science

Stewart, Margaret

Nursing

Stockwell, Glenn

Political Science

Stodder, TedCareer & Technical Education/
Construction Technology**Storm, Richard J. (Jack)**

Anthropology/History

Tanner, Van H.

Police Science; Director, Public Safety

Taylor, Sandra

Mathematics

Thomas, Michael

Philosophy

Thomas, Robert

Biology

Valdi, Gary

Counselor

Vellis, Lewis J.Construction Technology; Dean,
Counseling; Counselor**Vrem, Sandra**

Mathematics

Wagner, Bruce

Mathematics

Walker, Bert

Agriculture

Walker, Danny

Welding Technology

Wares, Dorothy

Nursing

Wells, Michael J.

Administration of Justice

Wilkins, Robert E.

Business

Winn, Robert

English/History

Wininger, Keith

Diesel Mechanics

Winter, Mark

Psychology

Wolfsen, Connie

Nursing

Wold, Cristie

Nutrition/Family Life Education

Woolley, Ann Marie

Early Childhood Education

Woychak, Michael

Physical Education

Yokoyama, KevinMath, Science, Behavioral & Social
Sciences/Mathematics**Zinselmeir, Mary**

Counselor

WORKFORCE & COMMUNITY EDUCATION

The Workforce and Community Education program provides a wide range of educational opportunities throughout Humboldt and Del Norte Counties. Classes, programs, training, and workshops are offered as short-term workforce training and/or lifelong learning opportunities. These fee-based not-for-credit classes are designed to develop professional skills, enhance career opportunities, enrich personal knowledge, as well as promote cultural and academic growth. Most classes can be offered at a CR location, a community location, or a business site.

Customized Training

To remain competitive in today's marketplace, businesses must rely on the continued optimal performance of their most important asset, their employees. College of the Redwoods responds to this immediate need by providing a full range of customized training services that increase the employees' knowledge and skill base. These results translate to a high return on investment in the form of higher employee productivity, time savings, and better quality products. Examples of classes include Microsoft Office trainings in Word, Excel, PowerPoint, Outlook, and Publisher. In addition, we offer management and conflict resolution skills, customer service, and more. Let us know your needs and we will create the perfect training to suit your business.

Professional Development

Professional Development educational opportunities range from job-related workshops and seminars to full-semester courses. Typical not-for-credit courses include Computer Software Training, Management Skills, Conflict Resolution, Customer Service, and Beginning Conversational Spanish. In addition, we partner with Ed2Go to offer a variety of short and long term trainings in an online format.

Workforce Training

Workforce Training focuses on increasing the employment related skills of the region's workforce by providing appropriate practical training to present and future employees. These trainings support businesses to grow and compete by providing quality, timely, and relevant training to their employees and job seekers. These classes include customized training arranged with an individual employer or skill building classes that will lead to a job such as Phlebotomy, Truck Driving, Medical Office Receptionist, Bookkeeping, and computer classes. Classes range from several hours to semester long trainings that meet the needs of the community. College of the Redwoods is especially interested in meeting the needs of all businesses, small and large.

Health Care

Certain not-for-credit health care classes are available, examples include as Phlebotomy, Pharmacy Technician, Medical Billing and Coding, Injections, Venipuncture for medical assistants and IV Therapy for CNA's, and LVN's under the supervision of a Physician. EMT refresher courses and CPR trainings are also offered.

Personal Enrichment

Class offerings may include subjects such as art, ceramics, computers, consumer issues, self-improvement, home and garden, health and wellness, and conversational languages. Personal Enrichment classes may be offered during the day, evening, and/or weekend.

40-hour Basic Wildland Fire School

The 40-Hour Basic Wildland Fire School is offered at the Del Norte campus during Spring Break. Completion of the course allows students to apply for Federal Firefighting jobs. The class includes the following certificates: S190- Introduction to Wild Fire Behavior; S130 - Firefighter Training; and all training needed for applying to the federal government as a firefighter. Additional homework assignments will include IS-700 (Introduction to National Incident Management System); S-190 (Introduction to Wild Fire Behavior); S-130 (Firefighter Training); and ICS-100 (Introduction to Incident Command System). Students 15 years old and older are encouraged to attend with a signed Activity Waiver Form by a parent or guardian.

Real Estate

Our Real Estate Program is approved by the Department of Real Estate and meets the requirements to sit for the California Real Estate License examination. The face to face program includes 3 classes: Principles, Finance and Practices over an 8 month period. Classes are also offered through a distance learning program (correspondence) which is completed at home with no classroom attendance. The correspondence program requires enrollment in the Principles and Practices courses and one other course from the following: Finance or Appraisal. (Department of Real Estate ID#S0086)

Truck Driving

The Truck Driving program provides training and a background for most truck driving jobs. The program has been approved by the FMCSA and is listed on the Entry Level Drivers Training Registry. The course involves 45 hours of lecture and 45 hours of driving and 45 hours of observation time. Topics include gauges and instruments, safety, shift patterns for various transmissions, brake systems and adjustment. Students also receive "S" CAM Brake Certification. Through a partnership with a local log truck company, students will have the option to participate in a 10 – 14 hour observation day in a log truck. Upon successful completion of the course, students receive a certificate and will be accompanied to the DMV for their CDL Class A License driven test in our 2018 Peterbilt Truck.

Registration

Registration is available by phone, mail, fax, or in person. For more information about registration, visit our website or call our office at 707-476-4500.

Visit <https://www.redwoods.edu/academics/ace/index.php> for the current class schedule.

ASSOCIATE DEGREES & CERTIFICATES

Academic Awards

Associate Degrees for Transfer, Associate of Science (AS) degrees, Associate of Arts (AA) degrees, Certificates of Achievement (CA), and Certificates of Recognition (CR).

Non-credit Awards

Certificate of Completion and Certificate of Competency.

Definitions

Associate Degree

Associate degrees should be more than an accumulation of any degree applicable courses and must contain a minimum of 60-degree applicable units, which include general education units, at least 18 units in the major or area of emphasis, and electives. Colleges may award either an Associate of Arts (AA) or an Associate of Science (AS) degree.

Associate in Liberal Arts

Designed for students who want a broad knowledge of liberal arts and sciences. The Associate in Liberal Arts must consist of a minimum of 60 units, which include general education units, at least 18 units in the area of emphasis, and may include elective units.

Associate Degree for Transfer (ADT)

Associate degrees for transfer (AA-T or AS-T) are designed to be fully transferable to a California State University and there are no more than 60 units required.

Certificate of Achievement

For a student completing credit courses in prescribed pathways, a certificate of achievement may be awarded for a Chancellor's Office approved program of study of 16 or more units. "Low Unit" certificates may also be offered by a college and consists of 8 to 16 units. This is Chancellor's Office approved and transcriptable.

Certificate of Recognition

A credit certificate educational program that does not need Chancellor's Office approval and is not transcriptable.

Program Prerequisite

A credit certificate educational program that does not need Chancellor's Office approval and is not transcriptable.

Program Learning Outcomes

Statements that describe what learners will know and be able to do when they graduate or complete a program.

Core Course

Specific course required for a program that the student must complete with a grade of C or better.

Restricted Elective

Course specifically listed as optional from which students may choose to complete a specific number of units required for a degree or certificate.

Unrestricted Elective

A credit course that is degree applicable. This excludes 200- (noncredit) and 300- (precollegiate) level courses.

Addiction Studies

Addiction Studies is a multidisciplinary field that explores the causes, consequences, and treatment of addiction. It delves into the psychological, biological, and social factors that contribute to substance abuse and addiction, as well as effective strategies for prevention, treatment, and recovery.

Degrees/Certificates within this Program

- Addiction Studies, CA

Career Information

- Mental Health and Substance Abuse Social Workers
- Social and Human Service Assistants
- Substance Abuse, Behavioral Disorder, and Mental Health Counselors

Addiction Studies Certificate of Achievement

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

PROGRAM REQUIREMENTS 36.5 Units

Required Core (33.5 Units):

- ADCT10 - Introduction to Addiction Studies, **3**
- ADCT11 - Pharmacology of Alcohol and Other Drugs, **3**
- ADCT12 - Substance Abuse: Law, Prevention, Treatment & Ethics, **3**
- ADCT15 - Introduction to Counseling Skills, **3**
- ADCT16 - Addiction and the Family System, **3**
- ADCT17 - Field Placement Seminar II, **2**
- ADCT18 - Co-Occurring Disorders: Addictions and Mental Health, **3**
- ADCT19 - Addictions and Diverse Populations, **3**
- ADCT42 - Supervised Occupational Work Experience II, **2.5**
- SWHS1 - Introduction to Social Work and Human Services, **3**
- SWHS2 - Field Seminar in Social Work and Human Services, **3**
- SWHS42 - Supervised Occupational Work Experience, **2**

Restricted Electives (3 Units):

- PSYCH1 - General Psychology, **3**
- PSYCH30 - Social Psychology, **3**
- PSYCH33 - Personal Growth and Adjustment, **3**
- PSYCH38 - Abnormal Psychology, **3**
- SOC1 - Introduction to Sociology, **3**
- SOC2 - Social Problems, **3**
- SOC5 - Introduction to Race and Ethnic Relations, **3**
- SOC10 - Sociology of Family and Intimate Relationships, **3**

Recommended Course Sequence

Fall Start

- | | |
|-------------|--------------------------------------|
| Semester 1: | ADCT10, ADCT19, SWHS1 |
| Semester 2: | ADCT11, ADCT 12, ADCT 18 |
| Semester 3: | ADCT15, ADCT16, SWHS2, SWHS42 |
| Semester 4: | ADCT 17, ADCT42, Restricted Elective |

Program Learning Outcomes

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

Administration of Justice

Administration of Justice is the study of the systems and processes involved in the enforcement of laws and the administration of justice. It covers topics such as criminal justice, law enforcement, the judicial system, and corrections.

Degrees/Certificates within this Program

- Administration of Justice for Transfer, AST
- Basic Law Enforcement Academy, CA
- Police Science, AS

Career Information

- Detectives and Criminal Investigators
- Emergency Management Directors
- First-Line Supervisors of Police and Detectives
- Police and Sheriff's Patrol Officers
- Private Detectives and Investigators

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

Completion of the Associate in Science in Administration of Justice for Transfer degree will ensure that students will be able to transfer the sixty units earned for the Associate in Science in Administration of Justice for Transfer degree to any CSU campus which offers a bachelor of science or arts degree in criminal justice. Upon completion of the Associate in Science in Administration of Justice for Transfer degree, students will be able to understand the process by which crimes are processed in the criminal justice system and the constraints justice agencies face in holding offenders accountable for their actions. Students will also be able to critically analyze current problems or challenges in the operation of the criminal justice system and offer sound solutions to some of these problems. This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. Obtainment of a minimum grade point average (GPA) of 2.0, including a minimum grade of "C" or "P" for each course in the major, is also required.

PROGRAM REQUIREMENTS

60 Units

Required Core (7 Units)

- AJ1 - Introduction to Administration of Justice, **3**
- AJ4 - Criminal Law, **4**

List A: Complete two courses (6 - 7 Units)

- AJ6 - Criminal Evidence, **4**
- AJ8 - Criminal Investigation, **3**
- AJ10 - Juvenile Justice, **3**

List B: Complete two courses or any List A course not previously used. (Total 6 - 7)

- AJ3 - Introduction to Corrections, **3**
- AJ7 - Current Issues in Criminal Justice, **3**
- STATC1000 - Introduction to Statistics, **4**
- POLSC1000 - US Government and Politics, **3**

Recommended Sequence

Fall Start

- | | |
|-------------|--------------------------------|
| Semester 1: | AJ1, COMMC1000, POLSC1000 |
| Semester 2: | AJ3, AJ7, STATC1000, POLSC1000 |
| Semester 3: | AJ4 |
| Semester 4: | ENGLC1001, AJ6, AJ8 |

Basic Law Enforcement Academy Certificate of Achievement

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

PROGRAM REQUIREMENTS

Basic Law Enforcement Academy (32.5 Units)

- AJ81 - Basic Law Enforcement Academy Module III, **8**
- AJ82 - Basic Law Enforcement Academy Module II, **8.5**
- AJ83 - Basic Law Enforcement Academy Module I, **16**

Recommended Course Sequence

Fall Start

Semester 1: AJ81, AJ82, AJ83

Program Learning Outcomes

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

Police Science A.S. Degree

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

PROGRAM REQUIREMENTS **60 Units**

Required Core (32.5 Units)

- AJ81 - Basic Law Enforcement Academy Module III, **8**
- AJ82 - Basic Law Enforcement Academy Module II, **8.5**
- AJ83 - Basic Law Enforcement Academy Module I, **16**

Restricted Electives: Complete 12 units from below

- AJ7 - Current Issues in Criminal Justice, **3**
- PSYCH30 - Social Psychology, **3**
- PSYCH33 - Personal Growth and Adjustment, **3**
- PSYCH38 - Abnormal Psychology, **3**
- SOC2 - Social Problems, **3**
- SOC5 - Introduction to Race and Ethnic Relations, **3**

Program Learning Outcomes

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

Agriculture

An agriculture degree provides students with a strong foundation in agricultural science, technology, and business practices while developing critical thinking and problem-solving skills essential for addressing real-world challenges.

Degrees/Certificates within this Program

- Agriculture, General, AS
- Agriculture Plant Science for Transfer, AST
- Horticulture & Landscape Practices, CA
- Organic/Sustainable Agriculture, CA

Career Information

- Agricultural Equipment Operators
- Agricultural Inspectors
- Agricultural Technicians
- Animal Breeders
- Animal Scientists
- Farm and Home Management Educators
- Farmers, Ranchers, and Other Agricultural Managers
- First-Line Supervisors of Farming, Fishing, and Forestry Workers
- Data Entry Keyers
- Executive Secretaries and Executive Administrative Assistants
- File Clerks
- Office Clerks, General
- Receptionists and Information Clerks
- Farm and Home Management Educators
- Farmers, Ranchers, and Other Agricultural Managers
- First-Line Supervisors of Farming, Fishing, and Forestry Workers

Agriculture, General A.S. Degree

Programs in this field provide general and specific opportunities for students seeking careers related to agriculture, agricultural business, and plant and animal science.

PROGRAM REQUIREMENTS 60 Units

Required Core (27 Units)

- AG5 - Introduction to Animal Science, **3**
- AG17 - Introduction to Soil Science, **3**
- AG21 - Plant Propagation/Production, **3**
- AG23 - Introduction to Plant Science, **3**
- AG32 - Agriculture Economics, **3**
- AG43 - Introduction to Agriculture Careers, **2**
- AG33 - Agriculture, Environment and Society, **3**
- AG44 - Agriculture Leadership, **1**
- AG51 - Tractor Operation, **3**
- AG63 - Introduction to Organic/Sustainable Agriculture, **3**

Restricted Electives (12 Units):

- AG22 - Sustainable Vegetable Production, **3**
- AG27 - Nursery Practices, **3**
- AG30 - Introduction to Agriculture Business and Economics, **3**
- AG42 - Agriculture Work Experience Education, **1 - 3**
- AG60 - Organic Certification, **1**
- AG67 - Fall Farming Practices, **1**
- AG68 - Spring Farming Practices, **1**
- AG69 - Summer Farming Practices, **1**
- SPAN1A - Elementary Spanish I, **4**
- SPAN1B - Elementary Spanish II, **4**
- WT53 - Basic Gas and Arc Welding, **2**

Recommended Course Sequence

Fall Start

Semester 1:	AG43, AG51, AG63, AG67
Semester 2:	AG5, AG23, AG33, AG44
Semester 3:	AG22 (Summer)
Semester 4:	AG27, AG30, AG60
Semester 5:	AG17, AG21, AG32, AG68

Program Learning Outcomes

- Describe the importance of the agriculture industry to the local, state and national economies.
- Demonstrate proficiency using computers, the Internet, and other technologies as they relate to the agriculture industry.
- Apply best management practices to agriculture production scenarios.

Agriculture Plant Science for Transfer A.S. Degree for Transfer

This Associate in Science in Agriculture Plant Science for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. Obtainment of a minimum grade point average (GPA) of 2.0, including a minimum grade of "C" or "P" for each course in the major, is also required.

PROGRAM REQUIREMENTS 60 Units

Agriculture Plant Science for Transfer (24 Units)

Required Core (18 Units)

- AG17 - Introduction to Soil Science, 3
- AG23 - Introduction to Plant Science, 3
- STATC1000 - Introduction to Statistics, 4

Chemistry Option: Complete one of the following:

- CHEM1A - General Chemistry, 5
- CHEM2 - Introduction to Chemistry, 5

Economics Option: Complete one of the following:

- AG32 - Agriculture Economics, 3
- ECON10 - Microeconomics, 3

List A: Complete one course (3 Units)

- AG21 - Plant Propagation/Production, 3
- AG51 - Tractor Operation, 3

List B: Any course from List A not already used, or any of the following (3 Units)

- AG30 - Introduction to Agriculture Business and Economics, 3

Program Learning Outcomes

- Describe the importance of the agriculture industry to the local, state and national economies.
- Demonstrate proficiency using technologies as they relate to the agriculture industry.
- Apply best management practices to agriculture production scenarios.

Horticulture & Landscape Practices Certificate of Achievement

This certificate is intended for students who are interested in working in the field of horticulture and/or landscaping. Sales of nursery and garden products represent billions of dollars in sales annually in California alone, and the landscape industry continues to grow as population increases both statewide and locally. This certificate of achievement will prepare students for jobs in both the landscape and nursery fields. Employers in this field are varied and include city and county parks; state and federal organizations; garden centers, golf courses, landscape maintenance businesses; landscape design and installation, and landscape management positions.

PROGRAM REQUIREMENTS 20 Units

Horticulture & Landscape Practices (20 Units)

- AG15 - Landscape Maintenance, 3
- AG17 - Introduction to Soil Science, 3
- AG21 - Plant Propagation/Production, 3
- AG23 - Introduction to Plant Science, 3
- AG25 - Landscape Construction and Installation, 3
- AG27 - Nursery Practices, 3
- AG43 - Introduction to Agriculture Careers, 2

Recommended Course Sequence

Fall Start

Semester 1: AG15, AG17, AG27, AG43

Semester 2: AG21, AG23, AG25

Program Learning Outcomes

- Describe the importance of the horticulture/landscaping industry to the local, state and national economies.
- Demonstrate proficiency using technologies as they relate to the horticulture/landscape industry.
- Apply best management practices to horticulture production scenarios.

Organic/Sustainable Agriculture Certificate of Achievement

The certificate of achievement in Organic/Sustainable Agriculture will provide knowledge and skills necessary for the next generation of farmers in sustainable, local, and organic farming practices. The core courses in this certificate focus on the social, economic and environmental aspects of agriculture to develop a thorough understanding of our food cycle from farm to table and beyond. This certificate provides a broad understanding of the many aspects of sustainable agriculture, combined with real-world hands-on experiences, to develop the skills that are essential to be a successful vegetable farm worker, community garden coordinator or agricultural entrepreneur.

PROGRAM REQUIREMENTS **24 Units**

Required Core (16 Units):

- AG5 - Introduction to Animal Science, **3**
- AG17 - Introduction to Soil Science, **3**
- AG33 - Agriculture, Environment and Society, **3**
- AG43 - Introduction to Agriculture Careers, **2**
- AG60 - Organic Certification, **1**
- AG64F - Fall Farming Practices, **1**
- AG63 - Introduction to Organic/Sustainable Agriculture, **3**

Restricted Electives (8 Units):

- AG22 - Sustainable Vegetable Production, **3**
- AG42 - Agriculture Work Experience Education, **1 - 3**
- AG44A - Agriculture Leadership I, **1**
- AG51 - Tractor Operation, **3**
- AG64S - Introduction to Organic/Sustainable Agriculture Lab, **1**
- AG64X - Introduction to Organic/Sustainable Agriculture Lab (Summer), **1**
- SPAN1A - Elementary Spanish I, **4**
- WT53 - Basic Gas and Arc Welding, **2**

Recommended Course Sequence

Fall Start

Semester 1: AG43, AG60, AG63, AG64F, Restricted Elective

Semester 2: AG5, AG17, AG33, Restricted Elective

Semester 3: AG22, or AG42, or AG64X (Summer)

Program Learning Outcomes

- Describe the importance of the organic agriculture industry to the local, state and national economies.
- Discuss the three "E's" (Environment, Economics, & Social Equity) of sustainable agriculture and the importance of each.
- Apply best management practices to organic agriculture production scenarios.

Anthropology

Anthropology is the study of human societies and cultures. Anthropologists examine the diversity of human experience across time and space, exploring topics such as language, religion, kinship, politics, and economics.

Degrees/Certificates within this Program

- Anthropology for Transfer, AAT

Career Information

- Anthropologists and Archeologists
- Curators
- Geographers
- Managers, All Other
- Museum Technicians and Conservators

Anthropology for Transfer A.A. Degree for Transfer

According to the American Anthropological Association, anthropology is “the study of humans, past and present. to understand the full sweep and complexity of cultures across all of human history, anthropology draws and builds upon knowledge from the social and biological sciences as well as the humanities and physical sciences. A central concern of anthropologists is the application of knowledge to the solution of human problems. Historically, anthropologists in the United States have been trained in one of four areas: sociocultural anthropology, biological/physical anthropology, archaeology, and linguistics.” To that end, this degree program provides coursework in the four subdisciplines, as well as courses within a variety of social, biological, and physical sciences, as well as the humanities. This Associate Degree for Transfer is intended for students who plan to complete a bachelor’s degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. Obtainment of a minimum grade point average (GPA) of 2.0, including a minimum grade of “C” or “P” for each course in the major, is also required.

PROGRAM REQUIREMENTS 60 Units

1. Required Core: Complete both courses (Total 9)

- ANTH1 - Introduction to Biological Anthropology 3
- ANTH3 - Introduction to Cultural Anthropology 3

1. Required Core: Complete one course (Total 3)

- ANTH2 - Introduction to Archaeology 3
- ANTH5 - Great Archaeological Discoveries 3

2. List A: Complete one course (at least 3 units)

- ANTH1B - Introduction to Biological Anthropology Lab 1
- ANTH7 - Introduction to Linguistic Anthropology 3
- Statistics Option (Total 0 - 5)
- STATC1000 - Introduction to Statistics 4
- STATC1000E - Introduction to Statistics 5

3. List B: Complete 1-2 courses from below or any List A course not already used. (Total 3 - 4)

- BIOL6 - Human Anatomy 4
- GEOL1 - Physical Geology with Lab 4
- PSYCH2 - Research Methods in Psychology 3

4. List C: Complete one course from below, or any course from List A or List B not already used (Total 3)

- ANTH6 - Introduction to Forensic Anthropology 3
- COMM8 - Intercultural Communication 3
- GEOG2 - Cultural Geography 3
- NAS1 - Introduction to Native American Studies 3
- NAS21 - Native American History 3
- PHIL15 - Religions of the World 3
- SOC1 - Introduction to Sociology 3
- SOC5 - Introduction to Race and Ethnic Relations 3

Program Learning Outcomes

- Describe the breadth of anthropology and be able to characterize anthropology’s distinctive theoretical and methodological approaches with respect to other disciplines.
- Explain the basic processes of human biological evolution, including how it applies to hominin evolution and modern human variation.
- Identify the ethical responsibilities and concerns in the conduct of anthropological research.
- Demonstrate the ability to think holistically and comparatively in describing human cultural diversity and cultural change through time.
- Identify and utilize appropriate methods for the undertaking of anthropological fieldwork.

Recommended Sequence Fall or Spring Start

Semester 1:	ANTH1 or ANTH3
Semester 2:	ANTH2 or ANTH5, & List A (any course)
Semester 3:	List B (any course)
Semester 4:	List C (any course)

Aquaculture

The Aquaculture Technology program at CR prepares individuals for careers in aquaculture and management of aquatic ecosystems by providing the training and experience required for immediate employment in the field.

Degrees/Certificates within this Program

- Aquaculture Technology, AS
- Aquaculture Technology, CA

Career Information

- Environmental Science and Protection Technicians, Including Health
- Life, Physical, and Social Science Technicians, All Other

Aquaculture Technology A.S. Degree

The Aquaculture Technology degree program prepares individuals for careers in aquaculture and management of aquatic ecosystems by providing the training and experience required for immediate employment in the field or transfer to a bachelor's program in aquaculture or fisheries biology. The program provides a broad background in applied science and math as well as specialized coursework and hands-on experience in finfish and shellfish culture, production, and management. Program graduates are prepared for employment opportunities in private aquaculture facilities, government hatcheries, or in entrepreneurial ventures focused on finfish or shellfish farming.

PROGRAM REQUIREMENTS

60 Units

Required Core (10 Units):

- AQUA1 - Intro to Aquaculture, **3**
- AQUA2 - Applied Aquaculture, **4**
- AQUA3 - Introduction to Fisheries, **3**

Biology Core (4 Units):

- BIOL3 - Fundamental Cell Biology, **4**
- BIOL4 - General Zoology with Lab, **4**

Math Core (4 - 5 Units):

- MATH15 - Introduction to Statistics, **4**
- MATH16 - Introduction to Statistics with Support, **5**
- MATH50A - Differential Calculus, **4**
- MATH25 - College Trigonometry, **4**
- MATH30 - College Algebra, **4**

Restricted Electives (7 - 9 Units):

- BIOL3 - Fundamental Cell Biology, **4**
- BIOL4 - General Zoology with Lab, **4**
- CHEM2 - Introduction to Chemistry, **5**
- CHEM3 - Introduction to Organic and Biochemistry, **4**
- GEOL1 - Physical Geology with Lab, **4**
- PHYS2A - General Physics I, **4**
- Or both of the following towards the restricted elective total: (Total 4) Complete the following number of units: **4**
OCEAN10 - Introduction to Oceanography, **3** and
OCEAN10L - Laboratory in Oceanography, **1**

Optional Employment-based Focus (0-3 Units):

Take up to 3 units below towards the restricted elective

- AG32 - Agriculture Economics, **3**
- AQUA4 - Salmonid Aquaculture, **3**
- BUS10 - Introduction to Business, **3**
- CE41 - General Cooperative Education Work Experience, **3**

Recommended Sequence

Fall or Spring Start

- Semester 1: AQUA1, AQUA 3
- Semester 2: AQUA 2, Math Core (any course)
- Semester 3: Biology Core (any course)
- Semester 4: Restricted Electives (any two courses)

Program Learning Outcomes

- Evaluate the historical and current state of aquaculture in the world within legal, social, economic, and environmental contexts.
- Apply aquaculture techniques to breed, grow, and harvest high-quality finfish and shellfish while considering physiological needs, water quality parameters, and environmental conditions for optimal rearing and growth.
- Understand business and entrepreneurial concepts to contribute to the successful operation of an aquaculture enterprise.
- Exhibit professional work habits that promote a safe, productive, and environmentally conscious work environment.

Aquaculture Technology (CA) Certificate of Achievement

The Aquaculture Technology Certificate of Achievement prepares individuals for careers in aquaculture and management of aquatic ecosystems by providing the training and experience required for immediate employment in the field. The certificate provides specialized coursework and hands-on experience in finfish and shellfish culture, production, and management. Certificate holders are prepared for employment opportunities in private aquaculture facilities, government hatcheries, and in entrepreneurial ventures focused on finfish and shellfish farming.

PROGRAM REQUIREMENTS 19-23 Units

Required Core (13 Units):

- AQUA1 - Intro to Aquaculture, **3**
- AQUA2 - Applied Aquaculture, **4**
- AQUA3 - Introduction to Fisheries, **3**
- BUS10 - Introduction to Business, **3**

Restricted Electives (6 - 10 Units):

- AG32 - Agriculture Economics, **3**
- AQUA4 - Salmonid Aquaculture, **3**
- BIOL3 - Fundamental Cell Biology, **4**
- BIOL4 - General Zoology with Lab, **4**
- CE41 - General Cooperative Education Work Experience, **0.5 - 3**
- CHEM2 - Introduction to Chemistry, **5**
- CHEM3 - Introduction to Organic and Biochemistry, **4**
- PHYS2A - General Physics I, **4**
- GEOL1 - Physical Geology with Lab, **4**

Or, instead of 3-4 units from above (0 - 5 Units)

- MATH15 - Introduction to Statistics, **4**
- MATH16 - Introduction to Statistics with Support, **5**
- MATH25 - College Trigonometry, **4**
- MATH30 - College Algebra, **4**

Or, instead of 3-4 units from above (0 - 4 Units)

- OCEAN10 - Introduction to Oceanography, **3**
- OCEAN10L - Laboratory in Oceanography, **1**

Recommended Sequence

Fall or Spring Start

Semester 1: AQUA1, AQUA3, Restricted Electives

Semester 2: Restricted Electives (any two courses)

Program Learning Outcomes

- Evaluate the historical and current state of aquaculture in the world within legal, social, economic, and environmental contexts.
- Apply aquaculture techniques to breed, grow, and harvest high-quality finfish and shellfish considering physiological needs, water quality parameters, and environmental conditions for optimal rearing and growth.
- Understand business and entrepreneurial concepts to contribute to the successful operation of an aquaculture enterprise.
- Exhibit professional work habits that promote a safe, productive, and environmentally conscious work environment.

Art

Pursuing a field in Art not only nurtures creativity and self-expression but also equips students with essential life skills, enhances academic performance, and prepares them for a variety of career paths.

Degrees/Certificates within this Program

- Graphic Design & Visual Communication, CA
- Studio Arts for Transfer, AAT

Career Information

- Art Directors
- Artists and Related Workers, All Other
- Desktop Publishers
- Graphic Designers
- Special Effects Artists and Animators
- Archivists
- Commercial and Industrial Designers
- Craft Artists
- Curators

Graphic Design &

Visual Communication Certificate of Achievement

The Graphic Design and Visual Communication Certificate introduces students to some of the fastest growing sectors in the visual communication industry. It will prepare them for further study or for entry-level employment in Graphic Design and related fields. Students will receive hands-on training in many aspects of art and design production, from drawing and typography to computer-assisted design, photography, and digital storytelling. Upon completion, they will gain conceptual knowledge, understanding of the marketplace, and technical tools to produce a diverse portfolio of work.

PROGRAM REQUIREMENTS **18 Units**

- ART10 - Color and Design, **3**
- ART17 - Basic Drawing, **3**
- ART35 - Digital Photography, **3**
- ART41 - Introduction to Digital Art, **3**
- ART42 - Beginning Graphic Design, **3**
- ART77 - Professional Practices and Entrepreneurship in the Visual Arts, **3**

Recommended Course Sequence

Fall or Spring Start

Semester 1: ART10, ART42

Semester 2: ART17, ART35

Semester 3: ART41, ART77

Program Learning Outcomes

- Apply principles of visual communication as they relate to reaching diverse audiences.
- Demonstrate proficiency with software to create a market-specific portfolio of work.

Studio Arts for Transfer

A.A. Degree for Transfer

Art is defined as the study and mastery of the visual language of art forms in order to effectively and persuasively contribute to the creative, intellectual, and educational life of our society. The Associates in Art Studio Arts for Transfer allows students to gain technical and conceptual mastery of a variety of visual mediums; critically analyze and evaluate all aspects of visual culture using contemporary, historical, and multicultural perspectives; understand the interdisciplinary nature of art making; and prepare for the specific demands of a profession in the fine and/or applied art fields. This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. Obtainment of a minimum grade point average (GPA) of 2.0, including a minimum grade of "C" or "P" for each course in the major, is also required.

PROGRAM REQUIREMENTS

60 Units

Required Core (12 Units):

- ART1B - Art History: Renaissance to Contemporary, **3**
- ART10 - Color and Design, **3**
- ART11 - Three-Dimensional Design, **3**
- ART17 - Basic Drawing, **3**

List A: Complete one course (Total 3)

- ART1A - Art History - Pre-History to Gothic, **3**
- ART9 - Arts of Africa, Oceania and Indigenous North America, **3**

List B: Complete three courses

- ART23 - Painting, **3**
- ART31A - Introduction to Ceramics (Hand Building), **3**
- ART3A - Introduction to Sculpture, **3**
- ART41 - Introduction to Digital Art, **3**
- ART35 - Digital Photography, **3**
- ART60 - Introduction to Jewelry and Metalsmithing, **3**
- ART42 - Beginning Graphic Design, **3**
- **Drawing Option (Total 3)**
 - ART19 - Figure Drawing, **3**
 - ART18 - Intermediate Drawing, **3**

Program Learning Outcomes

- Create and sustain a body of work through technical mastery, experimentation, and reflective analysis
- Critically analyze, interpret, and evaluate all aspects of visual culture using a variety of historical, contemporary, and multicultural perspectives

Recommended Course Sequence

Fall or Spring Start

Semester 1: ART11, ART17

Semester 2: ART1B, ART10

Semester 3: List A (any course), List B* (any course)

Semester 4: List B* (3 courses)

*Note: Recommended courses in List B vary per specialized pathway as detailed below.

- Graphic Design Recommended Sequence: ART18, ART19, ART35, ART41
- 2D Recommended Sequence: ART18, ART19, ART23, ART35
- 3D Recommended Sequence: ART3A, ART19, ART31A

Automotive Technology

An automotive technology degree program equips students with a comprehensive set of essential skills for success in the automotive industry.

Degrees/Certificates within this Program

- Advanced Automotive Technology, CA
- Automotive Maintenance & Light Repair, CA
- Automotive Technology, AS

Career Information

- Automotive Body and Related Repairers
- Automotive Glass Installers and Repairers
- Automotive Service Technicians and Mechanics
- Electrical and Electronics Installers and Repairers, Transportation Equipment
- Electronic Equipment Installers and Repairers, Motor Vehicles

Advanced Automotive Technology Certificate of Achievement

Programs in this field provide basic and advanced educational opportunities for students seeking careers in the automotive service industry, including service technician, specialty technician, and parts or service manager.

PROGRAM REQUIREMENTS 39 Units

Complete all of the following

- AT12 - Automotive Braking Systems, **4**
- AT14 - Manual Drivetrain and Axle, **4**
- AT16 - Automotive Electrical Systems, **4**
- AT21 - Automotive Engine Repair and Diagnosis, **4**
- AT20 - Automotive Suspension and Steering Systems, **4**
- AT24 - Engine Performance, **4**
- AT26 - Automotive Air Conditioning and Heating, **4**
- AT30 - Automatic Transmission-Transaxle, **4**
- AT35 - Intro to Hybrid and Electric Vehicles, **3**

Electives (4 Unit)

- AT10 - Introduction to Automotive Technology, **4**
- BUS10 - Introduction to Business, **3**
- WT53 - Basic Gas and Arc Welding, **2**
- WT80 - Welding Fabrication, **2**
- CE42 - Occupational Cooperative Education Work Experience, **1 - 2**
- CET10 - Survey of Electronics, **3**

Recommended Course Sequence

Fall or Spring Start

- | | |
|-------------|---|
| Semester 1: | AT12, AT16, Restricted Electives (any course) |
| Semester 2: | AT20, AT21 |
| Semester 3: | AT14, AT24 |
| Semester 4: | AT26, AT30, AT35 |

Program Learning Outcomes

- Successfully perform the entry-level skills and tasks required for service and repair of automotive systems.
- Locate industry-standard diagnostic information to localize complex automotive problems.
- Locate industry-standard diagnostic information to localize complex automotive problems.
- Perform common service and repair tasks identified by the National Automotive Technicians Education Foundation (NATEF).
- Perform common service and repair tasks identified by the National Automotive Technicians Education Foundation (NATEF).
- Successfully perform the entry-level skills and tasks required for service and repair of automotive systems.

Automotive Maintenance & Light Repair Certificate of Achievement

The Maintenance and Light Repair Certificate of Achievement provides students with the industry-recognized knowledge and skills required for employment as entry-level technicians in the automotive service and repair industry. This certificate provides a pathway of stackable credentials leading to the Associate of Science Degree, Automotive Technology. Students can enroll in AT-10 or select one or more of the listed electives to satisfy the 4 units required. AT-12, AT-16, AT-21, and AT-20 may be taken concurrently with AT-10 or elective. This program is designed for maximum flexibility and to be completed in as little as two semesters.

PROGRAM REQUIREMENTS 20 Units

- AT12 - Automotive Braking Systems, **4**
- AT16 - Automotive Electrical Systems, **4**
- AT21 - Automotive Engine Repair and Diagnosis, **4**
- AT20 - Automotive Suspension and Steering Systems, **4**

Restricted Electives (4 Units):

- AT10 - Introduction to Automotive Technology, **4**
- BUS10 - Introduction to Business, **3**
- CE42 - Occupational Cooperative Education Work Experience, **1 - 2**
- WT53 - Basic Gas and Arc Welding, **2**
- WT80 - Welding Fabrication, **2**
- CET10 - Survey of Electronics, **3**

Recommended Course Sequence

Fall or Spring Start

Semester 1: Electives (any course(s), 4.0 units), AT12, AT16
Semester 2: AT20, AT21

Program Learning Outcomes

- Perform routine maintenance on a modern vehicle at the professional level.
- Perform basic service and repairs on modern automotive braking systems.
- Perform basic service and repairs on modern automotive steering and suspension systems.

Automotive Technology A.S. Degree

Programs in this field provide basic and advanced educational opportunities for students seeking careers in the automotive service industry, including service technician, specialty technician, and parts or service manager.

PROGRAM REQUIREMENTS 60 Units

Complete all of the following

- AT12 - Automotive Braking Systems, **4**
- AT14 - Manual Drivetrain and Axle, **4**
- AT16 - Automotive Electrical Systems, **4**
- AT21 - Automotive Engine Repair and Diagnosis, **4**
- AT20 - Automotive Suspension and Steering Systems, **4**
- AT24 - Engine Performance, **4**
- AT26 - Automotive Air Conditioning and Heating, **4**
- AT30 - Automatic Transmission-Transaxle, **4**
- AT35 - Intro to Hybrid and Electric Vehicles, **3**

Restricted Electives (4 units):

- AT10 - Introduction to Automotive Technology, **4**
- BUS10 - Introduction to Business, **3**
- WT53 - Basic Gas and Arc Welding, **2**
- WT80 - Welding Fabrication, **2**
- CE42 - Occupational Cooperative Education Work Experience, **1 - 2**
- CET10 - Survey of Electronics, **3**

Recommended Course Sequence

Fall or Spring Start

Semester 1: AT12, AT16, MATH5, 10 or 15, Restricted Electives (any course)
Semester 2: AT20, AT21, ENGL1A, Area C: Arts & Humanities (any course)
Semester 3: AT14, AT24, COMM1, Area A: Natural Science (any course)
Semester 4: AT26, AT30, AT35, Area B: Social Science (any course)

Program Learning Outcomes

- Successfully perform the entry-level skills and tasks required for service and repair of automotive systems.
- Locate industry-standard diagnostic information to localize complex automotive problems.
- Locate industry-standard diagnostic information to localize complex automotive problems.
- Perform common service and repair tasks identified by the National Automotive Technicians Education Foundation (NATEF).
- Perform common service and repair tasks identified by the National Automotive Technicians Education Foundation (NATEF).
- Successfully perform the entry-level skills and tasks required for service and repair of automotive systems.

Biology

The organismal diversity on our planet is immense, and biologists study these organisms and their interactions with each other and the environment from a wide variety of perspectives.

Degrees/Certificates within this Program

- Biology for Transfer, AST

Career Information

- Animal Scientists
- Biochemists and Biophysicists
- Biological Scientists, All Other
- Biological Technicians
- Environmental Science and Protection Technicians, Including Health

Biology for Transfer

A.S. Degree for Transfer

Biology is the scientific study of life, and requires a rigorous foundation in math, chemistry, and physics, as well as an introduction to the breadth of biological inquiry. Biological inquiry includes molecular, evolutionary, and ecological approaches to understanding organisms ranging from prokaryotes to unicellular and multicellular eukaryotes living in all habitats on earth. Implications of biological inquiry range from appreciation of the ways of living of diverse life forms to elucidating new medical treatments to mitigating the extinction of species due to climate change. Students who earn degrees in biology become critical thinkers generally, and are prepared to move forward with careers ranging from microbiology to medicine to ecology. This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: 1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. 2. Obtainment of a minimum grade point average (GPA) of 2.0 across all transferable college coursework, including a minimum grade of "C" or "P" for each course in the major.

PROGRAM REQUIREMENTS

Required Core (12 Units):

- BIOL3 - Fundamental Cell Biology, **4**
- BIOL4 - General Zoology, **4**
- BIOL5 - General Botany with Lab, **4**

Physics Sequence (8 Units):

- Option 1:
PHYS2A - General Physics I, **4** and
PHYS2B - General Physics II, **4**
- Option 2:
PHYS4A - Calculus-Based Physics: Mechanics, **4** and
PHYS4B - Calculus-Based Physics:
Electricity & Magnetism, **4**

List A (14 Units):

- CHEM1A - General Chemistry, **5**
- CHEM1B - General Chemistry, **5**
- MATH50A - Differential Calculus, **4**
- MATH 50A Prerequisite (For the Calculus-ready sequences, students must have completed College Algebra and Trigonometry or a "pre-calculus" class.)
- MATH25 - College Trigonometry, **4**
- MATH30 - College Algebra, **4**

Calculus-Ready Recommended Sequence

Fall Start

Semester 1: BIOL4 or BIOL5, MATH50A, ENGLC1000, CalGETC Area 3A (any course)

Semester 2: BIOL4 or BIOL5, CalGETC Area 3B (any course), NAS1, COMMC1000

Semester 3: PHYS2A or PHYS4A, CHEM1A, ENGLC1001, CalGETC Area 4 (any course)

Semester 4: PHYS2B or PHYS4B, BIOL3, CHEM1B, STATC1000

Not Calculus-Ready Recommended Sequence

Fall Start

Semester 1: BIOL4 or BIOL5, MATH30, ENGLC1000, CalGETC Area 3A (any course)

Semester 2: BIOL4 or BIOL5, CHEM1A, MATH25, CalGETC Area 3B (any course)

Semester 3: PHYS2A or PHYS4A, MATH50A, ENGLC1001, COM-MC1000, NAS1

Semester 4: PHYS2B or PHYS4B, BIOL3, CHEM1B, CalGETC Area 4 (any course)

Program Learning Outcomes

- Apply methods of scientific inquiry to questions regarding organisms and biological processes.
- Communicate clearly both verbally and in writing regarding laboratory procedures, data analyses, and results.
- Apply concepts in mathematics, physics and chemistry to explain biological phenomena.
- Explain the mechanisms of gene expression and regulation, and how they direct cellular and organismal processes.
- Describe how evolutionary processes have generated similarity, diversity, and interconnectedness of organisms.

60 Units

Business

The study of Business serves as a foundational pillar for understanding the complexities of the modern economy and the various functions that drive organizations.

Degrees/Certificates within this Program

- Bookkeeping, CA
- Business Administration 2.0, AST
- General Business, AS
- Payroll Clerk, CR
- Small Business Management, CA
- Starting and Managing a Business, CR

Career Information

- Accountants and Auditors
- Administrative Services Managers
- Bookkeeping, Accounting, and Auditing Clerks
- Brokerage Clerks
- Budget Analysts
- Business Operations Specialists, All Other
- Chief Executives
- Credit Analysts
- Computer and Information Systems Managers
- Computer User Support Specialists
- Chief Executives
- Computer Occupations, All Other
- Construction Managers
- Executive Secretaries and Executive Administrative Assistants
- First-Line Supervisors of Office and Administrative Support Workers
- Office Clerks, General
- Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
- Customer Service Representatives
- Financial Managers

Bookkeeping Certificate of Achievement

The study of Bookkeeping prepares students to function, either as individuals or as part of larger organization, in recording, analyzing, and communicating financial data.

PROGRAM REQUIREMENTS 23-25 Units

Required Core (17 Units):

- BUS4 - Advanced Computerized Bookkeeping, 3
- BUS10 - Introduction to Business, 3
- BUS52 - Business Communications, 3
- BUS69 - Starting and Growing a Business, 4
- CIS1 - Computer Information Systems, 4

Accounting Coursework (3 - 4 Units):

- BUS1A - Financial Accounting, 4
- BUS180 - Introduction to Bookkeeping, 3

Quantitative Skills (3 - 4 Units):

- BUS14 - Finite Math for Business and Economics, 3
- MATH15 - Introduction to Statistics, 4

Recommended Course Sequence

Fall Start

Semester 1: BUS1A or BUS180, BUS10, BUS52, CIS1

Semester 2: BUS4, BUS69, BUS14 or MATH15

Program Learning Outcomes

- Use information technology to record financial data.
- Apply analytical and technological tools to analyze business information.
- Communicate financial data and analyses effectively.

Business Administration 2.0

A.S. Degree for Transfer

This Associate of Science in Business for Transfer degree is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. Obtainment of a minimum grade point average (GPA) of 2.0 across all transferable college coursework, including a minimum grade of "C" or "P" for each course in the major, is also required.

PROGRAM REQUIREMENTS 60 Units

Required Core:

- BUS1A - Financial Accounting, **4**
- BUS1B - Managerial Accounting, **4**
- BUS14 - Finite Math for Business and Economics, **3**
- BUS18 - Business Law, **3**
- ECON1 - Macroeconomics, **3**
- ECON10 - Microeconomics, **3**
- STATC1000 - Introduction to Statistics, **4**

Restricted Electives (3 Units):

- BUS10 - Introduction to Business, **3**
- BUS52 - Business Communications, **3**

Recommended Course Sequence

Fall or Spring Start

- Semester 1: BUS14, BUS10 or BUS52
- Semester 2: BUS18, STATC1000
- Semester 3: BUS1A, ECON1
- Semester 4: BUS1B, ECON10

Program Learning Outcomes

- Select and apply analytical and technological tools as they relate to personal, business, and social decisions.
- Communicate effectively as writers, listeners, and speakers in diverse social and business settings.

General Business

A.S. Degree

The study of business prepares students to function, either as individuals or as part of a larger organization, in the production and delivery of goods and services. The 2-year A.S. in General Business is designed for students intending to enter the workforce after completion of their 2-year degree with a wide spectrum of skills that will enable them to function in a variety of roles. It includes coursework in subjects like Marketing and Business Planning that are typically covered in the third or fourth year of a 4-year Business degree.

PROGRAM REQUIREMENTS 60 Units

Required Core:

- BUS1A - Financial Accounting, **4**
- BUS1B - Managerial Accounting, **4**
- BUS10 - Introduction to Business, **3**
- BUS18 - Business Law, **3**
- BUS34 - Introduction to Personal Finance, **3**
- BUS35 - Marketing and Social Media, **4**
- BUS52 - Business Communications, **3**
- BUS68 - Managing People and Projects, **3**
- BUS69 - Starting and Growing a Business, **4**
- CIS1 - Computer Information Systems, **4**
- ECON1 - Macroeconomics, **3**
- ECON10 - Microeconomics, **3**

Restricted Electives (3 units):

- BUS4 - Advanced Computerized Bookkeeping, **3**
- CE42 - Occupational Cooperative Education Work Experience, **8**

Recommended Course Sequence

Fall or Spring Start

- Semester 1: BUS10, BUS52, CIS1
- Semester 2: BUS18, BUS34, BUS35
- Semester 3: BUS1A, BUS68, ECON1
- Semester 4: BUS1B, BUS69, ECON10

Program Learning Outcomes

- Select and apply analytical and technological tools as they relate to personal, business, and social decisions.
- Communicate effectively as writers, listeners, and speakers in diverse social and business settings.
- Participate effectively in real or simulated business projects.

Payroll Clerk Certificate of Recognition

This one-semester certificate is designed to provide students the skills needed for entry-level positions in administrative and financial work. This certificate also serves as the first portion of the Bookkeeping Certificate of Achievement and builds a foundation for those eventually seeking an A.S. in General Business.

PROGRAM REQUIREMENTS 13-14 Units

Required Core:

- BUS10 - Introduction to Business, **3**
- BUS52 - Business Communications, **3**
- CIS1 - Computer Information Systems, **4**

Accounting Coursework (3-4 Units):

- BUS1A - Financial Accounting, **4**
- BUS180 - Introduction to Bookkeeping, **3**

Recommended Course Sequence

Fall Start

Semester 1: BUS10, BUS52, CIS1, BUS1A or BUS180

Spring Start

Semester 1: BUS10, CIS1

Semester 2: BUS52, BUS1A or BUS180

Program Learning Outcomes

- Use information technology to record financial data.
- Apply analytical and technological tools to analyze business information.
- Communicate financial data and analyses effectively.

Small Business Management Certificate of Achievement

The study of business prepares students to function, either as individuals or as part of a larger organization, in the production and delivery of goods and services. This 1-year certificate focuses on the most essential skills needed to manage a small business, either as an entrepreneur or as a hired manager.

PROGRAM REQUIREMENTS 26-28 Units

Required Core (20 Units):

- BUS10 - Introduction to Business, **3**
- BUS18 - Business Law, **3**
- BUS35 - Marketing and Social Media, **4**
- BUS52 - Business Communications, **3**
- BUS68 - Managing People and Projects, **3**
- BUS69 - Starting and Growing a Business, **4**

Accounting Requirement (3-4 Units):

- BUS1A - Financial Accounting, **4**
- BUS180 - Introduction to Bookkeeping, **3**

Information Technology Skills (3-4 Units):

- BUS4 - Advanced Computerized Bookkeeping, **3**
- CIS1 - Computer Information Systems, **4**

Recommended Course Sequence

Fall or Spring Start

Semester 1: BUS10, BUS35, BUS52, BUS1A or BUS180

Semester 2: BUS18, BUS68, BUS69, BUS4 or CIS1

Program Learning Outcomes

- Select and apply analytical and technological tools as they relate to personal and business decision-making.
- Communicate effectively as writers, listeners, and speakers in business settings.
- Participate effectively in real or simulated business projects.

Starting and Managing a Business Certificate of Recognition

This one semester certificate provides students with the bare minimum skills needed to establish and operate a small business.

PROGRAM REQUIREMENTS 14 Units

- BUS35 - Marketing and Social Media, **4**
- BUS68 - Managing People and Projects, **3**
- BUS69 - Starting and Growing a Business, **4**
- BUS180 - Introduction to Bookkeeping, **3**

Recommended Sequence

Fall or Spring Start

Semester 1: BUS35, BUS68, BUS69, BUS180

Program Learning Outcomes

- Create a business plan.
- Write a comprehensive marketing plan.
- Manage and interpret financial records for a business.
- Manage a team project from initiation to completion through a real-world project exercise.

Communication Studies

Communications is often regarded as a “universal passport” that opens doors to a wide array of career paths across various industries. This includes fields such as media, public relations, marketing, human resources, and corporate communications.

Degrees/Certificates within this Program

- Communication Studies for Transfer 2.0, AAT

Career Information

- Broadcast Announcers and Radio Disc Jockeys
- Fundraising Managers
- Legislators
- Media and Communication Workers, All Other
- News Analysts, Reporters, and Journalists

Communication Studies 2.0

A.A. Degree for Transfer

Communication, teamwork, and critical thinking are consistently listed among the top ten attributes employers look for in new employees. Public speaking, oral interpretation of literature, mass communication, and communication theory courses give students an understanding of how communication functions in broader public and professional contexts. Communication studies courses in interpersonal, intercultural, small group communication focus on how communication functions and influences the quality of personal, professional, and academic relationships. All communication courses offer students the knowledge and skills to critically analyze communication in a variety of contexts. A thorough understanding of communication is useful in any career including education, business management, communication management, journalism, law enforcement, political science, public policy and administration, social work, public relations, advertising, broadcasting, and finance. This Associate in Arts in Communication Studies for Transfer 2.0 degree is intended for students who plan to complete a bachelor's degree in communication studies at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. Obtainment of a minimum grade point average (GPA) of 2.0 across all transferable college coursework, including a minimum grade of “C” or “P” for each course in the major, is also required.

PROGRAM REQUIREMENTS

60 Units

Required Core:

- COMMC1000 - Public Speaking, **3**
- COMM7 - Interpersonal Communication, **3**

List A (9 Units):

- COMM2 - Introduction to Communication Theory, **3**
- COMM3 - Oral Interpretation of Literature, **3**
- COMM5 - Introduction to Mass Communication, **3**
- COMM6 - Small Group Communication, **3**
- COMM8 - Intercultural Communication, **3**

List B (3 Units):

- ANTH3 - Introduction to Cultural Anthropology, **3**
- PSYCC1000 - Introduction to Psychology, **3**
- SOC1 - Introduction to Sociology, **3**
- ENGLC1001 - Critical Thinking and Writing, **3**
- ENGL4 - Why Literature Matters, **3**
- Any List A course not already used, **3**

Recommended Course Sequence

Fall or Spring Start

CalGET Pathway

Semester 1: COMMC1000, COMM7, ENGLC1000, NAS1 or NAS21, CalGETC Area 4 (any course)

Semester 2: COMM2, List B (any course), ENGLC1001 or ENGL2B, STACC1000 or STATC1000E

Semester 3: COMM5, COMM6, CalGETC Area 3B (any course), CalGETC Area 5B (any course)

Semester 4: COMM8, CalGETC Area 3A (any course), CalGETC Area 4 (any course), CalGETC Area 5A (any course), CalGETC Area 5C (any course)

Program Learning Outcomes

- Demonstrate an understanding of classical and contemporary human communication theories.
- Critically analyze evidence and reasoning in written and oral communication.
- Demonstrate effective, appropriate, and ethical written and oral communication skills.

Computer Information Systems

Computer Information Systems (CIS) is a dynamic field that combines technology and business, focusing on the application of information technology to manage and analyze data effectively.

Degrees/Certificates within this Program

- Cisco Networking and Microsoft Server Administration
- CIS Cybersecurity
- CIS Networking
- CIS Networking CA

Career Information

- Computer and Information Research Scientists
- Computer and Information Systems Managers
- Computer Network Architects
- Computer Network Support Specialists
- Computer Occupations, All Other

CIS Cybersecurity Certificate of Achievement

This certificate includes instruction in the measures that must be taken to detect and prevent network security mistakes and vulnerabilities, and includes descriptions of common attacks, and methods to configure the operating system, servers, routers, firewalls, and email. Students completing this certificate program will qualify for employment in entry level network security positions. The Computer Information Systems - Cybersecurity program will give students a solid foundation in the field of Computer Security. The focus on Cybersecurity will provide students with some of the basic skills needed for an entry-level career in Cybersecurity. The courses provide an overview of the entire Cybersecurity field. Courses that make up the program are aligned with, and prepare students for, industry standard certifications such as: Cisco Certified Networking Associate (CCNA), Microsoft Certified Solutions Associate (MCSA), Computer Technology Industry Association (CompTIA) Security+, and EC Council Ethical Hacking.

PROGRAM REQUIREMENTS 16 Units

- CIS30 - CCNA: Computer Network Fundamentals, **4**
- CIS31 - Systems and Network Administration, **4**
- CIS35 - Introduction to Cybersecurity, **4**
- CIS37 - Principles of Ethical Hacking, **4**

Recommended Course Sequence

Fall Start

Semester 1:	CIS31
Semester 2:	CIS30
Semester 3:	CIS35
Semester 4:	CIS37

Program Learning Outcomes

- Define the elements of the Confidentiality, Integrity, and Availability triad, along with the purpose of each of the elements.
- Describe the tools and methods a "hacker" uses to break into a computer or network.
- Apply strategies for network defense using firewalls, routers, switches, and anti-malware tools.
- Construct and apply secure group policy settings at the Organizational Unit (OU), Domain, Site or local machine level.

CIS Networking A.S. Degree

The CIS Networking AS degree provides educational opportunities for students seeking careers in local area network (LAN) and wide area network (WAN) installation, and management. Students also learn skills in computer programming, PC maintenance and repair, and network security from CompTIA Security + certified instructors.

PROGRAM REQUIREMENTS 60 Units

- BUS10 - Introduction to Business, **3**
- CIS1 - Computer Information Systems, **4**
- CIS12 - Programming Fundamentals, **4**
- CIS18 - Object Oriented Programming - Java, **4**
- CIS30 - CCNA: Computer Network Fundamentals, **4**
- CIS31 - Systems and Network Administration, **4**
- CIS33 - CCNA: Scaling and Connecting Networks, **4**
- CIS35 - Introduction to Information Systems Security, **4**
- CIS37 - Principles of Ethical Hacking, **4**
- CIS50 - Introduction to Data Base Management Systems, **4**
- CIS98 - PC Computer Repair and Maintenance, **4**

Recommended Course Sequence

Fall Start

Semester 1:	CIS1, CIS31, CIS98
Semester 2:	CIS30, CIS50, BUS10
Semester 3:	CIS12, CIS33, CIS35
Semester 4:	CIS18, CIS37

Program Learning Outcomes

- Demonstrate professional and effective communication skills.
- Support end user technology needs.
- Configure and troubleshoot TCP/IP networks and verify end-to-end connectivity across local area and wide area networks.

- Develop applications with emphasis on critical thinking approach to programming.
- Apply fundamental security concepts to network communication, infrastructure and operations.

CIS Networking CA Certificate of Achievement

The CIS Networking Certificate of Achievement provides educational opportunities for students seeking careers in local area network (LAN) and wide area network (WAN) installation, and management. Students also learn skills in computer programming, PC maintenance and repair, and network security from CompTIA Security + certified instructors.

PROGRAM REQUIREMENTS 31 Units

- BUS10 - Introduction to Business, **3**
- CIS1 - Computer Information Systems, **4**
- CIS12 - Programming Fundamentals, **4**
- CIS30 - CCNA: Computer Network Fundamentals, **4**
- CIS31 - Systems and Network Administration, **4**
- CIS35 - Introduction to Information Systems Security, **4**
- CIS50 - Introduction to Data Base Management Systems, **4**
- CIS98 - PC Computer Repair and Maintenance, **4**

Recommended Course Sequence

Fall Start

Semester 1: CIS1, CIS31, CIS98

Semester 2: CIS30, CIS50, BUS10

Semester 3: CIS12, CIS35

Program Learning Outcomes

- Demonstrate professional and effective communication skills.
- Support end user technology needs.
- Configure and troubleshoot TCP/IP networks and verify end-to-end connectivity across local area and wide area networks.
- Develop applications with emphasis on critical thinking approach to programming.
- Apply fundamental security concepts to network communication, infrastructure and operations.

Cisco Networking and Microsoft Server Administration Certificate of Recognition

This certificate of recognition is targeted at individuals seeking to quickly obtain a fundamental skill-set required to enter the local workforce as an entry-level network technician.

PROGRAM REQUIREMENTS 12 Units

- CIS30 - CCNA: Computer Network Fundamentals, **4**
- CIS31 - Systems and Network Administration, **4**
- CIS98 - PC Computer Repair and Maintenance, **4**

Recommended Course Sequence

Fall Start

Semester 1: CIS31, CIS98

Semester 2: CIS30

Program Learning Outcomes

- Demonstrate professional and effective communication skills.
- Support end user technology needs.
- Configure and troubleshoot TCP/IP networks and verify end-to-end connectivity across local area and wide area networks.
- Apply fundamental security concepts to network communication, infrastructure and operations.

Construction Technology

A construction technology degree aims to produce well-rounded graduates with the technical knowledge, management skills, and industry connections needed to succeed and advance in various construction-related careers.

Degrees/Certificates within this Program

- Cabinetmaking & Millwork, CA
- Construction Technology, AS
- Electrician Trainee, CA
- Residential Construction I, CA
- Residential Construction II, CA
- Residential Wiring, CR
- Solar Photovoltaic Technician, CR

Career Information

- Business Operations Specialists, All Other
- Cabinetmakers and Bench Carpenters
- Calibration Technologists and Technicians
- Carpenters
- Commercial and Industrial Designers
- Construction and Building Inspectors
- Electricians
- Engineering Technologists and Technicians, Except Drafters, All Other
- First-Line Supervisors of Construction Trades and Extraction Workers
- First-Line Supervisors of Mechanics, Installers, and Repairers
- Gas Plant Operators
- Helpers—Carpenters
- Helpers--Electricians
- Model Makers, Wood
- Patternmakers, Wood
- Sawing Machine Setters, Operators, and Tenders, Wood
- Security and Fire Alarm Systems Installers
- Woodworkers, All Other

Cabinetmaking & Millwork Certificate of Achievement

Programs in this field provide general and specific educational opportunities for students seeking careers related to residential and commercial building construction, historic preservation and restoration, and practical and artistic woodworking skills and techniques.

PROGRAM REQUIREMENTS 20 Units

Required Core:

- CT21A - Survey of Wood Technology, **3**
- CT21B - Intermediate Wood Technology, **3**
- CT57A - Cabinetmaking and Millwork I, **3**
- CT57B - Cabinetmaking and Millwork II, **3**
- CT57C - Cabinetmaking and Millwork III, **3**

Restricted Electives (5 Units):

- CT16 - Architectural Millwork, **3**
- CT25 - OSHA Construction Safety, **2**
- CT57D - Cabinetmaking and Millwork IV, **3**
- CT135 - Woodworking Hand Tools and Technique, **2**
- CT152 - Open Lab for Woodworking, **1**

Program Learning Outcomes

- Work in a manner and fashion that meets Woodwork Institute and general woodworking industry safety standards.
- Produce artifacts (technical work) that reflect the student's ability to design and construct furniture, cabinetry and millwork of increasing scope and complexity.
- Critically review literature, periodicals, and trade journals that relate to the cabinet and millwork industry.
- Provide a strong experience in, and understanding of, all aspects of the cabinet and millwork industry.

Construction Technology A.S. Degree

Programs in this field provide general and specific educational opportunities for students seeking careers related to residential building construction, and practical and artistic woodworking skills and techniques.

PROGRAM REQUIREMENTS 60 Units

- DT71 - Architectural Drafting Fundamentals, **3**
- DT23 - Engineering Design Graphics, **3**
- CT95 - Intermediate Carpentry I, **3**
- CT96 - Intermediate Carpentry II, **3**
- CT94 - Finish Carpentry, **3**
- CT90 - Beginning Carpentry I, **3**
- CT91 - Beginning Carpentry II, **3**
- CT80 - Carpentry Theory I, **3**
- CT81 - Carpentry Theory II, **3**
- CT70 - Building Codes & Standards, **2**
- CT57A - Cabinetmaking and Millwork I, **3**
- CT57B - Cabinetmaking and Millwork II, **3**
- CT56 - Construction Layout, **2.5**
- CT21A - Survey of Wood Technology, **3**
- CT25 - OSHA Construction Safety, **2**

Recommended Course Sequence

Fall Start

Semester 1:	CT21A, CT57A, CT90, DT23
Semester 2:	CT57B, CT81, CT91, DT71
Semester 3:	CT25, CT56, CT95
Semester 4:	CT94, CT96

Program Learning Outcomes

- Provide the local residential construction industry with a professionally trained workforce.
- Prepare students to analyze and evaluate construction-project requirements in relationship to the world around them.
- Demonstrate an ability to analyze and communicate ideas effectively with co-workers and the general public.

Residential Construction I Certificate of Achievement

Programs in this field provide general and specific educational opportunities for students seeking careers related to residential and commercial building construction, and practical and artistic woodworking skills and techniques.

PROGRAM REQUIREMENTS 22.5 Units

- CT90 - Beginning Carpentry I, **3**
- CT91 - Beginning Carpentry II, **3**
- CT80 - Carpentry Theory I, **3**
- CT81 - Carpentry Theory II, **3**
- CT57A - Cabinetmaking and Millwork I, **3**
- CT57B - Cabinetmaking and Millwork II, **3**
- CT56 - Construction Layout, **2.5**
- CT25 - OSHA Construction Safety, **2**
- CT21A - Survey of Wood Technology, **3**

Recommended Course Sequence

Fall Start

Semester 1: CT21A, CT56, CT57A, CT80, CT90

Semester 2: CT25, CT57B, CT81, CT91

Program Learning Outcomes

- Understand the concepts of residential construction.
- Demonstrate the procedures, techniques, and processes of residential construction.
- Identify tools, materials, and processes used in residential carpentry.

Residential Construction II Certificate of Achievement

Programs in this field provide general and specific educational opportunities for students seeking careers related to residential building construction and practical and artistic woodworking skills and techniques.

PROGRAM REQUIREMENTS 42.5 Units

- DT71 - Architectural Drafting Fundamentals, **3**
- DT23 - Engineering Design Graphics, **3**
- CT95 - Intermediate Carpentry I, **3**
- CT96 - Intermediate Carpentry II, **3**
- CT94 - Finish Carpentry, **3**
- CT90 - Beginning Carpentry I, **3**
- CT91 - Beginning Carpentry II, **3**
- CT80 - Carpentry Theory I, **3**
- CT81 - Carpentry Theory II, **3**
- CT70 - Building Codes & Standards, **2**
- CT57A - Cabinetmaking and Millwork I, **3**
- CT57B - Cabinetmaking and Millwork II, **3**
- CT56 - Construction Layout, **2.5**
- CT25 - OSHA Construction Safety, **2**
- CT21A - Survey of Wood Technology, **3**

Recommended Course Sequence

Fall Start

Semester 1: CT21A, CT57A, CT80, CT90, DT23

Semester 2: CT57B, CT81, CT91, DT71

Semester 3: CT25, CT70, CT95

Semester 4: CT56, CT94, CT96

Program Learning Outcomes

- Communicate effectively and professionally in

the construction industry through the proper use of verbal, written, and graphical techniques.

- Understand the concepts of residential construction.
- Demonstrate the procedures, techniques, and processes of residential construction.

Residential Wiring Certificate of Recognition

Programs in this field provide general and specific educational opportunities for students seeking careers related to residential and commercial building construction, historic preservation and restoration, and practical and artistic woodworking skills and techniques.

PROGRAM REQUIREMENTS **10 Units**

- CT72 - Electrical Codes and Standards, **2**
- CT78A - Residential Wiring I, **2**
- CT78B - Residential Wiring II, **2**
- CT78C - Residential Wiring III, **2**
- CT78D - Residential Wiring IV, **2**

Recommended Course Sequence

Fall Start

Semester 1: CT78A

Semester 2: CT72, CT78B

Semester 3: CT78C

Semester 4: CT78D

Program Learning Outcomes

- Repair and install electrical wire devices in compliance with the National Electric Code.
- Interpret residential construction blueprints.
- Demonstrate safe working practices.

Solar Photovoltaic Technician Certificate of Recognition

Programs in this field prepare students for a career in Solar Photovoltaic design and installation.

PROGRAM REQUIREMENTS **8 Units**

- CT25 - OSHA Construction Safety, **2**
- CT32 - Photovoltaic Design and Installation, **1**
- CT33 - Introduction to Solar Photovoltaic Systems, **3**
- CT78A - Residential Wiring I, **2**

Recommended Course Sequence

Fall Start

Semester 1: CT25, CT33, CT78A

Semester 2: CT32

Program Learning Outcomes

- Design and install a solar photovoltaic system per standard industry practices and codes.
- Evaluate and troubleshoot a solar photovoltaic system.
- Demonstrate safe working practices.

Dental Assisting

Dental assistants are essential members of the dental health-care team, responsible for a variety of tasks that enhance patient experience and ensure efficient practice operations.

Degrees/Certificates within this Program

- Dental Assisting, AS
- Dental Assisting CA

Career Information

- Dental Assistants

Dental Assisting A.S. Degree

The Dental Assisting Program is a ten month program, requiring fall and spring semesters of the same academic year. Each fall 24 students are admitted through an application period, February 1- August 1. Upon completion of the program graduates are prepared for the careers as dental assistant and for successful completion of the Registered Dental Assistant and Certified Dental Assistant Examinations. The Program is accredited through the Commission on Dental Accreditation (CODA) and approved through the Dental Board of California (DBC).

PROGRAM REQUIREMENTS 60 Units

- DA150 - Dental Assisting Program Orientation, **0.5**
- DA153 - Dental Assisting Science, **2**
- DA154 - Dental Assisting Materials and Duties, **3**
- DA155 - Dental Radiography, **2**
- DA156 - Dental Assisting Fundamentals (Chairside), **3**
- DA156C - DA Fundamentals Clinical Laboratory Exp (Chairside), **1.5**
- DA163 - Advanced Dental Assisting Science, **2**
- DA164 - Advanced Dental Assisting Functions in Dental Specialties, **3**
- DA165 - Advanced Dental Radiography, **2**
- DA166 - Dental Assisting Functions in Dental Practice Management, **0.5**
- DA167 - Advanced Dental Assisting Functions and Duties (Clinical Experience), **6**
- HO15 - Nutrition, **3**

Restricted Electives (3 Units):

- COMM1 - Public Speaking, **3**
- COMM1V - Public Speaking - Virtual, **3**
- COMM7 - Interpersonal Communication, **3**
- COMM6 - Small Group Communication, **3**
- COMM8 - Intercultural Communication, **3**

Recommended Course Sequence

Fall Start

Semester 1: DA150, DA153, DA154, DA155, DA156, DA156C, HO15

Semester 2: DA163, DA164, DA165, DA166, DA167,
Restricted Electives

Program Learning Outcomes

- Demonstrates the ability to accurately follow directions, appropriately communicate, efficiently organize, and promptly adapt when functioning as a professional team-member in the dental setting.
- Adheres to protocol and safety guidelines, and cognizant of ethical and professional responsibility.
- Adheres to all safety guidelines/requirements as well as ethical standards when performing the permitted duties as allowed by the California Dental Practice Act to the preclinical or clinical competency level.
- Assimilation of foundational knowledge when demonstrating essential dental assisting skills, chairside dental assisting functions, and Registered Dental Assistant Permitted Duties in patient care to the required clinical competency level for a minimum of 300 clinical hours.
- Meets necessary requirements for employment as well as qualifying for State licensure (Registered Dental Assistant) and/or national certification (Certified Dental Assistant) exams upon completion of the Program.
- Achieves 75% or better, completing the necessary minimum 900 hour obligation and the specified requirements in infection control, radiation safety, coronal polish, pit and fissure sealants, and Dental Practice Act to qualify for employment, State licensure exam (Registered Dental Assistant) and/or national Certification (Certified Dental Assistant).

Dental Assisting CA Certificate of Achievement

The Dental Assisting Program is a ten month program, requiring fall and spring semesters of the same academic year. Each fall 24 students are admitted through an application period, February 1- August 1. Upon completion of the program graduates are prepared for the careers as dental assistant and for successful completion of the Registered Dental Assistant and Certified Dental Assistant Examinations. The Program is accredited through the Commission on Dental Accreditation (CODA) and approved through the Dental Board of California (DBC).

PROGRAM REQUIREMENTS **31.5 Units**

- DA150 - Dental Assisting Program Orientation, **0.5**
- DA153 - Dental Assisting Science, **2**
- DA154 - Dental Assisting Materials and Duties, **3**
- DA155 - Dental Radiography, **2**
- DA156 - Dental Assisting Fundamentals (Chairside), **3**
- DA156C - DA Fundamentals Clinical Laboratory Exp (Chairside), **1.5**
- DA163 - Advanced Dental Assisting Science, **2**
- DA164 - Advanced Dental Assisting Functions in Dental Specialties, **3**
- DA165 - Advanced Dental Radiography, **2**
- DA166 - Dental Assisting Functions in Dental Practice Management, **0.5**
- DA167 - Advanced Dental Assisting Functions and Duties (Clinical Experience), **6**
- HO15 - Nutrition, **3**

Restricted Electives (3 Units):

- COMM1 - Public Speaking, **3**
- COMM1V - Public Speaking - Virtual, **3**
- COMM7 - Interpersonal Communication, **3**
- COMM6 - Small Group Communication, **3**
- COMM8 - Intercultural Communication, **3**

Recommended Course Sequence

Fall Start

Semester 1: DA150, DA153, DA154, DA155, DA156, DA156C, HO15

Semester 2: DA163, DA164, DA165, DA166, DA167,
Restricted Electives

Program Learning Outcomes

- Adheres to protocol and safety guidelines, and cognizant of ethical and professional responsibility.
- Assimilation of foundational knowledge when demonstrating essential dental assisting skills, chairside dental assisting functions, and Registered Dental Assistant Permitted Duties in patient care to the required clinical competency level for a minimum of 300 clinical hours.
- Achieves 75% or better, completing the necessary minimum 900 hour obligation and the specified requirements in infection control, radiation safety, coronal polish, pit and fissure sealants, and Dental Practice Act to qualify for employment, State licensure exam (Registered Dental Assistant) and/or national Certification (Certified Dental Assistant).

Early Childhood Education

Ultimately, a genuine love for working with children is a fundamental reason many choose to enter this field. For those who enjoy nurturing young minds and fostering their development, a career in early childhood education can be a perfect fit.

Degrees/Certificates within this Program

- Early Childhood Education, AS
- Early Childhood Education, CA
- Early Childhood Education for Transfer, AAT

Career Information

- Child, Family, and School Social Workers
- Childcare Workers
- Education and Childcare Administrators, Preschool and Daycare
- Farm and Home Management Educators
- Preschool Teachers, Except Special Education

Early Childhood Education A.S. Degree

This program is designed to prepare the student for employment in a variety of settings with young children.

PROGRAM REQUIREMENTS 60 Units

Required Core (24 Units):

- ECE1 - Principles and Practices of Teaching Young Children, **3**
- ECE2 - Child Growth and Development, **3**
- ECE6 - Child Health, Safety and Nutrition, **3**
- ECE5 - The Child in the Family and in the Community, **3**
- ECE7 - Introduction to Early Childhood Curriculum, **3**
- ECE9 - Observation and Assessment in Early Childhood Education, **3**
- ECE10 - Field Experience in Early Childhood Education, **3**
- ECE18 - Teaching in a Diverse Society, **3**

Restricted Electives (3 Units):

- ECE12 - Administration I: Programs in Early Childhood Education, **3**
- ECE13 - Administration II: Personnel and Leadership in Early Childhood Education, **3**

Recommended Course Sequence

Fall Start

Semester 1:	ECE1, ECE2
Semester 2:	ECE5, ECE7
Semester 3:	ECE6, ECE9
Semester 4:	ECE18, Restricted Elective

Program Learning Outcomes

- Demonstrate knowledge of a variety of types of program for young children, the history of early care and education in the United States and the ethical standards which support ECE professionalism.
- Articulate an understanding of typical and atypical development of young children from birth through age eight including the health, safety and nutritional aspects of development.
- Develop strategies that promote partnerships between programs, teachers, diverse families, and their communities.
- Design and implement environments and curriculums which support positive development and learning through play for diverse children including the observation, assessment and planning cycle.
- Demonstrate knowledge of the legal, financial, and administrative aspects of operation programs for young children and families.

Early Childhood Education CA Certificate of Achievement

This program is designed to prepare the student for employment in a variety of settings with young children.

PROGRAM REQUIREMENTS 12 Units

- ECE1 - Principles and Practices of Teaching Young Children, **3**
- ECE2 - Child Growth and Development, **3**
- ECE5 - The Child in the Family and in the Community, **3**
- ECE7 - Introduction to Early Childhood Curriculum, **3**

Recommended Course Sequence

Fall or Spring Start

Semester 1: ECE1, ECE2, ECE5, ECE7

Program Learning Outcomes

- Demonstrate knowledge of a variety of types of programs for young children and the history of early care and education in the United States.
- Articulate an understanding of typical and atypical development of young children from birth through age eight.
- Develop strategies that promote partnerships between programs, teachers, families and their communities.
- Identify the components of environments and curriculums which support positive development and learning through play for all children.
- Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge, and commitment to the Early Childhood Education profession.

Early Childhood Education for Transfer

A.S. Degree for Transfer

The Associate in Science in Early Childhood Education for Transfer provides a clearly articulated curricular track for students transferring to a CSU campus. Students learn the core principles and practices of the ECE field in order to build a foundation for their future personal, academic, or vocational paths. The degree will facilitate students' successful transfer to certain California State University (CSU) campuses in preparation for a Bachelor degree in ECE/Child Development. The Associate in Science in Early Childhood Education for Transfer provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to certain California State University campuses through the state-wide Curriculum Alignment Project (Lower Division Eight Courses). Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: 1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. 2. Obtainment of a minimum grade point average (GPA) of 2.0 across all transferable college coursework, including a minimum grade of "C" or "P" for each course in the major.

PROGRAM REQUIREMENTS **60 Units**

Required Core (Total 24)

- ECE1 - Principles and Practices of Teaching Young Children, **3**
- ECE2 - Child Growth and Development, **3**
- ECE5 - The Child in the Family and in the Community, **3**
- ECE6 - Child Health, Safety and Nutrition, **3**
- ECE7 - Introduction to Early Childhood Curriculum, **3**
- ECE9 - Observation and Assessment in Early Childhood Education, **3**
- ECE10 - Field Experience in Early Childhood Education, **3**
- ECE18 - Teaching in a Diverse Society, **3**

Program Learning Outcomes

- Demonstrate knowledge of a variety of types of program for young children, the history of early care and education in the United States, and the ethical

- standards which support ECE professionalism.
- Articulate an understanding of typical and atypical of development of young children from birth through age eight including the health, safety and nutritional aspects of development.
- Develop strategies that promote partnerships between programs, teachers, diverse families, and their communities.
- Design and implement environments and curriculums which support positive development and learning through play for diverse children including the observation, assessment and planning cycle.

Recommended Course Sequence Fall or Spring Start

Fall Start

Semester 1:	ECE1, ECE5
Semester 2:	ECE2, ECE7
Semester 3:	ECE6, ECE9
Semester 4:	ECE18, ECE18

English

The goals of college studies in English encompass a range of skills and competencies aimed at developing students as critical thinkers, effective communicators, and engaged scholars.

Degrees/Certificates within this Program

- English for Transfer

Career Information

- Desktop Publishers
- Editors
- Librarians and Media Collections Specialists
- Library Technicians
- Middle School Teachers, Except Special and Career/Technical Education

English for Transfer

A.A. Degree for Transfer

The Associate Degree for Transfer in English (English ADT) invites students to join in the timeless quest to unlock the power of language by reflecting on what it means to be human and, perhaps, to connect more deeply to our shared humanity. Students read, listen, discuss, and integrate their own voices in textual interpretation, critical analysis, and creative and scholarly writing. Using close reading, research, argumentation, and seminar-style discussions, students examine how people in different historical and cultural contexts employ writing, literature, and creative expression to represent themselves, others, and the world around them. Students analyze and evaluate the significance of texts from a wide variety of oral and written traditions. These texts enhance students' capacity to generate compelling writing of their own, including poetry, prose fiction and nonfiction, and researched arguments. The English ADT is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. A minimum grade point average (GPA) of 2.0 across all transferable college coursework, including a minimum grade of "C" or "P" for each course in the major, is also required.

PROGRAM REQUIREMENTS

60 Units

Required Core (Total 6)

- ENGL4 - Why Literature Matters, 3
- ENGLC1001 - Critical Thinking and Writing, 3

List A (6 Units): Select 2 courses

- ENGL9 - World Literature - Early Modern to 21st Century 3
- ENGL10 - World Literature: Antiquity to The Early Modern Era 3
- ENGL17 - American Literature: Beginnings to the Civil War 3
- ENGL18 - American Literature - Civil War to the Present 3
- ENGL60 - Introduction to British Literature: Beginnings through the 18th Century 3
- ENGL61 - Introduction to British Literature: Romanticism to the Present 3

List B (Total 3)

- Any List A course not already used 3
- ENGL30 - Introduction to Creative Writing 3

List C: Select 1 course (Total 3)

- Any course from Lists A or B not already used 3
- DRAMA24 - Introduction to Theatre 3
- COMM3 - Oral Interpretation of Literature 3
- ANTH7 - Introduction to Linguistic Anthropology 3
- BUS52 - Business Communications 3
- ENGL36 - Literary Magazine Production 3
- SPAN2A - Intermediate Spanish I 4
- SPAN2B - Intermediate Spanish II 4
- SNLAN2A - Intermediate American Sign Language 4
- SNLAN2B - Advanced American Sign Language 4

Program Learning Outcomes

- Explain the significance of a variety of texts which amplify an assortment of voices that illustrate unique human experiences and conditions.
- Integrate historical, intellectual, and/or cultural perspectives in the construction of meaning and critical analysis of texts
- Use rhetorical and literary techniques to create poetry, fiction and/or nonfiction
- Research and apply source material to develop written arguments

Recommended Course Sequence

Fall or Spring Start

Semester 1: ENGL30, COMMC1000

Semester 2: ENGL4

Semester 3: List A (any 2 courses), List C (any course), CalGETC Area 5A (any course), CalGETC Area 5C (any course)

Semester 4: List A (any 2 courses), CalGETC Area 6 (any course)

Forestry & Natural Resources

The Forestry and Natural Resources (FNR) program at CR prepares you for a career managing public and/or private forested lands for economic, recreational, and conservation purposes.

Degrees/Certificates within this Program

- Forestry and Natural Resources, CA
- Forestry Technology, AS
- Geomatics, CA

Career Information

- Geographers
- Managers, All Other
- Conservation Scientists
- Fallers
- First-Line Supervisors of Farming, Fishing, and Forestry Workers
- Forest and Conservation Technicians
- Forest and Conservation Workers

Forestry and Natural Resources Certificate of Achievement

The Forestry and Natural Resources Certificate of Achievement provides the foundational knowledge and field skills required for students seeking a role as an entry level technician. Career opportunities include forestry, natural resources, wildlife, parks and outdoor recreation, fisheries, rangeland and watershed technician positions. A combination of classroom and field-based learning opportunities provides applied ecological and technical knowledge. The experiential lab environment introduces students to skills used in careers working in natural resources ensuring they safely apply appropriate field methodologies in a forest environment. This certificate can be completed in one year for students with existing BS wanting to gain foundational skills in forestry and natural resources, or for students transferring who should complete foundational coursework to prepare for upper division classes.

PROGRAM REQUIREMENTS

24 Units

- FNR1 - Introduction to Forestry and Natural Resources, **3**
- FNR5 - Forest Ecology and Management, **3**
- FNR51 - Dendrology: the Identification and Study Of Woody Plants, **3**
- FNR54 - Introduction to Natural Resource Inventory Techniques, **4**
- FNR60 - Forest Health and Protection, **3**
- FNR77 - Introduction to Wildland Fire, **2**
- FNR31 - Geospatial Concepts, **3**
- FNR10 - Introduction to Forest Operations, **3**

Recommended Sequence

Fall Start

Semester 1: FNR1, FNR10, FNR51, FNR77

Semester 2: FNR5, FNR41, FNR54, FNR60

Program Learning Outcomes

- Demonstrate skills needed to detect and analyze differences between the various organisms and ecosystems encountered in forest management activities and recognize how these differences affect social, economic, and ecological values.
- Apply safety protocols for common field techniques and use appropriate field methodologies to accomplish common technician-level tasks.
- Demonstrate common FNR field skills such as land navigation, establishing and measuring field plots, using basic field tools like clinometers, laser hypsometers, and Relaskops.

Forestry and Natural Resources Technology A.S. Degree

The A.S. Degree in Forestry and Natural Resources Technology provides classroom and field-based learning opportunities. The program combines ecological and technical knowledge with experiential lab environments that introduce students to the wide range of skills and employment pathways possible in the profession. Students learn how to identify, measure, and analyze various aspects of the forest environment, including trees, water, wildlife, and geospatial components and can then use this knowledge in careers working in natural resources. Most of the FNR major courses articulate directly with Cal Poly Humboldt Forestry degrees, though students should consult their instructors, and counseling and advising for current articulation agreements and transfer opportunities. The CR Forestry and Natural Resources AS degree in Forestry and Natural Resources Technology is accredited by the Society of American Foresters (SAF), under its Forest Technology standard.

PROGRAM REQUIREMENTS**60 Units****Forestry and Natural Resources Core (Total 23)**

- FNR1 - Introduction to Forestry and Natural Resources **3**
- FNR3 - Seminar in Forestry and Natural Resources **1**
- FNR5 - Forest Ecology and Management **3**
- FNR10 - Introduction to Forest Operations **3**
- FNR51 - Dendrology: the Identification and Study Of Woody Plants **3**
- FNR54 - Introduction to Natural Resource Inventory Techniques **4**
- FNR60 - Forest Health and Protection **3**
- FNR77 - Introduction to Wildland Fire **3**
- The requirements of this degree also qualify students for the Forestry and Natural Resources Certificate of Achievement.

GIS/Geomatics (Total 10)

- FNR31 - Geospatial Concepts **3**
- FNR46 - Technology and Applications in Natural Resources **1**
- FNR52 - Introduction to Surveying **3**
- **Elective (Total 3)**
 - FNR33 - Introduction to Remote Sensing **3**
 - FNR32 - Geographic Information Systems **3**
 - These required courses and taking both FNR 32 and FNR 33, plus your choice of DT 23, CIS 50 or ART 42 allow you to earn the Geomatics Certificate of Achievement.

Natural Resources Elective (Total 4 - 5)

- FNR87 - Introduction to Wildlife Ecology and Management **2**
- FNR80 - Introduction to Watershed Management **2**
- BIOL5 - General Botany with Lab **4**
- AQUA3 - Introduction to Fisheries **3**
- This program includes requirements that can be double counted for GE requirements.

Analytical Thinking (Total 4 - 5)

- STATC1000 - Introduction to Statistics **4**
- STATC1000E - Introduction to Statistics **5**
- MATH25 - College Trigonometry **4**
- MATH30 - College Algebra **4**
- MATH31 - College Algebra with Support **5**

Natural Science (Total 3 - 5)

- AG17 - Introduction to Soil Science **3**
- CHEM2 - Introduction to Chemistry **5**

Recommended Course Sequence**Fall Start**

- Semester 1: FNR3, Required Core (any course)
- Semester 2: FNR5, FNR31, STATC1000, FNR46
- Semester 3: FNR10, FNR51, FNR52, FNR87, AG17
- Semester 4: FNR33, FNR54, FNR60, FNR80

Program Learning Outcomes

- Discuss the history, policy, economics, and management of natural resources including how society utilizes forests and other natural resources including a diversity of perspectives including traditional values and uses of land and forests.
- Acquire, analyze, and interpret quantitative data about natural resources.
- Identify and describes species and environmental factors in forest ecosystems and use ecological knowledge about natural resources to analyze predicted outcomes of management
- Acquire, analyze, and interpret geospatial information about natural resources.
- Understand and use safe practices in the field with an emphasis on teamwork, equity, and inclusion.

Geomatics**Certificate of Achievement**

The Geomatics Certificate Program is designed to prepare students for entry-level employment in the geospatial analysis sector. Students are trained in the concepts and theories of spatial data, spatial data acquisition and analysis, and the practical application of software in importing, rectifying, combining, and analyzing spatial data and the development of maps and reports.

PROGRAM REQUIREMENTS**16-17 Units**

- FNR31 - Geospatial Concepts, **3**
- FNR52 - Introduction to Surveying, **3**
- FNR46 - Technology and Applications in Natural Resources, **1**

Elective (select 3 units) (Total 6 - 7)

- DT23 - Engineering Design Graphics **3**
- ART42 - Beginning Graphic Design **3**
- CIS50 - Introduction to Data Base Management Systems **4**
- **GIS option (Total 3)**
 - FNR33 - Introduction to Remote Sensing **3**
 - FNR32 - Geographic Information Systems **3**

Recommended Sequence**Fall Start**

- Semester 1: FNR31, FNR52, (DT23, ART42 or CIS50)
- Semester 2: FNR46, (FNR32 or FNR33)

Program Learning Outcomes

- Acquire, combine, and interpret spatial data from both local and remote sources.
- Apply common spatial analysis techniques and utilize technology and software to develop spatial presentations.
- Collect and analyze spatial field data and generate appropriate maps and reports.

Geology

Earth Sciences at College of the Redwoods is a collection of environmental and natural science courses that engage in the study of our planet.

Degrees/Certificates within this Program

- Geology for Transfer, AST

Career Information

- Atmospheric and Space Scientists
- Computer Occupations, All Other
- Conservation Scientists
- Environmental Engineers
- Geological Technicians, Except Hydrologic Technicians

Geology for Transfer A.S. Degree for Transfer

Geology is the study of Earth using scientific methodology and observation to understand the processes and phenomena that shape the planet over time. It is an interdisciplinary approach that uses the fundamental concepts of biology, chemistry, and physics to investigate land forms and the internal processes of Earth. This program includes eight units of geology coursework, two semesters of chemistry, and two semesters of calculus. Although it is not required, students are also encouraged to take two semesters of physics that is typically required for a baccalaureate degree in Geology. This Associate in Science in Geology for Transfer degree is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. Obtaining of a minimum grade point average (GPA) of 2.0, including a minimum grade of "C" or "P" for each course in the major, is also required.

PROGRAM REQUIREMENTS

60 Units

- CHEM1A - General Chemistry, **5**
- CHEM1B - General Chemistry, **5**
- GEOL1 - Physical Geology with Lab, **4**
- GEOL2 - Historical Geology with Lab, **4**
- MATH50A - Differential Calculus, **4**
- MATH50B - Integral Calculus, **4**

Program Learning Outcomes

- Apply methods of scientific inquiry to investigate the natural world.
- Collect and analyze data, and synthesize this information into clear reports.
- Apply mathematical concepts to solve real-world problems and applications.
- Apply geologic principles to describe how earth materials and landscapes change over time.
- Describe the basic elements of plate tectonic theory.

Health Occupations

Paramedic programs are designed to equip students with the knowledge, skills, and experience necessary to assess and manage a wide range of medical emergencies.

Degrees/Certificates within this Program

- North Coast Paramedic, AS
- North Coast Paramedic CA

Career Information

- Ambulance Drivers and Attendants, Except Emergency Medical Technicians
- Emergency Medical Technicians
- Firefighters
- First-Line Supervisors of Firefighting and Prevention Workers
- Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers

North Coast Paramedic A.S. Degree

The North Coast Paramedic A.S. Degree prepares students for careers as Paramedics.

PROGRAM REQUIREMENTS 60 Units

Program Prerequisite: National EMT Certification or HO-159

Program Requirements, Complete all of the following (*a total of 9 units must be completed between HO170C & HO170D)

- HO170A - N Coast Paramedic Program 1, **11**
- HO170B - North Coast Paramedic Prog. 2, **13**
- HO170C - North Coast Paramedic 3, **1 - 8**
- HO170D - North Coast Paramedic Program 4, **1 - 8**
- BIOL1 - General Biology, **4**

Complete at least one of the following courses

- PSYCH1 - General Psychology, **3**
- PSYCH33 - Personal Growth and Adjustment, **3**
- SOC1 - Introduction to Sociology, **3**
- SOC2 - Social Problems, **3**

Program Learning Outcomes

- Identify the roles and responsibilities of a paramedic, and how these support the roles and responsibilities of other healthcare professionals.
- Apply the basic concepts of development, pathophysiology and pharmacology to the assessment and management of emergency patients, and communicate the findings to others.
- Integrate pathophysiological principles and assessment findings to formulate a field impression, and implement a treatment plan for emergency patients.
- Apply concepts of social interaction and communications with teams and individuals.
- Manage the scene of an emergency safely and efficiently.
- Achieve national certification as a paramedic.

North Coast Paramedic Certificate of Achievement

The North Coast Paramedic Certificate of Achievement prepares students for careers as Paramedics.

PROGRAM REQUIREMENTS 33-39 Units

Program Prerequisite: National EMT Certification or HO-159

Program Requirements (*a total of 9 units must be completed between HO170C & HO170D)

Complete all of the following

- HO170A - N Coast Paramedic Program 1, **11**
- HO170B - North Coast Paramedic Prog. 2, **13**
- HO170C - North Coast Paramedic 3, **1 - 8**
- HO170D - North Coast Paramedic Program 4, **1 - 8**

Recommended Course Sequence

Fall Start

Semester 1: HO170A

Semester 2: HO170B

Semester 3: HO170C*

Semester 4: HO170D*

Program Learning Outcomes

- Identify the roles and responsibilities of a paramedic within an EMS system.
- Apply the basic concepts of development, pathophysiology and pharmacology to the assessment and management of emergency patients, and communicate the findings to others.
- Integrate pathophysiological principles and assessment findings to formulate a field impression, and implement a treatment plan for emergency patients.
- Manage the scene of an emergency safely and efficiently.
- Achieve national certification as a paramedic.

History

History is the study of past events, people, and societies. Historians analyze primary and secondary sources to understand how the past has shaped the present and to learn from the experiences of previous generations.

Degree/Certificates within this Program

- History for Transfer, AAT

Career Information

- Anthropologists and Archeologists
- Archivists
- Curators
- Historians
- Managers, All Other

History for Transfer

A.A. Degree for Transfer

African American historian and scholar-activist, John Hope Franklin, described the writing of history as a critical reflection of the “interests, predilections, and even prejudices of a given generation.” Thus, the study of history takes students into the written and cultural aspects of the human past in ways that generate empathy, familiarity and strangeness all within a framework that respects what is in the historical record in order to make sense of the present. A History degree prepares students well for a wide variety of careers, including those in the legal profession, museum studies, information sciences, public history, research, community and/or labor organizing, business management, politics, and education. This Associate in Arts in History for Transfer degree is intended for students who plan to complete a bachelor’s degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. Obtaining of a minimum grade point average (GPA) of 2.0 across all transferable college coursework, including a minimum grade of “C” or “P” for each course in the major, is also required.

PROGRAM REQUIREMENTS

60 Units

Required Core (Total 6)

- HIST8 - US History Through Reconstruction, **3**
- HIST9 - US History Reconstruction to the Present, **3**

List A: Complete two courses (Total 6)

List A: Option 1: Complete at least one of the following

- HIST4 - Western Civilization to the Reformation, **3**
- HIST20 - World History: Prehistory to 1500 CE, **3**

List A: Option 2: Complete at least one of the following

- HIST5 - Western Civilization ca. 1600 to the Present **3**
- HIST21 - World History: 1500 CE - Present **3**

List B, Area 1: Complete one course from below, or any List A course not already used (Total 3 - 4)

- HIST11 - History of Women in America: Pre- Contact to 1877 **3**
- HIST12 - History of Women in America: 1877- Present **3**
- HIST20 - World History: Prehistory to 1500 CE **3**
- HIST21 - World History: 1500 CE - Present **3**
- NAS21 - Native American History **3**
- SOC5 - Introduction to Race and Ethnic Relations **3**
- SPAN2A - Intermediate Spanish I **4**
- SPAN2B - Intermediate Spanish II **4**
- HIST22 - Colonial Latin American History **3**
- HIST23 - Modern Latin American History **3**
- SNLAN2A - Intermediate American Sign Language **4**
- SNLAN2B - Advanced American Sign Language **4**

List B, Area 2: Complete one course from below, or one List A course not already used (Total 3)

- ANTH3 - Introduction to Cultural Anthropology **3**
- ANTH5 - Great Archaeological Discoveries **3**
- HIST4 - Western Civilization to the Reformation **3**
- HIST5 - Western Civilization ca. 1600 to the Present **3**
- HIST11 - History of Women in America: Pre- Contact to 1877 **3**
- HIST12 - History of Women in America: 1877- Present **3**
- HIST20 - World History: Prehistory to 1500 CE **3**
- HIST21 - World History: 1500 CE - Present **3**
- PSYCC1000 - Introduction to Psychology **3**
- SOC1 - Introduction to Sociology **3**
- HIST22 - Colonial Latin American History **3**
- HIST23 - Modern Latin American History **3**

Recommended Course Sequence

Fall or Spring Start

Semester 1: HIST8 or HIST9, HIST4 or HIST20, ENGLC1000, COMMC1000

Semester 2: HIST8 or HIST9, HIST5 or HIST21, ENGL2A or ENGL2B, CalGETC Area 2 (any course)

Semester 3: List B Area 1 (any course), CalGETC Area 3A (any course), CalGETC Area 5A (any course), CalGETC Area 5C (any course)

Semester 4: List B Area 2 (any course), CalGETC Area 5B (any course), CalGETC Area 6 (any course), CalGETC Area 4 (any course)

Program Learning Outcomes

- Analyze and assess the merits of various historical interpretations.
- Apply secondary and/or primary source material to construct logical arguments about history.

Kinesiology

Kinesiology is the study of the movement of the human body, and includes courses in sports, fitness, human anatomy and physiology. Community college courses toward an AS-T in Kinesiology may include aquatics, combatives, team sports, individual sports, fitness and dance, as well as other relevant science courses.

Degrees/Certificates within this Program

- Kinesiology for Transfer, AAT
- Personal Trainer, CR
- Personal Wellness, AS
- Personal Wellness Trainer, CA

Career Information

- Athletic Trainers
- Biochemists and Biophysicists
- Education Administrators, All Other
- Exercise Physiologists
- Exercise Trainers and Group Fitness Instructors
- Special Education Teachers, All Other

Kinesiology for Transfer A.A. Degree for Transfer

This program is designed to provide students with an introduction to the academic discipline of Kinesiology and the scientific study of human movement. The AA degree provides a foundation in the fundamentals of human anatomy, physiology, and exercise movement. A bachelor's degree in Kinesiology can lead to careers in exercise science, athletic training, research, personal trainer, and as a teacher and/or coach. The Associate in Arts in Kinesiology for Transfer is intended for students who plan to complete a bachelor's degree in Kinesiology at a CSU campus. Students completing the Associate in Arts in Kinesiology for Transfer degree are guaranteed admission to the CSU system, but not to a particular campus or major. This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet both of the following requirements: 1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. 2. Obtainment of a minimum grade point average (GPA) of 2.0 across all transferable college coursework, including a minimum grade of "C" or "P" for each course in the major.

PROGRAM REQUIREMENTS

60 Units

Required Core (Total 14)

- BIOL6 - Human Anatomy, 4
- BIOL7 - Human Physiology, 4
- KINS65 - Foundations of Kinesiology, 3

Movement-based Courses: Complete three courses, no more than one from each area below (Total 3)

Movement: Team Sports (Total 0 - 1)

- PE21 - Basketball, 1
- PE22 - Soccer, 1
- PE25 - Volleyball, 1

Movement: Fitness (Total 0 - 1)

- PE9 - Hiking, 1
- PE10 - Running and Walking, 1
- PE12 - Weight Training, 1
- PE13 - Boot Camp Fitness, 1
- PE17 - Aerobic Kickboxing, 1
- PE18 - Pilates Mat, 1
- PE19 - Yoga, 1
- PE32 - Circuit Training, 1

Movement: Combatives (Total 0 - 1)

- PE15 - Empowerment Self Defense, 1

Movement: Individual Sports (Total 0 - 1)

- PE8A - Beginning Golf, 1
- PE11 - Tennis, 1
- PE27 - Advanced Weightlifting, 1

List A: Complete two courses (Total 6 - 9)

- HE7 - Emergency Response: First Aid/CPR/AED, 3
- STATC1000 - Introduction to Statistics, 4
- HE1 - Health Education, 3

Chemistry Option (Total 0 - 5)

- CHEM1A - General Chemistry, 5
- CHEM2 - Introduction to Chemistry, 5

Physics Option (Total 0 - 4)

- PHYS2A - General Physics I 4
- PHYS4A - Calculus-Based Physics: Mechanics 4

Social Science Option (Total 0 - 3)

- PSYCC1000 - Introduction to Psychology 3
- SOC1 - Introduction to Sociology 3

Program Learning Outcomes

- Explain the anatomical structure and the physiological mechanism of the human body.
- Apply or demonstrate skill progression using principles of the components of fitness.
- Identify career and/or educational options in physical education, and formulate an action plan to successfully pursue and attain those options.

Recommended Course Sequence

Fall or Spring Start

Semester 1: KINS65, BIOL1, ENGLC1000, COMMC1000

Semester 2: BIOL6, HE7, STATC1000, Movement Fitness (any course), CalGETC Area 3A (any course)

Semester 3: Movement Team Sports (any course), PHYS2A, SOC1, ENGL2A, CalGETC Area 3B (any course)

Semester 4: CalGETC Area 5A (any course), PSYCC1000, Movement Individual Sports (any course). CalGETC Area 6 (any course)

Personal Trainer Certificate of Recognition

The sequence of courses within this certificate of recognition will prepare the student for ACSM personal trainer certification.

PROGRAM REQUIREMENTS 11.5-15 Units

Required Core:

- KINS63 - Personal Training Principles, **3**
- KINS64 - Concepts of Strength Training, **3**
- KINS66 - Concepts of Physical Fitness and Exercise, **3**
- CE42 - Occupational Cooperative Education Work Experience, **1**

Complete at least one of the following courses

- HE7 - Emergency Response: First Aid/CPR/AED, **3**
- HE8 - Emergency Response: First Aid/CPR/AED Recertification, **0.5**

Restricted Electives: Complete 1 unit from the courses below

- PE12 - Weight Training, **1**
- PE27 - Power Weightlifting, **1**
- PE32 - Circuit Training, **1**

Recommended Course Sequence

Fall or Spring Start

Semester 1: KINS63, KINS64, KINS66, CE42, HE7 or HE8, Restricted Elective (any course)

Program Learning Outcomes

- Explain the various principles of exercise, principles of strength training, and conditioning guidelines.
- Develop an initial cardiovascular endurance and strength training FITT Principle exercise prescription that includes exercise workouts which incorporate components of health-related and/or skill-related physical fitness components.
- Demonstrate exercise mechanics and training techniques.

Personal Wellness A.S. Degree

The Personal Wellness degree program prepares individuals for careers in personal training, wellness, group fitness, or other related fitness professions. Courses involve active participation and lecture in exercise program development, nutritional analysis, fitness assessment, exercise principles, adapting program development and principles to a variety of different populations, injury prevention, and overall well-being.

PROGRAM REQUIREMENTS 60 Units

Required Core (Total 18)

- KINS63 - Personal Training Principles **3**
- KINS64 - Concepts of Strength Training **3**
- KINS65 - Foundations of Kinesiology **3**
- KINS66 - Concepts of Physical Fitness and Exercise **3**
- HE1 - Health Education **3**
- HE7 - Emergency Response: First Aid/CPR/AED **3**

Activity (Total 2)

- PE10 - Running and Walking **1**
- PE11 - Tennis **1**
- PE12 - Weight Training **1**
- PE13 - Boot Camp Fitness **1**
- PE14 - Defensive Tactics **1**
- PE15 - Empowerment Self Defense **1**
- PE17 - Aerobic Kickboxing **1**
- PE18 - Pilates Mat **1**
- PE19 - Yoga **1**
- PE20 - Baseball Conditioning **2**
- PE21 - Basketball **1**
- PE22 - Soccer **1**
- PE23 - Conditioning for Fastpitch Softball **2**
- PE24 - Touch Football **2**
- PE27 - Advanced Weightlifting **1**
- PE32 - Circuit Training **1**

Restricted Electives (Total 4 - 7)

- BIOL1 - General Biology **4**
- BUS35 - Marketing and Social Media **4**
- BUS69 - Starting and Growing a Business **4**
- HO15 - Nutrition **3**
- KINS42 - KINS Work Experience Education **1**
- KINS68 - Care and Prevention of Sports Injuries **3**
- COMMC1000 - Introduction to Public Speaking **3**

Recommended Course Sequence

Fall or Spring Start

Semester 1: KINS65, KINS66 or HE1, Activity (any course)

Semester 2: KINS63, HE7, KINS66 or HE1, Activity (any course), Restricted Electives (any course)

Semester 3: HE1, Activity (any course), Restricted Electives (any course)

Semester 4: KINS64, HE1, Activity (any course), KINS42

Program Learning Outcomes

- Identify and describe major concepts, theoretical principles, history and evolution, and current trends in kinesiology.
- Demonstrate proper motor skill techniques, appropriate knowledge of fitness testing, and safety techniques when creating and implementing a fitness program.
- Distinguish between normal and abnormal states of health and wellness.
- Demonstrate assessment techniques and analyze the results of the components of fitness (Cardiorespiratory endurance, muscular strength, muscular endurance, body composition, and flexibility).

Personal Wellness Trainer Certificate of Achievement

This certificate of Achievement in Personal Wellness Trainer provides students with hands-on training and tools to successfully begin a career and/or business in personal training, wellness, group fitness, or other related fitness professions. Courses involve active participation and lecture in exercise program development, nutritional analysis, fitness assessment, exercise principles, adapting program development and principles to a variety of different populations, injury prevention, and overall well-being.

PROGRAM REQUIREMENTS 24-25 Units

Required Core (Total 15)

- KINS63 - Personal Training Principles **3**
- KINS64 - Concepts of Strength Training **3**
- KINS66 - Concepts of Physical Fitness and Exercise **3**
- HE7 - Emergency Response: First Aid/CPR/AED **3**
- COMMC1000 - Introduction to Public Speaking **3**

Activity (Total 2)

- PE10 - Running and Walking **1**
- PE11 - Tennis **0.5 - 1**
- PE12 - Weight Training **1**
- PE13 - Boot Camp Fitness **1**
- PE14 - Defensive Tactics **0.5 - 1**
- PE15 - Empowerment Self Defense **1**
- PE17 - Aerobic Kickboxing **1**
- PE18 - Pilates Mat **1**
- PE19 - Yoga **1**
- PE20 - Baseball Conditioning **2**
- PE21 - Basketball **1**
- PE22 - Soccer **0.5 - 1**
- PE23 - Conditioning for Fastpitch Softball **2**
- PE24 - Touch Football **0.5 - 2**
- PE27 - Advanced Weightlifting **0.5 - 1**
- PE32 - Circuit Training **0.5 - 1**

Restricted Electives (Total 7 - 8)

- BIOL1 - General Biology **4**
- BUS35 - Marketing and Social Media **4**
- BUS69 - Starting and Growing a Business **4**
- HE1 - Health Education **3**
- HO15 - Nutrition **3**
- KINS68 - Care and Prevention of Sports Injuries **3**
- KINS65 - Foundations of Kinesiology **3**
- KINS42 - KINS Work Experience Education **1**

Recommended Course Sequence

Fall or Spring Start

Semester 1: KINS66, HE7, COMMC1000, Restricted Electives (any course), Activity (any course)

Semester 2: KINS63, KINS64, Activity (any course), Restricted Electives (any course)

Program Learning Outcomes

- Distinguish principles of healthy weight management through exercise and nutrition.
- Develop an exercise prescription training program (cardiorespiratory and/or strength) using assessment results while following the FITT-VP Principle (Frequency, Intensity, Time, Type, Volume, Progression).
- Identify and apply high safety standards by demonstrating proper motor skill techniques, identify and recognize signs and symptoms of health-related issues.
- Demonstrate knowledge of assessment techniques in the areas of body composition, muscular strength and endurance, flexibility, and cardiorespiratory endurance and show ability to analyze the results.
- Discuss the effect of interpersonal relationships and demonstrate communication skills.

Liberal Arts: Associate of Arts Degrees

The Associate in Liberal Arts is designed for students who want a broad knowledge of the liberal arts and sciences. This degree requires the successful completion of the general education pattern and an area of emphasis that meets the student's educational goals. The general education pattern provides a broad knowledge of the liberal arts and sciences and the emphasis area requires a student to focus on a specific academic area.

Degrees/Certificates in this Program

- Liberal Arts: Behavioral & Social Science
- Liberal Arts: Business
- Liberal Arts: Fine Arts
- Liberal Arts: Humanities, Language & Communication
- Liberal Arts: Mathematics
- Liberal Arts: Science
- Liberal Arts: Science Exploration

Liberal Arts: Behavioral & Social Science A.A. Degree

The Behavioral and Social Science AA degree is designed to demonstrate the connections between the behavioral and social sciences, as well as the way in which each discipline provides a unique perspective on humanity. It includes an introduction to three fields, with at least three elective courses within the student's chosen interest area(s). Many of the courses included in this degree are lower-division requirements for majors at four-year institutions. However, a student is advised to speak to a counselor about which courses may apply to a specific four-year institution's degree program. Students with the intent of pursuing a specific degree in the behavioral and social sciences at a California State University should consider an Associate of Arts for Transfer degree. The Associate of Arts Degree for Transfer is designed to be fully transferable to a California State University.

PROGRAM REQUIREMENTS 60 Units

Required Core: Complete 9 units, max 1 per department

- AJ1 - Introduction to Administration of Justice, 3
- ANTH3 - Introduction to Cultural Anthropology, 3
- POLSC10 - U.S. Government & Politics, 3
- PSYCH1 - General Psychology, 3
- SOC1 - Introduction to Sociology, 3
- HIST8 - US History Through Reconstruction, 3
- HIST9 - US History Reconstruction to the Present, 3

Restricted Electives: Complete 9 Units from below, or from Required Core not already used.

- AJ1 - Introduction to Administration of Justice, 3
- AJ4 - Criminal Law, 4
- ANTH1 - Introduction to Biological Anthropology, 3
- ANTH1B - Introduction to Biological Anthropology Lab, 1
- ANTH2 - Introduction to Archaeology, 3
- ANTH3 - Introduction to Cultural Anthropology, 3
- ANTH4 - Introduction to Folklore, 3
- ANTH5 - Great Archaeological Discoveries, 3
- ANTH6 - Introduction to Forensic Anthropology, 3
- GEOG2 - Cultural Geography, 3

- HIST4 - Western Civilization to the Reformation, 3
- HIST5 - Western Civilization ca. 1600 to the Present, 3
- HIST8 - US History Through Reconstruction, 3
- HIST9 - US History Reconstruction to the Present, 3
- HIST20 - World History: Prehistory to 1500 AD, 3
- HIST21 - World History: 1500 AD- Present, 3
- NAS1 - Introduction to Native American Studies, 3
- NAS21 - Native American History, 3
- POLSC1 - Political Controversies, 3
- POLSC3 - Modern World Problems, 3
- POLSC10 - U.S. Government & Politics, 3
- POLSC12 - State and Local Politics, 3
- POLSC20 - Comparative Politics/Government, 3
- POLSC30 - Campaigns & Elections, 3
- PSYCH1 - General Psychology, 3
- PSYCH2 - Research Methods in Psychology, 3
- PSYCH2L - Research Methods in Psychology Lab, 1
- PSYCH3 - Psychology of Sexuality, 3
- PSYCH11 - Life Span Development, 3
- PSYCH20 - Biological Psychology, 3
- PSYCH30 - Social Psychology, 3
- PSYCH33 - Personal Growth and Adjustment, 3
- PSYCH38 - Abnormal Psychology, 3
- SOC1 - Introduction to Sociology, 3
- SOC2 - Social Problems, 3
- SOC3 - Human Sexuality, 3
- SOC5 - Introduction to Race and Ethnic Relations, 3
- SOC9 - Introduction to Women's Studies, 3
- SOC10 - Sociology of Family and Intimate Relationships, 3
- SOC15 - Introduction to Social Research Methods, 3
- SOC33 - Death and Dying: Transition and Growth, 3
- SWHS1 - Introduction to Social Work and Human Services, 3
- SWHS2 - Field Seminar in Social Work and Human Services, 2
- PHIL2 - Introduction to Political Philosophy, 3
- POLSC2 - Introduction to Political Philosophy, 3

Program Learning Outcomes

- Extract and analyze information from primary and secondary sources relevant to the social and behavioral sciences.
- Critically evaluate current and historical issues in the social and behavioral sciences.
- Create arguments that demonstrate knowledge of primary and secondary source information.
- Compare and contrast the intellectual frameworks that various disciplines in the social and behavioral sciences have taken with respect to social power relations, including but not limited to race, ethnicity, class, gender, and religion.
- Explain diverse human viewpoints and experiences from an empathetic perspective.

Liberal Arts: Business

A.A. Degree

The Liberal Arts: Business degree emphasizes the integration of theory and practice within the fields of business. Students will demonstrate an understanding of the place of business within the global economy. Students will critically apply ethical standards to business practices and decisions.

PROGRAM REQUIREMENTS **60 Units**

Complete the following number of units: 18

- BUS1A - Financial Accounting, **4**
- BUS1B - Managerial Accounting, **4**
- BUS10 - Introduction to Business, **3**
- BUS14 - Finite Math for Business and Economics, **3**
- BUS18 - Business Law, **3**
- ECON1 - Macroeconomics, **3**
- ECON10 - Microeconomics, **3**
- MATH15 - Introduction to Statistics, **4**

Statistics Requirement (Total 0 - 5)

- STATC1000 - Introduction to Statistics **4**
- STATC1000E - Introduction to Statistics **5**

Program Learning Outcomes

- Select and apply analytical and technological tools as they relate to personal, business, and social decisions.
- Communicate effectively as writers, listeners, and speakers in diverse social and business settings.

Liberal Arts: Fine Arts

A.A. Degree

Students pursuing the Liberal Arts: Fine Arts degree may choose either to specialize within one of the four degree fields (Art, Cinema, Drama, or Music), or to take an interdisciplinary cross-section of introductory arts courses. The degree offers potential students the opportunity to develop basic skills in one or more of the arts; students who choose to specialize in a particular field can take courses commonly required at four-year institutions for majors, and thus can prepare themselves for upper division courses they may take in the future. Students not planning to continue their education, or planning to continue in some other field, will still benefit from the increased cultural awareness and personal fulfillment attained through this degree program.

PROGRAM REQUIREMENTS **60 Units**

Complete the following number of units: 18

- ART1A - Art History - Pre-History to Gothic, **3**
- ART1B - Art History: Renaissance to Contemporary, **3**
- ART3A - Introduction to Sculpture, **3**
- ART10 - Color and Design, **3**
- ART11 - Three-Dimensional Design, **3**
- ART17 - Basic Drawing, **3**
- ART19 - Figure Drawing, **3**
- ART23 - Painting, **3**
- ART31A - Introduction to Ceramics (Hand-building), **3**
- ART35 - Digital Photography, **3**
- ART41 - Introduction to Digital Art, **3**
- ART60 - Jewelry, **3**
- ART77 - Professional Practices and Entrepreneurship in the Visual Arts, **3**
- CINE1 - Cinema History - Origins Through the Coming of Sound, **3**
- CINE2 - Cinema History - Coming of Sound to the Present, **3**
- CINE3 - Cinemas of Latin America, Asia, and Africa, **3**
- DRAMA24 - Introduction to Theatre, **3**
- DRAMA30A - Acting I, **3**
- DRAMA30B - Acting II, **3**
- MUS1 - Introduction to Music, **3**
- MUS2A - Beginning Harmony and Musicianship I, **4**
- MUS2B - Beginning Harmony and Musicianship II, **4**
- MUS3A - Intermediate Harmony and Musicianship I, **4**
- MUS3B - Intermediate Harmony and Musicianship II, **4**
- MUS10 - Music in History, **3**
- MUS12 - American Popular Music, **3**
- MUS24A - Beginning Class Piano I, **1**
- MUS24B - Beginning Class Piano II, **1**
- MUS25A - Intermediate Class Piano I, **1**
- MUS25B - Intermediate Class Piano II, **1**

Program Learning Outcomes

- Demonstrate progressive technical mastery of one or more artistic mediums.
- Analyze verbally or in writing, relationships between cultural, socio-economic, and political factors and artistic movements.

Liberal Arts: Humanities, Language & Communication A.A. Degree

Liberal Arts: Humanities & Communications degree students planning to transfer to a university should consult with counselors/advisors about lower division major requirements at their transfer institution to make the most judicious selection of courses.

PROGRAM REQUIREMENTS **60 Units**

Complete 18 Units from the list:

- ART1A - Art History - Pre-History to Gothic, **3**
- ART1B - Art History: Renaissance to Contemporary, **3**
- CINE1 - Cinema History - Origins Through the Coming of Sound, **3**
- CINE2 - Cinema History - Coming of Sound to the Present, **3**
- CINE3 - Cinemas of Latin America, Asia, and Africa, **3**
- COMM1 - Public Speaking, **3**
- COMM1H - Public Speaking - Honors, **3**
- COMM2 - Introduction to Communication, **3**
- COMM3 - Oral Interpretation of Literature, **3**
- COMM5 - Introduction to Mass Communication, **3**
- COMM6 - Small Group Communication, **3**
- COMM7 - Interpersonal Communication, **3**
- COMM8 - Intercultural Communication, **3**
- ENGL1B - Critical Inquiry and Literature, **3**
- ENGL4 - Introduction to Literature, **3**
- ENGL9 - World Literature - Early Modern to 21st Century, **3**
- ENGL10 - World Literature: Antiquity to The Early Modern Era, **3**
- ENGL17 - American Literature: Beginnings to the Civil War, **3**
- ENGL18 - American Literature - Civil War - World War II, **3**
- ENGL32 - Creative Writing - Poetry, **3**
- ENGL33 - Creative Writing - Prose, **3**
- ENGL60 - Introduction to British Literature: Beginnings through the 18th Century, **3**
- ENGL61 - Introduction to British Literature: Romanticism to the Present, **3**
- FRNC1A - Elementary French I, **4**
- FRNC1B - Elementary French II, **4**
- HIST4 - Western Civilization to the Reformation, **3**
- HIST5 - Western Civilization ca. 1600 to the Present, **3**
- HIST6 - The Vietnam War Era, **3**
- HIST7 - History of Modern Asia, **3**
- HIST8 - US History Through Reconstruction, **3**
- HIST9 - US History Reconstruction to the Present, **3**
- HIST11 - History of Women in America: Pre- Contact to 1877, **3**
- HIST12 - History of Women in America: 1877- Present, **3**
- HIST20 - World History: Prehistory to 1500 AD, **3**
- HIST21 - World History: 1500 AD- Present, **3**
- HIST22 - Colonial Latin American History, **3**
- HIST23 - Modern Latin American History, **3**
- PHIL1 - Critical Thinking, **3**

- PHIL2 - Introduction to Political Philosophy, **3**
- PHIL10 - Introduction to Philosophy, **3**
- PHIL12 - Introduction to Logic, **3**
- PHIL13 - History of Ancient Philosophy, **3**
- PHIL14 - History of Early Modern Philosophy, **3**
- PHIL15 - Religions of the World, **3**
- PHIL16 - Introduction to the Philosophy of Religion, **3**
- PHIL20 - Introduction to Ethics, **3**
- SNLAN1A - Elementary American Sign Language I, **4**
- SNLAN1B - Elementary American Sign Language II, **4**
- SPAN1A - Elementary Spanish I, **4**
- SPAN1B - Elementary Spanish II, **4**
- SPAN2A - Intermediate Spanish I, **4**
- SPAN2B - Intermediate Spanish II, **4**
- YUR1A - Elementary Yurok I, **4**

Program Learning Outcomes

- Present orally or in writing the effective use of research materials in a coherent argument.
- Analyze the relationship between reader, text, and social cultural, and/or historical contexts.
- Critically analyze and interpret a broad variety of texts, including, but not limited to written texts, speeches, and various media.

Liberal Arts: Mathematics A.A. Degree

The Liberal Arts degree in Mathematics is designed with an emphasis in and for students who are interested in mathematics or mathematically related disciplines but do not wish to major in mathematics. This degree pathway is appropriate for students who wish to augment their studies in another field with a better understanding of mathematics. Completion of this degree prepares students to major in a field of study related to mathematics when they transfer to a university. Students who already have mathematics as a transfer goal should not choose this major but instead consider the Associate in Arts in Mathematics for Transfer degree. Students should seek advising before selecting specific courses in order to meet specific university requirements for their major.

PROGRAM REQUIREMENTS **60 Units**

Required Core (8 Units):

- MATH50A - Differential Calculus, **4**
- MATH50B - Integral Calculus, **4**

Restricted Electives (10 Units):

- MATH4 - MATLAB Programming, **3**
- MATH45 - Linear Algebra, **4**
- MATH50C - Multivariable Calculus, **4**
- MATH55 - Differential Equations, **4**

Program Learning Outcomes

- Complete projects and assignments both independently and cooperatively.
- Communicate mathematical ideas effectively, both in oral and written presentations.
- Use numerical, graphical, symbolic, and verbal representations to solve problems and present logical arguments.
- Use computer technology to verify and interpret results, visualize functions, and explore mathematical concepts.

Liberal Arts: Science

A.A. Degree

The Liberal Arts degree with an emphasis in the sciences is designed for students wishing to pursue careers in a scientific field. Completion of curricula prepares students to major in their field of study when they transfer to a university. Science transfer students should also consider one of the Associate for Transfer degrees in a specific scientific area if it matches their area of interest. In all cases, students should seek advising before selecting specific courses in order to meet specific university requirements for their university major.

PROGRAM REQUIREMENTS 60 Units

Required Core: one course each from two of the three core areas (Chemistry, Math, or Physics)

- CHEM1A - General Chemistry, 5
- CHEM2 - Introduction to Chemistry, 5
- MATH15 - Introduction to Statistics, 4
- MATH25 - College Trigonometry, 4
- MATH30 - College Algebra, 4
- MATH50A - Differential Calculus, 4
- PHYS2A - General Physics I, 4
- PHYS4A - Calculus-Based Physics: Mechanics, 4

Restricted Electives: 9-10 units from below, or Core courses not already used.

- AG17 - Introduction to Soil Science, 3
- BIOL1 - General Biology, 4
- BIOL3 - Fundamental Cell Biology, 4
- BIOL4 - General Zoology, 4
- BIOL5 - General Botany with Lab, 4
- BIOL6 - Human Anatomy, 4
- BIOL7 - Human Physiology, 4
- BIOL15 - Marine Biology, 4
- CHEM1A - General Chemistry, 5
- CHEM1B - General Chemistry, 5
- CHEM2 - Introduction to Chemistry, 5
- CHEM3 - Introduction to Organic Chemistry, 4
- CHEM8 - Brief Organic Chemistry, 5
- FNR1 - Introduction to Forestry and Natural Resources, 3
- FNR51 - Dendrology: the Identification and Study Of Woody Plants, 3

- GEOL1 - Physical Geology with Lab, 4
- GEOL2 - Historical Geology with Lab, 4
- MATH15 - Introduction to Statistics, 4
- MATH25 - College Trigonometry, 4
- MATH30 - College Algebra, 4
- MATH50A - Differential Calculus, 4
- MATH50B - Integral Calculus, 4
- OCEAN10 - Introduction to Oceanography, 3
- OCEAN11 - Laboratory in Oceanography, 1
- PHYS2A - General Physics I, 4
- PHYS2B - General Physics II, 4
- PHYS4A - Calculus-Based Physics: Mechanics, 4
- PHYS4B - Calculus-Based Physics: Electricity and Magnetism, 4
- PHYS4C - Calculus-based Physics: Heat, Optics, Waves, and Modern Physics, 4

Program Learning Outcomes

- Apply methods of scientific inquiry, including hypothesis formation, appropriate data collection and analysis, and presentation of results.
- Explain observable phenomena using concepts of mathematics, physics and chemistry.
- Use numerical, graphical, and/or symbolic representation to solve problems and present results.
- Communicate clearly about science, in speech and/or in writing, using technical language and a format appropriate to the discipline, as well as common language for the lay-public.

Liberal Arts: Science Exploration

A.A. Degree

The Science Exploration emphasis offers study in the sciences and is intended for students who wish to explore multiple scientific fields, but do not wish to be science majors. This may be appropriate for a student that wishes to augment their studies in another field, such as recreation or education, with a better understanding of the sciences. Students who might wish to pursue a science degree following transfer to a four-year institution should be sure to ascend through the college level math courses because most bachelor's degrees in science require at least one semester of calculus. Students who already have a defined science transfer goal should NOT choose this major, but instead, consider the Liberal Arts: Science degree or one of the Associate for Transfer degrees in a specific scientific area. Students who intend to work in a specific professional area (such as Forestry, Natural Resources, or Computer Information Science) after completion of a two-year degree should consider the discipline-specific associate degree in those fields. In all cases, students are advised to consult a counselor on selecting a degree that best matches their academic goals.

PROGRAM REQUIREMENTS

Life Science Core: Complete 3 units from below

- AG23 - Introduction to Plant Science, **3**
- BIOL1 - General Biology, **4**
- BIOL2 - Microbiology, **4**
- BIOL3 - Fundamental Cell Biology, **4**
- BIOL4 - General Zoology, **4**
- BIOL5 - General Botany with Lab, **4**
- BIOL6 - Human Anatomy, **4**
- BIOL7 - Human Physiology, **4**
- BIOL8 - Human Biology, **4**
- BIOL15 - Marine Biology, **4**
- BIOL18 - Natural History of North Coast Mammals, **3**
- BIOL20 - Natural History of California, **4**
- BIOL27 - Biology of Marine Mammals, **3**
- BIOL40 - Independent Study - Cadaver Prosection, **1**
- BIOL41 - Independent Study - Natural History Museum Curation, **1**
- BIOL42 - Peer Tutoring in Life Sciences - Anatomy, **1**
- BIOL43 - Peer Tutoring in Life Sciences – Zoology, **1**
- BIOL44 - Peer Tutoring in Life Sciences - Botany, **1**
- BIOL45 - Peer Tutoring in Life Sciences - Physiology, **1**
- ENVSC10 - Introduction to Environmental Science, **4**
- FNR5 - Forest Ecology and Management, **3**
- FNR51 - Dendrology: the Identification and Study Of Woody Plants, **3**
- FNR60 - Forest Health and Protection, **3**
- FNR87 - Introduction to Wildlife Ecology and Management, **3**

Physical Sciences Core: Complete 3 units from below

- AG17 - Introduction to Soil Science, **3**
- ASTRO10 - Introduction to Astronomy, **3**
- ASTRO11 - The Solar System and Space Exploration, **3**
- CHEM1A - General Chemistry, **5**
- CHEM1B - General Chemistry, **5**
- CHEM2 - Introduction to Chemistry, **5**
- CHEM3 - Introduction to Organic and Biochemistry, **4**
- CHEM8 - Brief Organic Chemistry, **5**
- ENVSC12 - Earth's Changing Climate, **3**
- GEOG1 - Introduction to Physical Geography, **3**
- GEOL1 - Physical Geology with Lab, **4**
- GEOL2 - Historical Geology with Lab, **4**
- GEOL10 - Environmental Geology, **3**
- GEOL15 - Earthquakes and Plate Tectonics, **3**

60 Units

- OCEAN10 - Introduction to Oceanography, **3**
- OCEAN10L - Laboratory in Oceanography, **1**
- OCEAN12 - Environmental Oceanography, **3**
- PHYS2A - General Physics I, **4**
- PHYS2B - General Physics II, **4**
- PHYS4A - Calculus-Based Physics: Mechanics, **4**
- PHYS10 - Introduction to Physics, **3**

Restricted Electives: Complete 12 units from below, or from Life or Physical Science Core not already used.

- ASTRO30 - Teaching Science With Science Fiction, **2**
- CIS12 - Programming Fundamentals, **4**
- CIS18 - Object Oriented Programming - Java, **4**
- FNR1 - Introduction to Forestry and Natural Resources, **3**
- FNR32 - Introduction to Geographic Information Systems, **3**
- FNR77 - Introduction to Wildland Fire, **2**
- MATH5 - Contemporary Mathematics, **3**
- MATH15 - Introduction to Statistics, **4**
- MATH25 - College Trigonometry, **4**
- MATH30 - College Algebra, **4**
- MATH50A - Differential Calculus, **4**

Program Learning Outcomes

- Apply the scientific method of inquiry to investigations of the natural world.
- Demonstrate an ability to classify matter, energy, and organisms.
- Describe how energy is transferred.
- Explain the processes involved in cell biology and evolutionary change.

Licensed Vocational Nursing

Nursing education is designed to prepare students for the complexities of patient care. This includes not only mastering clinical skills but also developing effective communication and writing abilities.

Degrees/Certificates within this Program

- Licensed Vocational Nursing, AS
- Licensed Vocational Nursing CA

Career Information

- Licensed Practical and Licensed Vocational Nurses

Licensed Vocational Nursing A.S. Degree

The Licensed Vocational Nursing A.S. Degree prepares students seeking a career as a Licensed Vocational Nurse (LVN). Upon completion of the degree, students will be eligible to take the National Council Licensing Exam for Practical Nursing (NCLEX-PN).

PROGRAM REQUIREMENTS 60 Units

Program Prerequisites

- BIOL8 - Human Biology, 4
- HO15 - Nutrition, 3

Required Core

- VNC101 - Fundamental Vocational Nursing Concepts, 11.5
- VNC102 - Intermediate Vocational Nursing Concepts, 17.5
- VNC103 - Advanced Vocational Nursing Concepts, 17.5

Recommended Course Sequence

Fall Start

Prerequisites: BIOL8, HO15

Semester 1: VNC101

Semester 2: VNC102

Semester 3: VNC103

Program Learning Outcomes

- Incorporate principles from the nursing, behavioral and physical sciences in the promotion of competent care to clients of different ages with different biopsychosocial needs.
- Apply knowledge of specific disease conditions in the prevention, treatment, nursing care and rehabilitation of all clients.
- Differentiate the role of the Licensed Vocational Nurse in the healthcare team.
- Conform to professional standards incorporating legal and ethical responsibilities of the LVN.

- Utilize critical thinking in assessment, planning, intervention, and evaluation of client care, and in the development and implementation of a teaching plan within the scope of LVN practice.

Licensed Vocational Nursing CA Certificate of Achievement

The Licensed Vocational Nursing Certificate of Achievement prepares students seeking a career as a Licensed Vocational Nurse (LVN). Upon completion of this certificate, students will be eligible to take the National Council Licensing Exam for Practical Nursing (NCLEX-PN).

PROGRAM REQUIREMENTS 53.5 Units

Program Prerequisites

- BIOL8 - Human Biology, 4
- HO15 - Nutrition, 3

Required Core

- VNC101 - Fundamental Vocational Nursing Concepts, 11.5
- VNC102 - Intermediate Vocational Nursing Concepts, 17.5
- VNC103 - Advanced Vocational Nursing Concepts, 17.5

Recommended Course Sequence

Fall Start

Prerequisites: BIOL8, HO15

Semester 1: VNC101

Semester 2: VNC102

Semester 3: VNC103

Program Learning Outcomes

- Incorporate principles from the nursing, behavioral and physical sciences in the promotion of competent care to clients of different ages with different biopsychosocial needs.
- Apply knowledge of specific disease conditions in the prevention, treatment, nursing care and rehabilitation of all clients.
- Differentiate the role of the Licensed Vocational Nurse in the healthcare team.
- Conform to professional standards incorporating legal and ethical responsibilities of the LVN.
- Utilize critical thinking in assessment, planning, intervention, and evaluation of client care, and in the development and implementation of a teaching plan within the scope of LVN practice.
- Organize, prioritize, and delegate care for a group of clients, communicating effectively with members of the healthcare team.

Mathematics

Mathematics is used to develop techniques to model real world applications, design efficient methods to solve problems, and create theories for problems we have yet to solve.

Degrees/Certificates within this Program

- Mathematics for Transfer

Career Information

- Data Scientists
- Mathematical Science Occupations, All Other
- Mathematicians
- Middle School Teachers, Except Special and Career/Technical Education
- Natural Sciences Managers

Mathematics for Transfer A.S. Degree for Transfer

Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. Obtainment of a minimum grade point average (GPA) of 2.0 across all transferable college coursework, including a minimum grade of "C" or "P" for each course in the major, is also required. This four-semester Associate in Science in Mathematics for Transfer degree provides a student with the general introductory requirements for transferring to a California State University (CSU), or other four-year school, to earn a bachelor's degree in mathematics or related field. Students gain a fundamental understanding of mathematical theory and applications. They also gain an understanding of the role that definitions, theorems, and proofs play in mathematics. Note: For the Calculus ready sequences, students must have completed College Algebra and Trigonometry or a "pre-calculus" equivalent with a C or higher.

PROGRAM REQUIREMENTS 60 Units

MATH-50A Prerequisite (Total 0 - 4)

For the Calculus ready sequences, students must have completed College Algebra and Trigonometry or a "pre-calculus" equivalent with a C or higher.

- MATH25 - College Trigonometry, **4**
- MATH30 - College Algebra, **4**

Required Core (12 Units):

- MATH50A - Differential Calculus, **4**
- MATH50B - Integral Calculus, **4**
- MATH50C - Multivariable Calculus, **4**

Restricted Electives: Complete 2 courses in List A or 1 course from List A & 1 course from List B List A (4-8 Units):

- MATH45 - Linear Algebra, **4**
- MATH55 - Differential Equations, **4**

List B (0-3 Units):

- STATC1000 - Introduction to Statistics, **4**
- STATC1000E - Introduction to Statistics with Support, **5**
- PHYS4A - Calculus-Based Physics: Mechanics, **4**
- CIS12 - Programming Fundamentals, **4**
- CIS18 - Object Oriented Programming - Java, **4**

Recommended Course Sequence

Fall Start

Calculus Ready

Semester 1:	MATH50A
Semester 2:	MATH50B
Semester 3:	MATH50C, MATH45
Semester 4:	MATH55* or List B (any course)

Not Calculus Ready

Semester 1:	MATH30
Semester 2:	MATH25
Semester 3:	MATH50A
Semester 4:	MATH50B, MATH45
Semester 5:	MATH50C, MATH55* or List B (any course)

***Note: Math Department recommends MATH55**

Program Learning Outcomes

- Communicate accurately (orally and/or written) about mathematical ideas using numerical, graphical, and symbolic representations.
- Demonstrate competence in calculus, linear algebra and/or differential equations.
- Analyze and investigate real-world applications using technology as appropriate.

Nursing

Nursing education is designed to prepare students for the complexities of patient care. This includes not only mastering clinical skills but also developing effective communication and writing abilities.

Degrees/Certificates within this Program

- LVN or Paramedic to RN - Career Mobility, AS
- LVN to RN (30 Unit Option), CA
- Registered Nursing, AS

Career Information

- Medical and Health Services Managers
- Nurse Anesthetists
- Nurse Midwives
- Nurse Practitioners
- Registered Nurses

LVN or Paramedic to RN - Career Mobility A.S. Degree

The LVN/Paramedic to RN - Career Mobility A.S. Degree prepares students who are currently licensed as Licensed Vocational Nurses (LVNs) or Paramedics for careers as Registered Nurses (RNs). Upon completion, students are eligible to take the National Council Licensing Exam of Registered Nursing (NCLEX-RN).

PROGRAM REQUIREMENTS 60 Units

Program Prerequisites (16 Units):

- BIOL2 - Microbiology, **4**
- BIOL6 - Human Anatomy, **4**
- BIOL7 - Human Physiology, **4**
- ENGLC1000 - Academic Reading and Writing, **4**

Required Core (22 Units):

- NURS3 - Nursing Science & Practice Concepts III, **9**
- NURS4 - Nursing Science and Practice Concepts IV, **10**
- NURS20 - RN Transitional Concepts, **3**

Restricted Electives (12 Units):

- HO15 - Nutrition **3**

Complete at least one of the following courses

- PSYCC1000 - Introduction to Psychology, **3**
- PSYCH11 - Lifespan Development, **3**

Complete at least one of the following courses

- COMM-C1000 - Introduction to Public Speaking, **3**
- COMM6 - Small Group Communication, **3**
- COMM7 - Interpersonal Communication, **3**

Complete at least one of the following courses

- ANTH3 - Introduction to Cultural Anthropology, **3**
- SOC1 - Introduction to Sociology, **3**
- SOC2 - Social Problems, **3**

Program Learning Outcomes

- The student will implement nursing care to patients, families, and groups from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.
- The student will participate as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care.
- The student will identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.
- The student will participate in data collection processes that support established quality improvement initiatives.
- The student will implement strategies that minimize risk and provide a safe environment for patients, self, and others.
- The student will use evidence-based information and patient care technology in the provision of safe, quality patient-centered care.

LVN to RN (30 Unit Option) Certificate of Achievement

The LVN to RN - 30 Unit Option Certificate of Achievement prepares students who are currently licensed as Licensed Vocational Nurses (LVNs) for careers as Registered Nurses (RNs). Upon completion, students are eligible to take the National Council Licensing Exam of Registered Nursing (NCLEX-RN).

PROGRAM REQUIREMENTS 30 Units

Program Prerequisites (8 Units):

- BIOL2 - Microbiology, 4
- BIOL7 - Human Physiology, 4

Program Requirements

- NURS3 - Nursing Science & Practice Concepts III, 9
- NURS4 - Nursing Science and Practice Concepts IV, 10
- NURS20 - RN Transitional Concepts, 3

Program Learning Outcomes

- The student will implement nursing care to patients, families, and groups from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.
- The student will participate as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care.
- The student will identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.
- The student will participate in data collection processes that support established quality improvement initiatives.
- The student will implement strategies that minimize risk and provide a safe environment for patients, self, and others.
- The student will use evidence-based information and patient care technology in the provision of safe, quality patient centered care.

Registered Nursing A.S. Degree

The Registered Nursing A.S. Degree prepares students seeking a career as a Registered Nurse (RN). Upon completions, students are eligible to take the National Council Licensing exam of Registered Nursing (NCLEX-RN).

PROGRAM REQUIREMENTS 66 Units

Program Prerequisites (16 Units):

- BIOL2 - Microbiology, 4
- BIOL6 - Human Anatomy, 4
- BIOL7 - Human Physiology, 4
- ENGLC1000 - Academic Reading and Writing, 4

Required Core

- NURS1 - Nursing Science and Practice Concepts I, 9.5
- NURS2 - Nursing Science and Practice Concepts II, 9.5
- NURS3 - Nursing Science & Practice Concepts III, 9
- NURS4 - Nursing Science and Practice Concepts IV, 10

Restricted Electives (12 Units):

- HO15 - Nutrition, 3

Complete at least one of the following courses

- PSYCC1000 - Introduction to Psychology, 3
- PSYCH11 - Lifespan Development, 3

Complete at least one of the following courses

- COMM-C1000 – Introduction to Public Speaking, 3
- COMM6 - Small Group Communication, 3
- COMM7 - Interpersonal Communication, 3

Complete at least one of the following courses

- ANTH3 - Introduction to Cultural Anthropology, 3
- SOC1 - Introduction to Sociology, 3
- SOC2 - Social Problems, 3

Program Learning Outcomes

- The student will implement nursing care to patients, families, and groups from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.
- The student will participate as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care.
- The student will identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.
- The student will participate in data collection processes that support established quality improvement initiatives.
- The student will implement strategies that minimize risk and provide a safe environment for patients, self, and others.
- The student will use evidence-based information and patient care technology in the provision of safe, quality patient centered care.

Philosophy

Philosophy is the study of fundamental questions about existence, knowledge, truth, and morality. Philosophers explore the nature of reality, the meaning of life, and the ethics of human behavior.

Degrees/Certificates within this Program

- Philosophy for Transfer, AAT

Career Information

- Lawyers
- Legislators
- Managers, All Other

Philosophy for Transfer

A.A. Degree for Transfer

A Philosophy degree prepares students well for a wide variety of careers, including those in the legal profession, information sciences, community and/or labor organizing, business management, politics, and education. The Associate in Arts in Philosophy for Transfer degree is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. Obtainment of a minimum grade point average (GPA) of 2.0, including a minimum grade of "C" or "P" for each course in the major, is also required.

PROGRAM REQUIREMENTS 60 Units

Required Core: Select two (2) courses. (Total 6)

Complete all of the following:

- PHIL12 - Introduction to Logic 3

Complete the following number of credits: 3

- PHIL10 - Introduction to Philosophy, 3
- PHIL20 - Introduction to Ethics, 3

List A: Complete one course from below, or any Required Core course not already used (Total 3)

- PHIL13 - History of Ancient Philosophy 3
- PHIL14 - History of Early Modern Philosophy 3

List B: Complete two courses from below, or from any List A courses not already used (Total 6)

- HIST4 - Western Civilization to the Reformation, 3
- HIST5 - Western Civilization ca. 1600 to the Present, 3

List C: Complete one course from below, or from any List A or List B courses not already used (Total 3)

- PHIL1 - Critical Thinking 3
- PHIL15 - Religions of the World 3
- PHIL2 - Introduction to Political Philosophy 3
- PHIL16 - Introduction to the Philosophy of Religion 3

Program Learning Outcomes

- Critically evaluate both the formal and informal logic of arguments, including the arguments of prominent philosophers from the history of philosophy
- Explain a variety of philosophical perspectives and positions and their relationships to their cultural, historical, and thematic contexts
- Articulate clearly in oral and written form analyses of major philosophical works
- Use critical thinking skills to address conceptual problems and issues.

Physics

Physics is an experimental science where all theories are subject to independently repeated, quantitative verification based on data from carefully designed experiments.

Degrees/Certificates within this Program

- Physics for Transfer, AST

Career Information

- Astronomers
- Atmospheric and Space Scientists
- Biochemists and Biophysicists
- Materials Scientists
- Natural Sciences Managers

Physics for Transfer

A.S. Degree for Transfer

This Associate in Science in Physics for Transfer degree is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. The Associate in Science in Physics for Transfer degree includes twelve units of physics course work and three semesters of calculus. For students intending to pursue astronomy as a baccalaureate major it is highly recommended to select a course in astronomy as the elective for this degree. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet 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 CalGETC General Education requirements b. A minimum of 18 semester units or 27 quarter units in the major or area of emphasis. 2. Obtainment of a minimum grade point average (GPA) of 2.0 across all transferable college coursework 3. Minimum grade of "C" or "P" for each course in the major.

PROGRAM REQUIREMENTS

60 Units

Required Core

- MATH50A - Differential Calculus, **4**
- MATH50B - Integral Calculus, **4**
- MATH50C - Multivariable Calculus, **4**
- PHYS4A - Calculus-Based Physics: Mechanics, **4**
- PHYS4B - Calculus-Based Physics: Electricity & Magnetism, **4**
- PHYS4C - Calculus-based Physics: Heat, Optics, Waves, and Modern Physics, **4**

Program Learning Outcomes

- Apply methods of scientific inquiry to investigate questions, and explain the limitations of this approach.
- Perform experiments, collect and analyze data, evaluate sources of uncertainty, and determine if an experiment correctly verifies theory within expected errors.
- Use concepts from physics theories to analyze and describe natural phenomenon.
- Use physical laws, theories, and appropriate mathematics to make quantitative predictions.

Recommended Course Sequence

Fall Start

Semester 1:	MATH50A
Semester 2:	MATH50B, PHYS4A
Semester 3:	PHYS4B
Semester 4:	PHYS4C

Political Science

Political Science is the study of government, politics, and international relations. Political scientists analyze political systems, theories, and behavior, as well as the relationship between politics and society.

Degrees/Certificates within this Program

- Political Science for Transfer, AAT

Career Information

- Compliance Officers
- Environmental Scientists and Specialists, Including Health
- Labor Relations Specialists
- Legislators
- Managers, All Other

Political Science for Transfer A.A. Degree for Transfer

Political science is the systematic study of the institutions and decision-making processes that determine Who gets What. For example, why are some people left homeless while others live in elaborate estates? Why do some go to prison while others go to elite universities? Why do some go hungry while others charter private flights to space? By examining a society's collective decision-making processes and its governing institutions, we seek answers to who has power and how that power is wielded. In political science, we ask deep questions like what is justice, what is equality, how should society be organized, and when should obey the law? Political science examines how institutions function and analyzes how people interact with and change their government. The study of political science also involves dissecting hot-button political issues such as abortion, voting rights, sexism, racism, inequality, climate change, ethnic conflict, and genocide. A Political Science degree prepares students for a wide variety of careers, including those in politics, local, state, and national government, the legal profession, political and issue campaigns, the data sciences, research, community and/or labor organizing, business management, and education. This Associate in Arts in Political Science for Transfer degree is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. Obtainment of a minimum grade point average (GPA) of 2.0, including a minimum grade of "C" or "P" for each course in the major, is also required.

PROGRAM REQUIREMENTS 60 Units

Required Core (Total 9):

- POLSC1000 - American Government and Politics 3
- POLSC2 - Introduction to Political Philosophy 3
- POLSC20 - Comparative Politics/Government 3
- POLSC3 - Modern World Problems 3

List A: Complete two courses from List A or any course not selected from Required Core (Total 6)

- POLSC1 - Political Controversies 3
- POLSC12 - State and Local Politics 3
- POLSC30 - Campaigns & Elections 3

Statistics Option (Total 0 - 5)

- STATC1000 - Introduction to Statistics 4
- STATC1000E - Introduction to Statistics 5

List B: Complete at least 3 units from any course from Required Core or List A not already used

Program Learning Outcomes

- Analyze political issues and phenomena using political science concepts, theories, and methods.
- Identify and critically evaluate the quality, bias, and arguments of scholarly research in the discipline.

Recommended Course Sequence

Fall or Spring Start

Semester 1: POLSC1000, ENGLC1000, CalGETC Area 3B (any course), STATC1000

Semester 2: POLSC12, POLSC20, COMMC1000, CalGETC Area 3A (any course), CalGETC Area 4 (any course)

Semester 3: POLSC1, POLSC3, CalGETC Area 6 (any course), CalGETC Area 5B (any course)

Semester 4: POLSC2, CalGETC Area 4 (any course), CalGETC Area 5A (any course), CalGETC Area 1B (any course)

Psychology

Psychology is the scientific study of the mind and behavior. Psychologists explore a wide range of topics, including perception, cognition, emotion, personality, and social behavior.

Degrees/Certificates within this Program

- Psychology for Transfer, AAT

Career Information

- Child, Family, and School Social Workers
- Clinical and Counseling Psychologists
- Educational, Guidance, and Career Counselors and Advisors
- Healthcare Social Workers
- Industrial-Organizational Psychologists
- Counselors, All Other

Psychology for Transfer

A.A. Degree for Transfer

A Psychology degree prepares students well for a wide variety of careers, including those in the mental health fields, business management, and education. This Associate in Arts in Psychology for Transfer degree is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. Obtainment of a minimum grade point average (GPA) of 2.0 across all transferable college coursework, including a minimum grade of "C" or "P" for each course in the major, is also required.

PROGRAM REQUIREMENTS 60 Units

Required Courses (Total 6)

- PSYCC1000 - Introduction to Psychology 3
- PSYCH2 - Research Methods in Psychology 3

Statistics (Total 4 - 5)

- STATC1000 - Introduction to Statistics 4
- STATC1000E - Introduction to Statistics 5

List A: Complete one course (Total 3 - 4)

- PSYCH20 - Biological Psychology 3
- BIOL1 - General Biology 4
- BIOL8 - Human Biology 4

List B: Complete one course from below, or a course from

List A not already used (Total 3)

- PSYCH11 - Life Span Development, 3
- PSYCH30 - Social Psychology, 3

List C: Complete one course, or a course from List A or List B not already used (Total 3)

- PSYCH3 - Psychology of Sexuality, 3
- PSYCH33 - Psychology of Personal and Social Adjustment, 3
- PSYCH38 - Abnormal Psychology, 3

Program Learning Outcomes

- Utilize research methods
- Analyze the credibility of research, theories, and applications
- Understand the core concepts of psychology
- Apply psychological concepts, theoretical perspectives, empirical findings, and historical trends to questions and issues on a societal and personal level
- Understand the ethical standards in academic and applied psychology

Recommended Course Sequence

Fall or Spring Start

- | | |
|-------------|--|
| Semester 1: | PSYCC1000, |
| Semester 2: | List B (any course), STATC1000 or STATC1000E |
| Semester 3: | List C (any course) |
| Semester 4: | PSYCH20, PSYCH2 |

Social Justice Studies

Degrees/Certificates within this Program

- Social Justice Studies: General, AAT

Career Information

- Anthropologists and Archeologists
- Compliance Officers
- Geographers
- Historians
- Interpreters and Translators

Social Justice Studies: General A.A. Degree for Transfer

Social Justice comes from the idea that all members of a society are entitled to equal rights and opportunities. A goal of Social Justice Studies is to work toward creating a more equitable society; this includes examination of social policies and social movements that aim to alleviate injustices. Much of the work of Social Justice Studies involves analyzing social inequities. Recognizing structural social inequities, such as racial, ethnic, gender, and sexuality related inequities, is central to these analyses. Social Justice Studies involves inquiry regarding intersectional manifestations of racism, sexism, and homophobia in our social systems and individual lives. Examples of these intersectional manifestations are institutional discrimination, economic disparity and violence. The degree will enable students to develop a strong foundation in race and ethnicity, gender and women's studies, social research methods or quantitative reasoning, and understanding about patterns of interpersonal behavior. This is an interdisciplinary degree inclusive of a multiplicity of perspectives on social inequities and social justice. In addition, students will develop strong critical thinking, communication, and problem-solving skills that will prepare them for the requirements of upper-division course work in majors such as Latin American Studies, Native American Studies, Sociology, Women's Studies, and Critical Race, Gender & Sexuality Studies. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. Obtainment of a minimum grade point average (GPA) of 2.0, including a minimum grade of "C" or "P" for each course in the major, is also required.

PROGRAM REQUIREMENTS

60 Units

Required Core (Total 9)

Race Ethnicity and Justice (Total 3)

- SOC5 - Introduction to Race and Ethnic Relations, 3

Gender and Queer Studies (Total 3)

- SOC17 - Introduction to Queer Studies 3
- SOC18 - Introduction to Gender Studies 3

Community Justice: Or any Required Core course not already used. (Total 3)

- NAS1 - Introduction to Native American Studies 3
- SOC2 - Social Problems 3

List A: Select three courses (9 units) from at least two of the following areas (only one course from Area 4 may be used) (Total 9)

Area 1: History or Government (Total 0-6):

- POLSC20 - Comparative Politics/Government 3
- POLSC3 - Modern World Problems 3
- NAS21 - Native American History 3
- HIST11 - History of Women in America: Pre- Contact to 1877 3
- HIST12 - History of Women in America: 1877- Present 3

Area 2: Arts & Humanities (Total 0-6 Units):

- HIST22 - Colonial Latin American History 3
- HIST23 - Modern Latin American History 3
- ENGL9 - World Literature - Early Modern to 21st Century 3
- ENGL10 - World Literature: Antiquity to The Early Modern Era 3
- CINE3 - Cinemas of Latin America, Asia, and Africa 3
- ART1A - Art History - Pre-History to Gothic 3
- ART1B - Art History: Renaissance to Contemporary 3
- PHIL15 - Religions of the World 3

Area 3: Social Science (Total 0-6 Units):

- SOC2 - Social Problems 3
- SOC1 - Introduction to Sociology 3
- PSYCH3 - Psychology of Sexuality 3
- ANTH3 - Introduction to Cultural Anthropology 3
- COMM8 - Intercultural Communication 3

Area 4: Quantitative Reasoning and Research Methods (Total 0 - 5)

- PSYCH2 - Research Methods in Psychology 3

Area 4: Statistics option (Total 0 - 5)

- STATC1000 - Introduction to Statistics 4
- STATC1000E - Introduction to Statistics 5

Recommended Course Sequence

Fall or Spring Start

- | | |
|-------------|-----------------------------------|
| Semester 1: | SOC5, List A (any course) |
| Semester 2: | NAS1 or SOC2, List A (any course) |
| Semester 3: | SOC17 or SOC18 |
| Semester 4: | List A (any course) |

Program Learning Outcomes

- Empathetically apply different theories of justice and social justice to analyze real-world examples.
- Analyze how the diversity of lived experience impacts human expression and identity.
- Apply social science methods and concepts to analyze how different strategies further varied theories of justice and social justice.

Social Work & Human Services

Social Work & Human Services is a profession that focuses on helping individuals, families, and communities to address social problems and improve their well-being. Social workers and human service professionals provide a variety of services, such as counseling, case management, and advocacy.

Degrees/Certificates within this Program

- Social Work & Human Services, AS
- Social Work and Human Services for Transfer, AST

Career Information

- Child, Family, and School Social Workers
- Community and Social Service Specialists, All Other
- Community Health Workers
- Eligibility Interviewers, Government Programs
- Health Education Specialists
- Artists and Related Workers, All Other
- Interpreters and Translators
- Social Scientists and Related Workers, All Other
- Unclassified Occupation

Social Work & Human Services A.S. Degree

This degree provides a foundational understanding of the social work and human services field, through generalist practice and relational accountability approaches. The degree is designed to prepare students for entry-level employment in the social work and provides a foundation for future educational goals (if desired at a later time). All students are advised to seek the assistance of a counselor or adviser when planning their course sequence to ensure their coursework supports their educational goals.

PROGRAM REQUIREMENTS 60 Units

Required Core (12 Units):

- SWHS1 - Introduction to Social Work and Human Services 3
- NAS1 - Introduction to Native American Studies 3
- PSYCC1000 - Introduction to Psychology 3
- SOC1 - Introduction to Sociology 3

Field Experience Requirement: Complete One Pathway from Below (Total 5 - 5.5)

- Standard Field Experience Pathway (Total 5.5)
 - Students are strongly encouraged to take the standard field experience pathway in preparation for entering the job market and continuing on with higher education in the helping professions.
 - SWHS3 - Community Projects in Social Work 3
 - SWHS4 - Community Projects in Social Work - Lab 2.5
- Employment-based Field Experience Pathway (Total 5)
 - Students in the employment-based pathway must be employed in a pre-approved social service role prior to the start of the semester and continuing through the duration of the semester. Students opting for this pathway must gain approval of their job site as a qualifying location from SWHS department faculty directly.

- SOC38 - Field Seminar in Social Work and Human Services 3
- SOC42 - Supervised Occupational Work Experience 2

Core Option: Complete one course (3 units) from below: (Total 3)

- NAS21 - Native American History 3
- SOC5 - Introduction to Race and Ethnic Relations 3
- HIST22 - Colonial Latin American History 3
- SOC18 - Introduction to Gender Studies 3

Restricted Electives: Complete 6 units from any combination of the categories below: (Total 6)

- **Criminal Justice Focus (Total 0 - 6)**
 - AJ1 - Introduction to Administration of Justice 3
 - SOC2 - Social Problems 3
- **Children & Family Services Focus (Total 0 - 6)**
 - ECE2 - Child Growth & Development 3
 - ECE5 - The Child in the Family and in the Community 3
 - PSYCH11 - Life Span Development 3
 - SOC10 - Sociology of Family and Intimate Relationships 3
- **Substance Abuse & Related Disorders Focus (Total 0 - 6)**
 - ADCT10 - Introduction to Addiction Studies 3
 - ADCT11 - Pharmacology of Alcohol and Other Drugs 3
 - ADCT12 - Substance Abuse: Law, Prevention, Treatment & Ethics 3
 - ADCT15 - Introduction to Counseling Skills 3
 - ADCT16 - Addiction and the Family System 3
 - ADCT18 - Co-Occurring Disorders: Addictions and Mental Health 3
 - ADCT19 - Addictions and Diverse Populations 3
- **Other Elective Options (Total 0 - 6)**
 - ANTH3 - Introduction to Cultural Anthropology 3
 - COMM8 - Intercultural Communication 3
 - HIST8 - US History Through Reconstruction 3
 - HIST9 - US History Reconstruction to the Present 3
 - PSYCH33 - Psychology of Personal and Social Adjustment 3

Recommended Course Sequence

Fall Start

Semester 1:	SWHS1, ADCT 10, PSYCC1000, NAS1
Semester 2:	Core Option (any course)
Semester 3:	SOC1
Semester 4:	NAS1

Program Learning Outcomes

- Apply the basic theoretical principles, competencies, skills, and attitudes of social work and human services professionals.
- Demonstrate comprehension of the various ethical issues that arise in the context of social welfare service delivery and how to appropriately respond to them.
- Engage diversity and difference from a perspective of cultural humility in the performance of client advocacy.
- Outline current institutional structures and policy initiatives as they relate to the social work field in the United States using a historical lens.

Social Work and Human Services for Transfer

A.S. Degree for Transfer

This degree provides a foundational understanding of the social work and human services field, using a Generalist Practice and Relational Accountability approach, providing students basic foundational social work knowledge and routine opportunities to practice these skills in real-time. This degree establishes a clear and unencumbered pathway for students seeking a bachelor's degree in social work. This Associate Degree for Transfer (ADT) is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system.

Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: 1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. 2. Obtainment of a minimum grade point average (GPA) of 2.0 across all transferable college coursework, including a minimum grade of "C" or "P" for each course in the major.

PROGRAM REQUIREMENTS **60 Units**

Required Core (Total 25 - 26)

- SWHS1 - Introduction to Social Work and Human Services **3**
- SOC1 - Introduction to Sociology **3**
- PSYCC1000 - Introduction to Psychology **3**
- SWHS3 - Community Projects in Social Work **3**
- SWHS4 - Community Projects in Social Work - Lab **2**

Human Science Requirement (Total 4)

- BIOL6 - Human Anatomy **4**
- BIOL7 - Human Physiology **4**

Mathematics Requirement (Total 4 - 5)

- STATC1000 - Introduction to Statistics **4**
- STATC1000E - Introduction to Statistics **5**

Economics Requirement (Total 3)

- ECON1 - Macroeconomics **3**
- ECON10 - Microeconomics **3**

List A (Total 6)

- ECE2 - Child Growth & Development **3**
- ECE5 - The Child in the Family and in the Community **3**
- AJ1 - Introduction to Administration of Justice **3**
- ANTH3 - Introduction to Cultural Anthropology **3**
- COMM8 - Intercultural Communication **3**
- ENGLC1001 - Critical Thinking and Writing **3**
- HIST9 - US History Reconstruction to the Present **3**

- HIST8 - US History Through Reconstruction **3**
- PSYCH11 - Life Span Development **3**
- PSYCH38 - Abnormal Psychology **3**
- SOC2 - Social Problems **3**
- SOC5 - Introduction to Race and Ethnic Relations **3**

Recommended Course Sequence

Fall Start

Semester 1: SWHS1, PSYCC1000, ENGLC1000, PSYCC1000

Semester 2: SOC1, Mathematics Requirement (any course), CalGETC Area 3B (any course)

Semester 3: CalGETC Area 5A (any course), COMMC1000, CalGETC Area 1B (any course), CalGETC Area 4 (any course)

Semester 4: CalGETC Area 3A (any course), CalGETC Area 5B (any course), CalGETC Area 5C (any course), SWHS3, SWHS4

Program Learning Outcomes

- Apply the basic theoretical principles, competencies, skills, and attitudes of social work and human services professionals.
- Demonstrate comprehension of the various ethical issues that arise in the context of social welfare service delivery and how to appropriately respond to them.
- Engage diversity and difference from a perspective of cultural humility across all aspects of social work practice.
- Outline current institutional structures and policy initiatives as they relate to the field of social work in the United States, using a historical lens.
- Apply the basic theoretical principles, competencies, skills, and attitudes of social work and human services professionals.
- Demonstrate comprehension of the various ethical issues that arise in the context of social welfare service delivery and how to appropriately respond to them.
- Engage diversity and difference from a perspective of cultural humility across all aspects of social work practice.
- Outline current institutional structures and policy initiatives as they relate to the field of social work in the United States, using a historical lens.

Sociology

Sociology is the study of society, human behavior, and social interactions. Sociologists examine the structure and function of social groups, organizations, and institutions.

Degrees/Certificates within this Program

- Sociology for Transfer, AAT

Career Information

- Child, Family, and School Social Workers
- Community and Social Service Specialists, All Other
- Compliance Officers
- Educational, Guidance, and Career Counselors and Advisors
- Environmental Scientists and Specialists, Including Health

Sociology for Transfer

A.A. Degree for Transfer

The Associate in Arts in Sociology for Transfer degree is a two-year, four semester program which prepares students for transfer as a sociology major to CSUs. This program professionalizes learners and affords opportunities to develop the cultural competence and critical thinking necessary for success in the workforce. The statistical literacy and development of empathetic engagement skills, both of which are foundational for this degree, support civic engagement and ready learners for decision making in civic and workplace environments. Students will be well prepared for a variety of careers, including those involving research and analysis, public service, community and/or labor organizing, business management, politics, education, and human services. This Associate in Arts in Sociology for Transfer degree is intended for students who plan to complete a bachelor's degree in this discipline at a CSU campus. Completing this degree allows students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete this degree and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. This degree requires students to meet the following requirements: Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including the CalGETC General Education requirements and a minimum of 18 semester units or 27 quarter units in the major or area of emphasis. Obtainment of a minimum grade point average (GPA) of 2.0, including a minimum grade of "C" or "P" for each course in the major, is also required.

PROGRAM REQUIREMENTS

60 Units

Required Core (Total 10 - 11)

Major Requirements (Total 6)

- SOC1 - Introduction to Sociology, **3**
- SOC2 - Social Problems, **3**

Statistical Reasoning (4-5 Units):

- STATC1000 - Introduction to Statistics, **4**
- STATC1000E - Introduction to Statistics, **5**

List A: Complete two courses from below (Total 6)

- SOC10 - Sociology of Family and Intimate Relationships **3**
- SOC18 - Introduction to Gender Studies **3**
- SOC5 - Introduction to Race and Ethnic Relations **3**
- PSYCH30 - Social Psychology **3**

List B: Select one course from below or any course from List A not already used. (Total 3)

- Any course from List A not already used. **3**
- SOC16 - Introduction to Cannabis Studies **3**
- SOC17 - Introduction to Queer Studies **3**
- ANTH3 - Introduction to Cultural Anthropology **3**
- GEOG2 - Cultural Geography **3**

Recommended Course Sequence

Fall or Spring Start

Semester 1: SOC1

Semester 2: SOC2, STATC1000 or STATC1000E

Semester 3: List A (any 2 courses)

Semester 4: List B (any course)

Program Learning Outcomes

- Use sociological imagination or socio-historic perspective to describe social reality, phenomena, experience, or change.
- Demonstrate understanding of basic social theories, social research ethics and tools, and the characteristics of social inequalities.
- Provide examples to illustrate theoretical sociological concepts.
- Communicate effectively orally and in writing.

Welding Technology

By combining hands-on welding skills with broader technical knowledge and general education, a welding technology degree aims to produce well-rounded professionals ready for various career paths in the welding industry.

Degrees/Certificates within this Program

- Electric Arc & Oxyacetylene Welding, CR
- General Welding, CR
- MIG & TIG Welding, CR
- Welding Technology, AS
- Welding Technology, CA

Career Information

- First-Line Supervisors of Construction Trades and Extraction Workers
- Maintenance and Repair Workers, General
- Plumbers, Pipefitters, and Steamfitters
- Reinforcing Iron and Rebar Workers
- Sheet Metal Workers
- Structural Iron and Steel Workers
- Welders, Cutters, Solderers, and Brazers

Electric Arc & Oxyacetylene Welding Certificate of Recognition

Programs in this field provide general and specific educational opportunities for students seeking careers requiring knowledge of welding techniques and procedures.

PROGRAM REQUIREMENTS **9 units**

- WT53 - Basic Gas and Arc Welding, **2**
- WT54 - General Gas, Braze (emphasis) Welding, and Soldering, **2**
- WT56 - Intermediate Arc and Gas Welding Lab, **1**
- WT61 - Welding and Gouging, Gas and Arc (emphasis E7018, Braze), **4**

Recommended Course Sequence

Fall Start

Semester 1: WT53, WT56

Semester 2: WT54, WT61

Program Learning Outcomes

- Demonstrate safe welding and shop practice.
- Set up and operate hand and power tools and manual or semi-automatic welding equipment, such as SMAW, OAW, OAC, OABW, PAC, AAW, CAC.
- Identify and demonstrate weld procedures, manipulative techniques, processes, layout, concepts, and theory to produce welds common to the weld industry.

General Welding Certificate of Recognition

Programs in this field provide general and specific educational opportunities for students seeking careers requiring knowledge of welding techniques and procedures.

PROGRAM REQUIREMENTS **14 Units**

- WT60 - Welding Gas and Arc (emphasis E6013), and Gas Cutting, **4**
- WT63 - Weld inspection, testing, resistance, and pattern cutting, **4**
- WT81 - Open Lab for Welding Fabrication, **2**
- WT64 - Welding (emphasis cored wire), Surfacing, Lancing, Alloy and Automated Cutting, **4**

Recommended Course Sequence

Fall Start

Semester 1: WT60, WT64

Semester 2: WT63, WT81

Program Learning Outcomes

- Demonstrate safe welding and shop practice.
- Set up and operate hand and power tools and manual or semi-automatic welding equipment, such as SMAW, OAW, OAC, OABW, PAC, AAW, and CAC.
- Identify and demonstrate weld procedures, manipulative techniques, processes, layout, concepts, and theory to produce welds common to the weld industry.

MIG & TIG Welding Certificate of Recognition

Programs in this field provide general and specific educational opportunities for students seeking careers requiring knowledge of welding techniques and procedures.

PROGRAM REQUIREMENTS **11 Units**

- WT64 - Welding (emphasis cored wire), Surfacing, Lancing, Alloy and Automated Cutting, **4**
- WT67 - Special Welding Laboratory (emphasis AWS-American Weld Society certification), **2**
- WT80 - Welding Fabrication, **2**
- WT90 - Gas Metal Arc and Gas Tungsten Arc Welding, **2**
- WT91 - Gas Metal Arc and Gas Tungsten Arc Welding Lab, **1**

Recommended Course Sequence

Fall Start

Semester 1: WT64, WT80, WT90, WT91

Semester 2: WT67

Program Learning Outcomes

- Demonstrate safe welding and shop practice.
- Set up and operate hand and power tools and manual or semi-automatic welding equipment, such as SMAW, OAW, OAC, OABW, PAC, AAW, MIG, and MAG.
- Identify and demonstrate weld procedures, manipulative techniques, processes, concepts, and theory to produce welds common to the weld industry.

Welding Technology A.S. Degree

Programs in this field provide general and specific educational opportunities for students seeking careers requiring knowledge of welding techniques and procedures.

PROGRAM REQUIREMENTS **60 Units**

Required Core: Complete all of the following

- WT53 - Basic Gas and Arc Welding, **2**
- WT54 - General Gas, Braze (emphasis Welding, and Soldering, **2**
- WT60 - Welding Gas and Arc (emphasis E6013), and Gas Cutting, **4**
- WT61 - Welding and Gouging, Gas and Arc (emphasis E7018, Braze), **4**
- WT63 - Weld inspection, testing, resistance, and pattern cutting, **4**
- WT64 - Welding (emphasis cored wire), Surfacing, Lancing, Alloy and Automated Cutting, **4**
- WT80 - Welding Fabrication, **2**
- WT90 - Gas Metal Arc and Gas Tungsten Arc Welding, **2**

Restricted Welding Labs: Complete two courses from below: Complete the following number of units: **2-4**

- WT56 - Intermediate Arc and Gas Welding Lab, **1**
- WT67 - Special Welding Laboratory (emphasis AWS-American Weld Society certification), **2**
- WT81 - Open Lab for Welding Fabrication, **2**
- WT91 - Gas Metal Arc and Gas Tungsten Arc Welding Lab, **1**

Restricted Electives: Complete 4-5 units from below:

- BUS10 - Introduction to Business **3**
- CT78A - Residential Wiring I **2**
- CT78B - Residential Wiring II **2**
- CT25 - OSHA Construction Safety **2**
- WT40 - Independent Study in Welding Technology **0.5 - 2**

Quantitative Skills (3-5 Units):

- MATH5 - Contemporary Mathematics, **3**
- MATH10 - Contemporary Mathematics for Technical, **3**
- STATC1000 - Introduction to Statistics **4**
- STATC1000E - Introduction to Statistics **5**
- MATH25 - College Trigonometry, **4**
- MATH30 - College Algebra, **4**
- MATH31 - College Algebra with Support, **5**

Recommended Course Sequence

Fall Start

Semester 1: WT53, WT60, Quantitative Skills (any course), CR-GE Area 4 (any course)

Semester 2: WT54, WT61, Restricted Electives (any course), CR-GE Area 3 (any course), CR-GE Area 1B (any course)

Semester 3: WT64, WT80, WT90, (WT56 or WT91), EN-GLC1000, CR-GE Area 5 (any course)

Semester 4: WT63, (WT67 or WT81), Restricted Electives (any course), CR-GE Area 6 (any course), CR-GE Area 1B (any course)

Program Learning Outcomes

- Demonstrate safe welding and shop practice.
- Setup and operate welding equipment and demonstrate weld procedures common to the industry such as manipulative techniques, processes, layout, concepts, and theory.

Welding Technology CA

Certificate of Achievement

Programs in this field provide general and specific educational opportunities for students seeking careers requiring knowledge of welding techniques and procedures.

PROGRAM REQUIREMENTS 21-23 Units

Required Core (18 Units):

- WT53 - Basic Gas and Arc Welding, **2**
- WT54 - General Gas, Braze (emphasis Welding, and Soldering, **2**
- WT56 - Intermediate Arc and Gas Welding Lab, **1**
- WT60 - Welding Gas and Arc (emphasis E6013), and Gas Cutting, **4**
- WT67 - Special Welding Laboratory (emphasis AWS-American Weld Society certification), **2**
- WT80 - Welding Fabrication, **2**
- WT81 - Open Lab for Welding Fabrication, **2**
- WT90 - Gas Metal Arc and Gas Tungsten Arc Welding, **2**
- WT91 - Gas Metal Arc and Gas Tungsten Arc Welding Lab, **1**

Quantitative Skills: Complete one course

- MATH4 - MATLAB Programming, **3**
- MATH5 - Contemporary Mathematics, **3**
- MATH10 - Contemporary Mathematics for Technical, **3**
- STATC1000 - Introduction to Statistics, **4**
- STATC1000E - Introduction to Statistics, **5**
- MATH25 - College Trigonometry, **4**
- MATH30 - College Algebra, **4**
- MATH31 - College Algebra with Support, **5**

Recommended Course Sequence

Fall Start

Semester 1: WT53, WT56, WT60, WT80, WT90, WT91

Semester 2: WT54, WT67, WT81,
Quantitative Skills (any course)

Program Learning Outcomes

- Demonstrate safe welding and shop practice.
- Setup and operate welding equipment and demonstrate weld procedures common to the industry such as manipulative techniques, processes, layout, concepts, and theory.

Noncredit Awards

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

Our Vision:

To rethink and redesign an educational system for Humboldt and Del Norte County students that creates a seamless and logical transition between the adult education programs and the community college, with the intent to accelerate academic and career success in order to earn a living wage.

- Website: <https://www.redwoods.edu/academics/ace/index.php>
- Phone: (707) 476-4500
- Email: ACE@redwoods.edu

ENGLISH AS SECOND LANGUAGE

Do you need help learning or improving your English for everyday life, work, or school? ESL classes are offered at different levels and use an English-only learning model. We partner with the Humboldt County Office of Education (HCOE) to offer free child care at some of our community locations during class. Many of the ESL Classes offered can lead to a certificate. ¿Necesita ayuda para aprender o mejorar su inglés para la vida diaria, el trabajo o la escuela? Las clases de ESL se ofrecen en diferentes niveles y utilizan un modelo de aprendizaje solo en inglés. Nos asociamos con la Oficina de Educación del Condado de Humboldt (HCOE) para ofrecer cuidado infantil gratuito en algunas de nuestras ubicaciones comunitarias durante la clase y también hay clases en línea disponibles. Muchas de las clases de ESL que se ofrecen pueden conducir a un certificado.

Degrees/Certificates within this Program

- English as a Second Language, CC

Personal or Academic English as a Second Language Certificate of Competency

A non-credit Certificate of Competency providing instruction in English language skills for personal or academic enrichment to non-native speakers of English at the intermediate level. This sequence of courses has two tracks. One track (Personal) is designed for personal enrichment and focuses on speaking, listening and pronunciation in English for students interested in advancing their communicative ability in the English-speaking world, but with no interest in taking credit-level classes. The other track (Academic) is designed for students with an interest in using English for academic purposes and/or pursuing credit courses. This track focuses on reading and writing in English to find information and share their point of view using this information. Students who complete either track will develop practical English skills in reading, writing, speaking and listening; however, depending on the track, students will also have a specific focus either for personal communication or preparation to use English academically.

PROGRAM REQUIREMENTS

144 to fewer than 192 Hours

Core Requirements (Total 64)

- ESL210 - Intermediate English as a Second Language (ESL) - Low 32
- ESL211 - Intermediate English as a Second Language (ESL) - High 32

Academic or Personal Track (Total 64)

- Academic Track (Total 64)
 - ESL220 - English for Reading and Writing Language (ESL) - Low Beginning 32
 - ESL221 - English for Reading and Writing II 32
- Personal Track (Total 64)
 - ESL230 - English for Listening, Speaking, and Pro Language (ESL) - Low Beginning 32
 - ESL231 - English for Listening, Speaking, and Pronunciation II 32

Restricted Elective (Total 29)

- ESL224 - English Grammar 29
- ESL225 - Popular English 29

Recommended Course Sequence

Fall Start

Semester 1: ESL210, (ESL220 or ESL230), Restricted Electives (any course)

Semester 2: ESL211, (ESL221 or ESL231)

Program Learning Outcomes

- **Personal:** Demonstrate competency in passive and active use of spoken and written English on a variety of topics in past, present, and future.
- **Personal:** Demonstrate competency in use of communicative strategies and identifying potential situations for miscommunication in academic, formal and informal situations.
- **Academic:** Demonstrate competency in passive and active use of spoken and written English on a variety of topics in past, present, and future.
- **Academic:** Demonstrate competency in the use English to cogently respond to arguments with research-supported and organized process writing.

COURSE DESCRIPTIONS

Common Course Numbering (CCN)

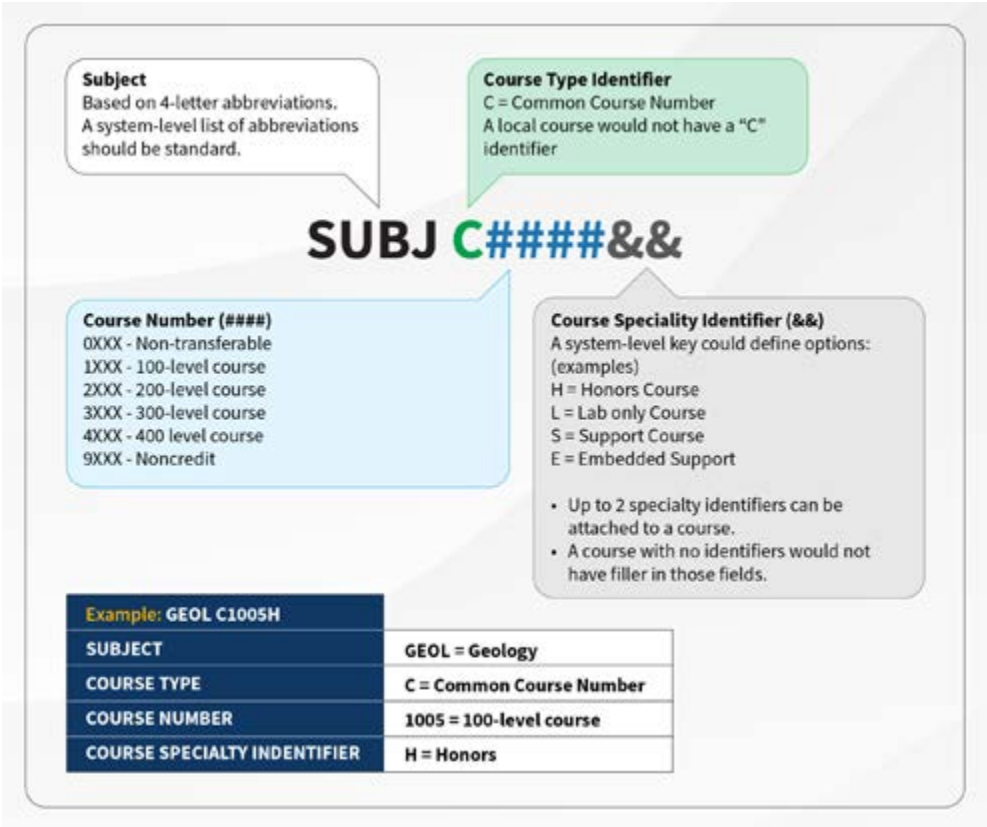
Assembly Bill No. 1111 requires all California Community Colleges (CCC) to adopt a common course numbering (CCN) system for most community college courses. The CCN system assigns the same course number to courses across all CCCs to streamline transfer from CCCs to Universities within California and reduce excess credit accumulation.

Simply put, the CCN courses are a renumbering of existing College of the Redwoods (CR) courses. Otherwise, the courses are considered the same and will be treated similarly.

- Each course subject will have a 4-letter abbreviation.
- Each CCN course number will also have 4 characters and be preceded by the letter “C”, which indicates that it is a Common Course Number.
- Some CCN courses may have up to two specialty identifiers to indicate special attributes of a course such as a lab only course (L) or a course with embedded support (E).

Implementing Common Course Numbering (CCN)

The first phase of CCN begins in Fall 2025 with updated and revised CCN course numbers and titles. The chart below provides a list of courses with revised and updated CCN course numbers and titles.



Academic Year	College of the Redwoods (CR)			Common Course Numbering (CCN)		
	Former CR Course Subject	Former CR Course Code	Former CR Course Title	New CCN Course Subject	New CCN Course Code	New CCN Course Title
2025-2026	Communication Studies	COMM-1	Public Speaking	Communication Studies	COMM-C1000	Introduction to Public Speaking
2025-2026	English	ENGL-1A	College Composition	English	ENGL-C1000	Academic Reading and Writing
2025-2026	English	ENGL-2A	Critical Thinking & Writing	English	ENGL-C1001	Critical Thinking and Writing
2025-2026	Mathematics	MATH-15	Introduction to Statistics	Statistics	STAT-C1000	Introduction to Statistics
2025-2026	Mathematics	MATH-16	Introduction to Statistics with Support	Statistics	STAT-C1000E	Introduction to Statistics
2025-2026	Political Science	POLSC-10	U.S. Government & Politics	Political Science - CCN	POLS-C1000	American Government and Politics
2025-2026	Psychology	PSYCH-1	General Psychology	Psychology - CCN	PSYC-C1000	Introduction to Psychology

Addiction Studies

ADCT10: Introduction to Addiction Studies

3.0 Units / LEC

This course provides an historical and sociological perspective on the use, abuse, and social control of drugs associated with substance use disorder. Included are overviews of the biopsychosocial nature of addiction; the impact of addiction on children, families and society; contemporary treatment and prevention approaches; and the addiction counseling profession.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Identify drug classifications, stages of use and effects of drugs on the individual and society.
- Articulate the principles of prevention, treatment, 12-Step programs, enforcement and harm reduction in addressing substance use and abuse
- Analyze historical themes of drug use and synthesize that information with current scientific knowledge to address individual and societal problems of substance abuse.

ADCT11: Pharmacology of Alcohol and Other Drugs

3.0 Units / LEC

An overview of the neurochemical, physical, and mental effects of commonly used addictive substances. Emphasis is placed on the pharmacology of addictive substances, the medical consequences of use, and therapeutic approaches for managing withdrawal, overdose, and substance use disorder.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Describe the structure and operation of the nervous system and other organs of the body and how psychoactive substances effect

- the operation of these systems.
- Analyze the behavioral, psychological, physical health and social effects of psychoactive substances on the person using and their significant others.
- Evaluate warning signs, symptoms, and the course of substance use disorders.

ADCT12: Substance Abuse: Law, Prevention, Treatment & Ethics

3.0 Units / LEC

An examination of the historical and legal parameters that support a broad array of evidence-based substance abuse prevention and treatment programs, with an emphasis on the legal, cultural and ethical standards that guide multidisciplinary teams and cross-agency interactions.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- Describe the cultural and historical contexts of addiction, including the relationships between economics, politics, substance abuse and treatment.
- Analyze risk and resiliency factors that characterize individual and group patterns of substance abuse.
- Identify and explain the continuum of care and resources available to clients and their families.

ADCT15: Introduction to Counseling Skills

3.0 Units / LEC-LAB

A presentation of the theoretical concepts of counseling for individuals, families, and groups. Processed role-play help student to develop effective core counseling skills. Personal values, ethical, legal, and crisis intervention issues are also addressed.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Engage other students (clients) in developing basic life skills, establishing goals and encouraging beneficial actions in their achievement.
- Individualize counseling strategies selected from appropriate models to facilitate client knowledge and attitudes to maintain treatment and prevent relapse.
- Facilitate individual and group sessions utilizing concepts and techniques learned in class and lab sessions.
- Adhere to established code of ethics to maintain professional standards and safeguard clients and classmates

ADCT16: Addiction and the Family System

3.0 Units / LEC

An exploration of family and community systems and their relationship to individual development from childhood to adulthood, emphasizing intervention to interrupt addictive family patterns.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite OR Co-Requisite:

- ADCT10

Student Learning Outcomes

- Describe family engagement in treatment using appropriate models of diagnosis and intervention.
- Assess and integrate strategies and behaviors to sustain healthy relationships.
- Differentiate crisis situations from ingrained patterns.

ADCT17: Field Placement Seminar II

2.0 Units / LEC

A seminar focused on discussing the students' experiences in their supervised occupational work experience in ADCT 42. This course provides advanced ADCT certificate candidates the opportunity to analyze and integrate their practical work experiences in ADCT 42 through study, dialogue, and technique demonstration.

Note: This is a capstone course intended for students in their final semester of course work in addiction studies.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite:

- ADCT15, SWHS42, SWHS2

Co-Requisite:

- ADCT42

Advisory:

- SWHS1

Student Learning Outcomes

- Participate in class discussions about students' field work experience
- Compare and contrast agency mission, policies and procedures.
- Identify their individualized interests and desires for employment after graduation.

ADCT18: Co-Occurring Disorders: Addictions and Mental Health

3.0 Units / LEC

An examination of the special issues involved in the etiology, treatment and prevention of all types of substance use disorders and process addictions among people with co-occurring disorders, with special concerns unique to that population.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite OR Co-Requisite:

- ADCT10

Student Learning Outcomes

- 1. Describe the different mental health diagnoses and analyze the interaction between various disorders and substance use.
- 2. Describe and analyze effective trauma informed co-occurring treatment approaches.
- 3. Identify co-occurring disorders and develop and synthesize appropriate treatment plans incorporating the identified addiction.

ADCT19: Addictions and Diverse Populations

3.0 Units / LEC

An examination of the special issues

involved in the etiology, treatment and prevention of all types of substance use disorders and process addictions among specific populations of high-risk groups, with special concerns or problems unique to that population.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite OR Co-Requisite:

- ADCT10

Student Learning Outcomes

- 1. Describe the differences among special populations and analyze the physiological, social, economic and psychological characteristics of these groups that may impact appropriate treatment approaches.
- 2. Describe and analyze effective culturally-informed treatment programs.
- 3. Compare and analyze the effectiveness of the various models of outreach and prevention as they relate to the various special populations.

ADCT42: Supervised Occupational Work Experience II

2.5 Units / WEX

Individualized supervised work experience in an approved addictions treatment services agency. Work experience will provide advanced ADCT candidates with the opportunity to apply previous ADCT learning to practical work experience through dialogue, as well as skill and technique demonstrations. Note: This is a capstone course intended for students in their final semester of course work in addiction studies. Field trips are required and the college does not provide transportation. The student, with assistance from the instructor, is responsible for locating and arranging for the contracts with the agency to complete the 135 hours.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite:

- ADCT15, ADCT38, SOC42

Co-Requisite:

- ADCT17

Advisory:

- SOC34

Student Learning Outcomes

- Perform comprehensive client intake.
- Plan and prioritize treatment in collaboration with supervisor, client and significant others to formulate mutually agreed upon measureable goals and objectives.
- Implement treatment plans while respecting confidentiality and following administrative procedures.
- Document client and family contacts, progress, change and relapse prevention.

ADCT210: Understanding Drug/Alcohol Abuse and Treatments

0.0 Units / LAB

A course designed to create an understanding of drug and alcohol abuse from a sociological and physiological perspective. Students will learn about various aspects of recovery and the recovery process. Topics will include: treatments, detox processes, support groups, and post-recovery issues.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass
- Other

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Identify the recovery road maps and various treatment options to clean and sober living.
- Explain the detoxification process and how to utilize treatment and support groups.
- Identify community resources for recovery and how to incorporate them into a sober lifestyle

Administration of Justice

AJ 1: Introduction to Administration of Justice

3.0 Units / LEC

An introductory course about the criminal justice system. Topics include the operation of the criminal justice system, the roles of criminal justice agents in the system and their relationship with the general public; concepts of crime causation, punishment and rehabilitation; ethics; and education for workers in

the criminal justice system. Although the justice structure and process is examined in a cross cultural context, emphasis is placed on the US justice system, particularly the structure and function of US police, courts, and corrections.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: AJ 110 Introduction to Criminal Justice
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Explain what the three components of the adult criminal justice and juvenile justice systems are, how the two systems differ from each other, their roles in society, and how they work in practice.
- Using statistics and crime victimization studies, explain several major theories of crime causation which deal with both adults and juveniles.
- Analyze major issues confronting the criminal justice system; e.g., claims of excessive use of force against criminal suspects, prison overcrowding, racial profiling by police, the overall effectiveness of the criminal justice system.

AJ3: Introduction to Corrections

3.0 Units / LEC

An introductory course of the field of corrections. Topics include: historical development; current concepts and practices; explanations of criminal behavior; functions and objectives of the criminal justice system concerned with institutional, probation, and parole processes as they modify the offender's behavior; survey of professional career opportunities in public and private agencies.

Transferable:

Transferable to CSU only

Grading Options:

Letter Grade methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: AJ 200 Introduction to Corrections

Student Learning Outcomes

- Chart the history of the changing philosophies (i.e. rehabilitation v. punishment) which govern the operation of American correctional systems.
- Analyze the major contemporary issues facing corrections.
- Explain how the various sociological theories of institutionalization affect the operation of modern penal systems.
- Identify the legal, political, and social constraints affecting the operation of the corrections component of the criminal justice system.
- Apply the various criminal case sentencing models to case scenarios.

AJ4: Criminal Law

4.0 Units / LEC

An overview of the development of the criminal law. Topics include: historical development, philosophy of law and constitutional provisions; definitions, classifications of crimes and legal defenses and their applications to the system of administration of justice; legal research, review of case law methodology and concepts of law as a social force. The course will also include some limited discussion of prosecution and defense decision making, criminal culpability, and defenses to crimes.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: AJ 120 Concepts of Criminal Law

Student Learning Outcomes

- List the elements of each crime and defenses studied under the English Common Law and modern state or federal law and compare the differences between the Common Law and modern state or federal law.
- Research and explain case law decisions which analyze selected criminal statutes, which include defenses to such crimes.
- Apply selected criminal laws to written word-picture scenarios and

other hypothetical situations, and determine whether or not crimes have been committed and whether any defenses to those crimes exist

- Apply past or current social, historical and political trends to a given set of behaviors (active or passive) to determine why such behavior has been determined to be criminal or not.

AJ6: Criminal Evidence

4.0 Units / LEC

A course designed to provide students a working knowledge of evidence and case law relating to the admission of evidence in legal proceedings. Topics include the following: Origin, development, philosophy, and constitutional basis of evidence; constitutional, statutory, and procedural considerations which affect the admissibility of evidence; kinds and degrees of evidence; and case studies viewed from the conceptual level.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- AJ4

General Education Status

- C-ID: AJ 124 Legal Aspects of Evidence

Student Learning Outcomes

- Classify a given piece of evidence, e.g. direct, circumstantial, real, demonstrative, hearsay, etc.
- Analyze court decisions to extract the legal rules contained therein concerning the general admissibility of evidence, and more specifically evidence subject to the rules of discovery and the exclusionary rule.
- Analyze a word-picture scenario and apply the rules of evidence and court decisions to determine whether the evidence in question would be admissible in court.

AJ 7: Current Issues in Criminal Justice

3.0 Units / LEC

A study of current issues facing the criminal justice system. Such issues include police use of force, capital punishment, mandatory sentencing laws, militarization of policing, crime prevention strategies, and juvenile delinquency and gang

crime. Analysis of these issues will also consider whether and if so, the extent to which the criminal justice system improperly discriminates against diverse multicultural groups in our society.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- AJ1, ENGLC1000

General Education Status

- C-ID: AJ 160 Community and the Justice System
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Identify the diverse cultural, racial, and ethnic populations of the United States and recognize their perceptions as to the fairness of the criminal justice system.
- Articulate the arguments as to the effectiveness of various crime-fighting strategies adopted by the criminal justice system.

AJ 8: Criminal Investigation

3.0 Units / LEC

A survey of the basic principles of criminal investigations. Topics include the fundamentals of investigation; techniques of crime scene searches; the collection and preservation of physical evidence; sources of information, interview and interrogation; and follow-up investigations.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: AJ 140 Criminal Investigation

Student Learning Outcomes

- Evaluate the legal aspects of witness and suspect interviews, identifications, searches and seizures, evidence preservation, and other investigatory tools.
- Formulate the basic steps in preparing for an interview or an interrogation in conducting a criminal investigation.
- Analyze the role of various expert witnesses that can assist in a criminal investigation.

AJ 10: Juvenile Justice

3.0 Units / LEC

A survey of the history and operation of the juvenile justice system and its component parts. Among the topics to be studied are the classes of juvenile offenders and victims, diversion programs, theories of juvenile behavior; the juvenile justice process, and a comparison of the adult and juvenile justice systems.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: AJ 220 Juvenile Procedures

Student Learning Outcomes

- Chart the procedures in the juvenile justice system from the point of police contact through the court and correctional systems.
- Describe various psychological, social and familial forces that contribute to delinquent and pre-delinquent behavior.
- Analyze case scenarios and determine the most appropriate disposition of the case, whether diversion, incarceration, mental health treatment, formal delinquency, status offence, dependency proceedings, or a combination of these or other options.
- Compare the various diversion programs and related alternatives to the formal system that are operated by justice system agencies and community organizations.
- Analyze the differences in the legal rights of juveniles and adults in the criminal justice system.

AJ81: Basic Law Enforcement Academy Module III

8.0 Units / LEC-LAB

Entry level training in law enforcement. This course is designed to meet the state mandated POST training requirements for the Basic Peace Officer Level III modular training course. Students completing this course will have met all the training requirements for Reserve Officer Level III, or the first of three classes required for full-time Peace Officer. The course also satisfies the arrest and firearms training requirement specified in Penal Code

Section 832. The overall course is highly structured and paramilitary in nature.

Note: Before enrolling, students must pass: 1. The POST pre-entry English skills assessment exam with a score of T-42 or above. (May be waived if hired by California law enforcement agency prior to Academy). 2. A medical exam by a licensed physician or similar medical professional. 3. A criminal history records check (fingerprinting) pursuant to the California Penal Code. This must be completed and the results obtained before the first day of class. 4. A DMV printout of the student's driving record. 5. A basic physical fitness test by running 1.5 miles in under 17 minutes, completing 25 sit-ups in one minute or less and 20 pushups (straight leg) in one minute or less.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Demonstrate proper arrest and control techniques.
- Analyze crime scenarios and apply applicable law to determine if a violation of law has occurred, especially in Laws of Arrest, Search and Seizure and Use of Force
- Demonstrate a minimum level of proficiency of handgun usage.
- Demonstrate proficiency in basic First Aid and CPR.

AJ 82: Basic Law Enforcement Academy Module II

8.5 Units / LEC-LAB

Level II Reserve Officer Training. This course is designed to meet the state mandated POST training requirements for the Basic Peace Officer Module II modular training course. Students completing this course will have met all the training requirements for Reserve Officer Level II, or the second of three classes required for full-time Peace Officer. The overall environment is highly structured and paramilitary in nature.

Note: Before enrolling, students must pass: 1. The POST pre-entry English skills assessment exam with a score of T-42 or above. (May be waived if hired by California law enforcement agency prior to Academy). 2. A medical exam by a licensed physician or similar medical professional. 3. A criminal history records check (fingerprinting) pursuant to the

California Penal Code. This must be completed and the results obtained before the first day of class. 4. A DMV printout of the student's driving record. 5. A basic physical fitness test by running 1.5 miles in under 17 minutes, completing 25 sit-ups in one minute or less and 20 pushups (straight leg) in one minute or less.

- Transferable:
- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Prerequisite:

- AJ81

Advisory:

- ENGLC1000

Student Learning Outcomes

- Demonstrate proper arrest and control techniques.
- Analyze crime scenarios and apply applicable law to determine if a violation of law has occurred.
- Demonstrate understanding of current court decisions and how they affect law enforcement procedures (e.g., Miranda Rights).
- Demonstrate a minimum level of proficiency of handgun usage in both night and day conditions.

AJ83: Basic Law Enforcement Academy Module I

16.0 Units / LEC-LAB

Final of three parts leading to completion of the POST Basic Law Enforcement Academy. Students completing this module may be appointed as either full-time peace officers or Level I reserve officers. The overall course is highly structured and paramilitary in nature.

Note: Before enrolling, students must pass: 1. The POST pre-entry English skills assessment exam with a score of T-42 or above. (May be waived if hired by California law enforcement agency prior to Academy). 2. A medical exam by a licensed physician or similar medical professional. 3. A criminal history records check (fingerprinting) pursuant to the California Penal Code. This must be completed and the results obtained before the first day of class. 4. A DMV printout of the student's driving record. 5. A basic physical fitness test by running 1.5 miles in under 17 minutes, completing 25 sit-ups in one minute or less and 20 pushups (straight leg) in one minute or less.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite:

- AJ82

Student Learning Outcomes

- Analyze case scenarios, collected evidence, and basic law enforcement simulations and apply available investigative techniques in order to determine appropriate response.
- Demonstrate adequate physical fitness and motor skills necessary to pursue a career in law enforcement.
- Compose incident reports and memoranda in concise and clear English.

AJ100: Mandated Training

0.5 Units / LAB

A POST-approved perishable skills course for active full-time peace officers or active reserve peace officers who are currently employed by a law enforcement agency. This course covers tactical firearms, driver training/awareness, arrest and control, as well as various short courses mandated by the legislature. Peace officers are required to have this training every two years. This course meets the POST Continuing Professional Training (CPT) requirements. Note: Course is repeatable per Title 5 §55040(b) (8)

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Prerequisite:

- AJ83

Student Learning Outcomes

- Demonstrate a minimum standard of tactical handgun proficiency with every technique, exercise, or course-of-fire used in instruction.
- Demonstrate a minimum standard of arrest and control skills with every technique and exercise used in instruction.
- Demonstrate a minimum standard of Driver Training/Awareness psychomotor skills with every technique and exercise used in instruction.
- Demonstrate knowledge of the definitions of racial profiling and racial diversity and how these issues affect the community.

AJ101: Active Shooter Response

0.5 Units / LEC

Response to active shooter situations. This course is designed to train multi-discipline first responders on current response methods by studying previous situations, learning how those were handled, and applying the lessons learned to staged events.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

- Demonstrate ability to work in a small team setting searching a building for an active shooter.
- Demonstrate actions to take when confronted with an active shooter while dealing with victims and the public.

AJ103: Radar Operator

1.0 Units / LEC

Operation of the police radar. Students will identify the purpose of radar within law enforcement, as related to its history, application, laws, and principles of speed enforcement. Additionally, students will develop the skills, knowledge and abilities necessary to conduct visual estimations of vehicle speed accurately, and assemble, test, and operate a radar unit in support of visual speed estimations. Course complies with all content requirements per California Vehicle Code Section 40802.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

- Identify the purpose of radar within law enforcement.
- Demonstrate ability to conduct visual estimations of vehicle speed accurately.
- Operates police radar properly including pre-use inspection.

AJ105: Probation Firearms

2.0 Units / LEC-LAB

An intermediate-level course designed for probation officers who are going to

be armed with a handgun in the performance of their job. The course covers use of force; working in a coordinated team with law enforcement; concealment, cover and shooting positions; night shooting; role of the back-up officer; shotgun and rifle familiarization and a review of policies. Note: Must be employed as a probation officer whose job will involve carrying a firearm.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Prerequisite:

- AJ190F

Student Learning Outcomes

- Apply case law, department policy, and state/federal law properly to use of force situations. (Lecture)
- Demonstrate the basics of combat handgun shooting, including proper grip, stance, sight alignment, and trigger control. (Lab)
- Demonstrate a minimum level of proficiency with the duty weapon in both day and nighttime shooting situations. (Lab)

AJ106: Field Training Officer Update

1.0 Units / LEC-LAB

A course which satisfies California POST mandates for the tri-annual re-certification of Field Training Officers. Topics include Legal Issues, Contemporary Learning, Teaching Skills, Leadership, Ethics and Professionalism, Remediation Testing/Scenarios, Trainee Termination, Evaluation Documentation, and Report Writing.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Materials Fee:

- \$65.00

Student Learning Outcomes

- Identify the effect(s) of identified ethical issues on the FTO/Trainee relationship.
- Contrast the difference between training and evaluation, and recognize how both compliment each other in a successful field training program.
- Comprehend current trends in personal and agency civil liability.

AJ107: Basic Traffic Collision Investigation

2.0 Units / LEC

A P.O.S.T. certified course designed to provide the student with skills and knowledge to properly investigate and document traffic collisions. The course completes peace officer requirements to write traffic collision-related notices of violations based on reasonable cause per California Vehicle Code Section 40600.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Materials Fee:

- \$33.00

Student Learning Outcomes

- Demonstrate concepts of collision scene measurement and diagramming.
- Demonstrate ability to interview and take appropriate notes to record drivers/witnesses statements.
- Prepare a traffic collision scene investigation report following approved guidelines.

AJ108: Field Training Officer

2.0 Units / LEC

A course which satisfies California POST and legislative mandates for the training of Field Training Officers. Topics include Legal Issues, Contemporary Learning, Teaching Skills, Leadership, Ethics and Professionalism, Remediation Testing/Scenarios, Trainee Termination, Evaluation Documentation, and Report Writing.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Materials Fee:

- \$35.00

Student Learning Outcomes

- Identify the effect(s) of identified ethical issues on the FTO/Trainee relationship.
- Contrast the difference between training and evaluation, and recognize how both compliment each other in a successful field training program.
- Comprehend current trends in personal and agency civil liability.
- Summarize various forms of harassment and discrimination in the workplace.

AJ170: Public Safety Dispatcher Basic Course

5.5 Units / LEC-LAB

A training course certified by the California Commission on Peace Officers Standards and Training (POST) designed to meet the statutory basic training requirements for employment as a dispatcher for a public safety (law enforcement) agency.

Transferable:

- Not transferable

Grading Options:

- Letter Grade methods

Materials Fee:

- \$30.00

Student Learning Outcomes

- Demonstrate an understanding of acceptable telecommunications (computer and telephone) procedures involved in handling emergency and non-emergency calls.
- Assess the emergency nature of calls and prioritize them using departmental policies and procedures.
- Explain general community resources available to callers based on the nature of the call.

AJ190F: PC 832 Firearms

0.5 Units / LEC

A course which fulfills the minimum firearms requirement for the California Commission on Peace Officer Standards & Training (POST) PC 832. This is a standardized course and is certified by POST. Note: Under state law, students must pass a California Department of Justice fingerprint check before using a handgun or participating in the course.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

- 1. Demonstrate the techniques associated with the safe handling of ammunition and firearms, whether loaded or not.
- 2. List the nomenclature of handguns.
- 3. Demonstrate a minimum level of proficiency of handgun usage.

AJ190S: PC 832 Arrest & Control

1.5 Units / LEC-LAB

A course which fulfills the minimum arrest and control training requirements of the California Commission on Peace Officer Standards & Training (POST) for PC 832. This standardized course is certified by POST. Note: By POST rules, a student may only miss 5% of the total hours to pass the course.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

- Describe and demonstrate the role and responsibilities of a peace officer in the State of California.
- Describe the role of arrest in the criminal justice system.

Agriculture

AG5: Introduction to Animal Science

3.0 Units / LEC

A scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. Emphasis on the origin, characteristics, adaptations and contributions of livestock to the modern agriculture industry.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- ENGL102 OR ENGL150

General Education Status

- C-ID: AG-AS 104 Introduction to Animal Science
- CR General Education: 5: Natural Science

Student Learning Outcomes

- Identify and discuss current issues affecting animal agriculture.
- Analyze genetic change through artificial/natural selection.
- Explain basic strategies for disease control, prevention and management.

AG15: Landscape Maintenance

3.0 Units / LEC-LAB

A course studying the function and aesthetic value of public and private landscapes by applying appropriate maintenance techniques. Topics include planting, pruning, watering, soil fertility, pest management, weed control, and landscape maintenance business practices.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- ENGL102 OR ENGL150

Student Learning Outcomes

- (LEC) Identify, maintain, and describe the use of various hand tools.
- (LEC) Describe basic pruning systems applied to shade trees, shrubs, vines, perennials, roses and fruit trees.
- (LEC) Identify common landscape weeds and recommend control measures.
- (LAB) Demonstrate pruning techniques on a variety of landscape plants.
- (LAB) Identify the parts of an irrigation system and make basic repairs and adjustments.

AG 17: Introduction to Soil Science

3.0 Units / LEC-LAB

The study of soil physical, chemical and biological properties. Soil classification, derivation, use, function and management including erosion, moisture retention, structure, cultivation, organic matter and microbiology. Laboratory topics include soil type, classification, soil reaction, soil fertility and physical properties of soil. Laboratory required.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: AG-PS 128 128 L Introduction to Soil Science
- CR General Education: Area 5: Natural Sciences

Student Learning Outcomes

- 1. (LEC) Evaluate parent rocks

and other soil forming processes influences on local and global soils.

- 2. (LEC) Discuss and understand the importance of essential plant nutrients.
- 3. (LAB) Demonstrate and determine soil physical properties.
- 4. (LAB) Analyze a soil's water holding capacity, water available to the plant, properties and movement of water in soil.

AG21: Plant Propagation/Production

3.0 Units / LEC-LAB

Plant propagation and production practices with emphasis on nursery operations including sexual and asexual reproduction, planting, transplanting, fertilizing, plant pest and disease control; structures and site layout; preparation and use of propagating and planting mediums; use and maintenance of common tools and equipment; regulations pertaining to plant production. Laboratory required.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: AG-EH 116 L Plant Propagation / Production

Student Learning Outcomes

- Describe the principles of plant reproduction, sexual and asexual. (Lec)
- Identify, select, use, and maintain common propagation parent stock, nursery tools and equipment. (Lec/Lab)
- Demonstrate the ability to grow plants from propagation to saleable size. (Lab)
- Exhibit the personal skills (attitude, work habits, etc.) for successful employment in the wholesale nursery business. (Lab)

AG22: Sustainable Vegetable Production

3.0 Units / LEC-LAB

A course which studies sustainable vegetable production, and which also covers the botany, cultural production, harvesting, processing, growth characteristics, fertility, pests, and marketing of the major warm season and cool season

vegetable crops grown in California, especially those of local importance. The commercial scale of vegetable production and sustainable practices are emphasized. Laboratory required. Note: A field trip to a commercial vegetable farm is required.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- 1. Explain the differences between cool and warm season vegetables. (LEC)
- 2. Detail the production of specific vegetable crops. (LEC)
- 3. Describe the proper techniques of seeding, transplanting, and cultivation of vegetables. (LAB)
- 4. Identify the edible parts of various vegetable crops at different growth stages. (LAB)

AG23: Introduction to Plant Science

3.0 Units / LEC-LAB

Introduction to plant science including structure, growth processes, propagation, physiology, growth media, biological competitors, and post-harvest factors of food, fiber, and ornamental plants. Laboratory required.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: AG-PS 106 106 L Introduction to Plant Science (with Laboratory)
- CR General Education: Area 5: Natural Science

Student Learning Outcomes

- (Lecture) Describe sexual and asexual reproduction in higher plants.
- (Lecture) Explain photosynthesis, respiration and translocation in higher plants.
- (Laboratory) Analyze the structural components of higher plants.
- (Laboratory) Explain the standard plant propagation methods.

AG25: Landscape Construction and Installation

3.0 Units / LEC-LAB

A course which studies the fundamentals of landscape construction, which includes soil preparation, paving and construction materials, hand and power tool use, turf and plant installation, plan reading, estimating, and bid preparation. This course also covers local codes, state requirements, and new technologies.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- ENGL102 OR ENGL150

Student Learning Outcomes

- Identify landscape professions and summarize licensing requirements. (LEC)
- List the steps of water feature installation. (LEC)
- Select appropriate tools to construct masonry and concrete projects. (LAB)
- Demonstrate proper shrub and tree planting methods, including staking systems. (LAB)

AG27: Nursery Practices

3.0 Units / LEC-LAB

A course of study of the production and cultural care of commercial container grown and field grown nursery operations. Among the topics covered are: crop scheduling, growing media, watering, fertilization, lighting, pests, temperature control, post harvest handling, marketing and sales.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- ENGL102 OR ENGL150

Student Learning Outcomes

- Compare and contrast old and new nursery industry practices to assess changes and advances. (LEC)
- Identify basic marketing strategies used in the nursery industry. (LEC)
- Apply proper cultural practices and grow nursery crops. Practices include: planting and potting up, scheduling crops, soil mixes and pasteurization, fertilizing and calculations, pest control, pinching, pruning, shaping and watering. (LAB)

AG30: Introduction to Agriculture Business

3.0 Units / LEC

Provides a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; management principles encountered in the day to day operation of an agricultural enterprise as they relate to the decision making process.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: AG-AB 104 Introduction to Agriculture Business

Student Learning Outcomes

- Explain how economic principles relate to commodity marketing subsectors in agriculture
- Analyze and describe agricultural business organizational structures including; sole proprietorships, partnerships, corporations, franchises, and cooperatives.
- Identify the role of the agricultural manager.

AG32: Agriculture Economics

3.0 Units / LEC

The place of agriculture and farming in the economic system; basic economic concepts, and problems of agriculture; pricing and marketing problems, factors of production; and state and federal farm programs affecting the farmer's economic position.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- ENGL150 AND MATH380

General Education Status

- C-ID: AG-AB 124 Agriculture Economics
- CalGETC: Area 4: Social & Behavioral Sciences
- CR General Education: Area 4: Social Science

Student Learning Outcomes

- Compare and contrast the role of agriculture in the economic structure of the state, country and world.

- Analyze different economic systems.
- Define the laws of supply and demand.

AG33: Agriculture, Environment and Society

3.0 Units / LEC

A course covering the sociology of agriculture presented through an examination of relationships between societies and their environments, economics, and agriculture. Emphasis will be on the analysis of agriculture's use of technology and the corresponding impact on the environment, economy and society.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- AG63, MATH380 AND ENGL150

General Education Status

CR General Education: Area 4: Social Science

Student Learning Outcomes

- Assess the significance of biotechnology in providing a full or partial solution in addressing food supply and environmental challenges and appraise the risks in utilizing biotechnology for these purposes.
- Analyze and identify the global impacts of agriculture industrialization, corporatization and globalization of food production.
- Analyze current socio-political and ethical issues in agriculture.

AG42: Agriculture Work Experience

1.0 - 3.0 Units / WEX

A course designed to assist students in planning and accomplishing meaningful learning objectives relevant to work experience in the field of agriculture. To participate in this course the student's job must be related to their career goals or college course work. Variable 1 to 3 units based upon 60-225 total work lab hours per semester. Note: During fall and spring, students must be enrolled in at least 7 units (including CWE) to enroll in CWE. If enrolling in the summer, student must have been enrolled in at least 12 units (including CWE) in the previous spring semester. Students must take primary responsibility in finding a work

experience opportunity and are strongly advised to find such an opportunity before enrolling in the class. Some employers or programs may require fingerprinting, drug testing, and/or background checks. Students should be advised that a maximum of 9 units can be applied toward a degree. Students may enroll a total of 3 times (repeatable twice). Variable 1 to 3 units, based on 60-225 work lab hours per semester.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Student Learning Outcomes

- Successfully complete objectives that are site specific and related to career goals or degree/certificate requirements.
- Demonstrate job retention skills identified as critical by an employer or supervisor.

AG43: Introduction to Agriculture Careers

2.0 Units / LEC

An introductory course in agriculture career opportunities and job requirements in agriculture business, animal science, and plant science. Students will learn how to prepare documents necessary for employment and get hands on experience in specific careers.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Analyze the various sectors in agriculture and the education and experience required for specific careers within them.
- Develop a career portfolio (resume, cover letter).
- Describe the basic attributes needed to be a successful employee.

AG44: Agriculture Leadership

1.0 Units / LEC-LAB

A course designed to develop leadership skills. Student's will develop and refine their ability to organize and coordinate Agriculture field days and other related group activities. "Hands-on" techniques will be used to facilitate problem solving, cooperative work ethics, developing

initiative, managing and organizing information, flexible thinking and effective questioning. Participants will gain practical experience in conducting group business. NOTE: Outside of class activities required.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Participate in group activities, utilizing a consensus process and cooperation. (LAB)
- Identify roles within a group as they pertain to coordination planning of an activity. (LEC)
- Use parliamentary procedure according to Robert's Rules of Order. (LEC)

AG51: Tractor Operation

3.0 Units / LEC-LAB

This course involves design principles, selection, maintenance, adjustment, and safe operation of wheel and track type tractors used in agriculture and in the construction industry. Laboratory required.

Transferable:

- Transferable to CSU only

General Education Status

- C-ID: AG-MA 108 L Tractor Operation

Student Learning Outcomes

- Operate wheel and track type tractors safely and properly. (LAB)
- Troubleshoot a piece of equipment by using logical deduction. (LEC)
- Perform operator level maintenance and adjustment of tractor systems. (LAB)

AG60: Organic Certification

1.0 Units / LEC

A course studying the origins, application, regulation and technology of organic crop and livestock production. Theoretical and practical issues surrounding organic production from a cross-disciplinary perspective. Topics include the history of the organic movement, current regulation and certification, and field management practices and technologies.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- 1. Discuss historical milestones in the development of organic agriculture.
- 2. Define organic agriculture and related terms.
- 3. Distinguish between organic registration and organic certification.

AG63: Introduction to Organic/Sustainable Agriculture

3.0 Units / LEC

An introduction to the history, definitions, concepts, principles and practices of sustainable agriculture systems with an emphasis on organic techniques. Topics include crop nutrition, cultivar selection, integrated pest management, marketing, organic certification, soil management, sustainable livestock production, as well as common problems faced by producers.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- 1. Identify sustainable/organic agricultural production practices for a farm
- 2. Discuss the three “E’s” of sustainable agriculture and the importance of each.
- 3. Analyze a variety of technologies to gain information about the organic/sustainable agriculture industry and apply these technologies to analyze specific situations.

AG67: Fall Farming Practices

1.0 Units / LAB

A course studying the practice of growing fruits, vegetables, and livestock in the field for the fall season. Techniques of organic and sustainable agriculture will be emphasized.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- AG63

Student Learning Outcomes

- 1. Analyze fruit and vegetables for nutritional deficiency.
- 2. Evaluate harvested produce

for quality standards and grade appropriately.

- 3. Properly restrain livestock for annual health and management practices

AG68: Spring Farming Practices

1.0 Units / LAB

A course studying the practice of growing fruits, vegetables, and livestock in the field for the spring season. Techniques of organic and sustainable agriculture will be emphasized.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- AG63

Student Learning Outcomes

- 1. Create a compost pile with the proper carbon-nitrogen ratio, moisture and oxygen levels.
- 2. Execute proper technique of seedling starts in a greenhouse environment.
- 3. Properly restrain livestock for spring health and management practices.

AG69: Summer Farming Practices

1.0 Units / LAB

A course studying the practice of growing fruits and vegetables, and raising livestock in the field for the summer season. Techniques of organic and sustainable agriculture will be emphasized.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- AG63

Student Learning Outcomes

- 1. Distinguish between weed seedlings and vegetable seedlings.
- 2. Analyze plant parts for signs of nutritional deficiency and pest predation.
- 3. Execute direct seeding of vegetable row crops.

Anthropology

ANTH 1: Introduction to Biological Anthropology

3.0 Units / LEC

This course introduces the concepts, methods of inquiry, and scientific explanations for biological evolution and their application to the human species. Issues and topics will include, but are not limited to, genetics, evolutionary theory, human variation and biocultural adaptations, comparative primate anatomy and behavior, and the fossil evidence for human evolution. The scientific method serves as foundation of the course. Students may also enroll the optional lab component, ANTH 1B.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: ANTH 110 Introduction to Biological Anthropology
- CalGETC: Area 5B: Biological Science
- CR General Education: Area 4: Social and Behavioral Sciences & Area 5: Natural Sciences

Student Learning Outcomes

- Describe evolutionary theory and how it applies to past and present hominins.
- Identify the biological and cultural factors responsible for past and present hominin variation.
- Describe the difference between the scientific process and non-scientific claims.
- Demonstrate an understanding of the classification, morphology and behavior of living primates and past hominins.

ANTH1B: Introduction to Biological Anthropology Lab

1.0 Units / LAB

This laboratory course is offered as a supplement to Introduction to Biological Anthropology either taken concurrently or in a subsequent term. Laboratory exercises are designed to introduce students to the scientific method and explore genetics, human variation, human and non-human primate anatomy and behavior, the primate/hominin fossil record and other resources to investigate

processes that affect human evolution. Note: Students enrolled in ANTH 1 are not required to take ANTH 1B. However, any student seeking the AA degree in Anthropology or seeking to transfer for a BA in Anthropology should take this lab course. ANTH 1B may only be taken by students who have successfully completed ANTH 1 or students currently enrolled in ANTH 1.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Prerequisite OR Co-Requisite:

- ANTH1

General Education Status

- C-ID: ANTH 115 L Biological Anthropology Laboratory
- CR General Education: Area 5: Natural Science & Area 4: Social Science

Student Learning Outcomes

- Identify anatomical and behavioral features of non-human primates, early hominins, and anatomically modern humans.
- Apply the scientific method.
- Describe and demonstrate how human traits are inherited.
- Describe the biological and behavioral adaptations of the genus Homo.

ANTH2: Introduction to Archaeology

3.0 Units / LEC-LAB

This course is an introduction to the study of concepts, theories, data and models of anthropological archaeology that contribute to our knowledge of the human past. The course includes a discussion of the nature of scientific inquiry; the history and interdisciplinary nature of archaeological research; dating techniques; methods of survey, excavation, analysis, and interpretation; cultural resource management; professional ethics; and selected cultural sequences. This course includes a lab component.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: ANTH 150 Introduction to Archaeology
- CalGETC: Area 4: Social & Behavioral Sciences

- CR General Education: Area 5: Natural Science & Area 4: Social Science

Student Learning Outcomes

- Demonstrate an understanding of human diversity through time through application of archaeological concepts, methods, and theories to explanations of human prehistory, and differentiate past cultural patterns through assessment of material remains.
- Summarize the history of the field of archaeology, its ethical challenges, and its approaches used in the study of humanity, and explain the value of the archaeological data used to address today's societal problems.
- Critically evaluate the preservation, management and display of archaeological materials and information, models and data sets used in explanations of prehistory, and demonstrate an understanding of the relationship between past and living cultures through application of the scientific methods to explanations of prehistory.

ANTH3: Introduction to Cultural Anthropology

3.0 Units / LEC

This course explores how anthropologists study and compare human culture. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: ANTH 120 Introduction to Cultural Anthropology
- IGETC: Area 4: Social & Behavioral Sciences
- CR General Education: Area 4: Social Science

Student Learning Outcomes

- Define and apply major concepts in cultural anthropology.
- Analyze and defend viewpoints on controversial anthropological concepts, including how these concepts might apply to real-world situations.

ANTH4: Introduction to Folklore

3.0 Units / LEC

A course in the collecting, presenting, and analyzing of oral, material, and written forms of folklore, such as urban legends, folk art, foodways, folk music, folkspeech, gestures, and superstitions. Emphasis will be on analysis of collections and the use of folklore as a tool for understanding a variety of cultures.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CR General Education: Area 4: Social Science

Student Learning Outcomes

- Analyze primary and secondary sources in order to extract information relevant to an issue of concern in anthropology.
- Critically analyze issues within folklore and societal and individual interpretations of those issues using anthropological concepts.
- Describe basic principles of folklore and how these principles are used to decipher how folklore is interpreted by anthropologists and others.

ANTH40: Independent Study in Anthropology

0.5 - 2.0 Units / IND

Individual research and special projects in Anthropology. Specific projects will

be determined upon consultation with instructor. Note: Students taking an independent study course must have an approved contract on file.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Analyze primary and secondary sources in order to extract information relevant to an issue of concern in anthropology.
- Apply anthropological concepts to situations and problems by processing factual information using scientific methods and anthropological concepts.

ANTH5: Great Archaeological Discoveries

3.0 Units / LEC

A survey of data from noted archaeological sites from around the world. Sites to be discussed in the course will include a variety of cultures from around the world, from the beginning of human prehistory through recent historical occupations. Additionally, the course will explore relationships between archaeologists, native peoples, the media, and the public.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: ANTH 150 Introduction to Archaeology
- CalGETC: Area 4: Social & Behavioral Sciences
- CR General Education: Area 4: Social Science

Student Learning Outcomes

- Define major concepts in archaeology, including how the ethics of the profession have changed over time.
- Analyze and defend viewpoints on controversial archaeological concepts using specific archaeological case studies, including how power and privilege have shaped presentations of archaeological data.
- Discuss the importance of noted archaeologists from varied cultures, genders, races, and ethnicities to the discipline of anthropology.

ANTH6: Introduction to Forensic Anthropology

3.0 Units / LEC

An examination of the science of solving crimes with anthropological data from human skeletal remains. Basic human skeletal anatomy will be taught in order to set the stage for examining details of criminal investigations. Students will learn how to initially estimate the sex, age, stature, ancestry, and other individual characteristics based on skeletal analysis. This course will outline how forensic anthropologists help identify skeletal remains based on skeletal features, trauma and disease, and genetics. This course will also explore the role of forensic anthropology in working with law enforcement agencies, human rights issues, and ethical considerations for those working in the field.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- College of the Redwoods General Education: Area 5: Natural Science & Area 4: Social Science

Student Learning Outcomes

- Identify primary skeletal markers used in the identification of age, sex, race and stature.
- Analyze and interpret skeletal remains based upon anthropological concepts and data.
- Synthesize examples of cultural and ethical applications in the field of forensic anthropology.

ANTH7: Introduction to Linguistic Anthropology

3.0 Units / LEC

This introductory course serves as a foundation for understanding language from an anthropological perspective, addressing such core questions as how, what, when, where, why and with whom we communicate. This course surveys three core areas in linguistic anthropology--structural linguistics: phonetics, phonology, morphology and syntax, as well as the biocultural basis of language; historical linguistics: origins and evolution/change, dialects, and language families; and sociocultural linguistics: language acquisition in cultural context,

emphasizing the relationship between language and culture, and issues of language conservation and loss.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: ANTH 130 Introduction to Linguistic Anthropology
- CalGETC: Area 4: Social & Behavioral Sciences
- CR General Education: Area 4: Social Science

Student Learning Outcomes

- Practice and apply understandings of linguistic anthropology, especially as it applies to cultural relativism.
- Critically analyze and interpret linguistic data.
- Apply anthropological principles for solving human problems on the local, regional, and world scales.

Aquaculture

AQUA1: Intro to Aquaculture

3.0 Units / LEC

This course provides students with a general understanding of aquaculture: the science and business of culturing and rearing aquatic organisms. Students learn the broad history and current state of the industry. This course will cover the aquaculture production systems for breeding, growing, and harvesting various species cultured locally and globally, including finfish, bivalves, crustaceans, and seaweeds. Students explore issues of water quality, nutrition, disease prevention, environmental impacts, and sustainability. This course also covers the current state of aquaculture as an industry, its economic impacts, and its role in global food production.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Identify different systems and techniques for breeding, growing, and harvesting various aquaculture species.
- Apply the concepts of and application of the scientific method to assess and characterize strategies for disease prevention

- and water quality optimization.
- Discuss past and present issues in aquaculture, analyzing legal, social, economic, and environmental contexts within which the industry operates.
- Relate the process of scientific inquiry and experimental design to the principles of culturing aquatic organisms in different production systems.

AQUA2: Applied Aquaculture

4.0 Units / LEC-LAB

This course provides students the opportunity to apply their general understanding of aquaculture to succeed in the industry. Students will focus on understanding and practicing the principles involved in aquaculture management and operating closed, recirculating aquaculture systems (RAS) as well as other systems for finfish and shellfish. Students will learn about the operation and activities surrounding the care and maintenance of fish stocks, tank systems, and equipment. The course will include in-class lectures, labs, and hands-on experiences with local hatchery and aquaculture facilities.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Prerequisite:

- AQUA1

Student Learning Outcomes

- Research, design, communicate, and apply the principles of aquaculture to create, operate, and manage elements of multiple aquaculture systems within various legal, social, economic, and environmental contexts.

AQUA3: Introduction to Fisheries

3.0 Units / LEC

This course is designed to provide students with a general understanding of the history, present status, and future of fisheries. Students will learn about inland and offshore fisheries, fishing gear, methods, management strategies, economics, and the sociology of fisheries. This course provides an overview of fisheries laws and regulations and their relationship between fish, people, and the environment. Special attention will be devoted

to commercial finfish and shellfish fisheries on the West Coast.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- 1. Access, analyze, and apply basic fisheries principles, laws, regulations, and catch limits to create appropriate management plans for fisheries.
- 2. Discuss past and present issues in fisheries, analyzing legal, social, economic, and environmental contexts within the industry.

AQUA4: Salmonid Aquaculture

3.0 Units / LEC-LAB

This course is designed to give students a general understanding of salmonid biology and the principles for culturing various salmonid species. The course will cover water quality criteria, nutritional requirements, feeding practices, reproduction, and common diseases. Students will learn about land-based and offshore production technologies associated with the production of high-quality fish for market. Laboratory experiences will focus on the management of local salmonid hatcheries and aquaculture facilities.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Prerequisite:

- AQUA1

Student Learning Outcomes

- Research, design, communicate, and apply the principles of salmonid aquaculture to create, operate, and manage elements of broodstock and early rearing techniques within legal, social, economic, and environmental contexts.
- Demonstrate an understanding of the principles of harvesting, handling, and processing of salmonids to ensure the highest flesh quality is met for marketing purpose.

AQUA5: Principles of Mariculture

3.0 Units / LEC-LAB

This course is designed to provide students with the general overview of

marine aquaculture, the cultivation of marine aquatic organisms. Students will explore aquaculture principles and practices for producing shellfish, seaweed, urchins, abalone, and various marine finfish species. Students will learn to cultivate live feed including, microalgae and artemia. This course will cover the economic implications for producing sustainable marine-sourced foods. This course will include in-class lectures, hands-on lab exercises, and field trips with local hatchery and mariculture facilities.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- AQUA1

Student Learning Outcomes

- Apply the concepts of culturing, breeding, growing, and harvesting various mariculture species to different production systems.
- Understand and discuss the importance of mariculture for building coastal communities, improving environmental ecosystems, and supplying healthy seafood.

Art

ART 1A: Art History - Pre-History to Gothic

3.0 Units / LEC

A survey of Western visual art and architecture from Prehistory through the Middle Ages. Civilizations explored include the Prehistoric era, Mesopotamian, Egyptian, Aegean, Greek through Hellenistic, Etruscan and Roman, Early Jewish and Christian, Islamic, Byzantine, Medieval, Romanesque, and Gothic.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: ARTH 110 Survey of Western Art from Prehistory through the Middle Ages
- CalGETC: Area 3A: Arts
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.

ART 1B: Art History: Renaissance to Contemporary

3.0 Units / LEC

A survey of Western art and architecture from the Early Renaissance through Post-modernism. Methods include analyzing the political, religious, philosophical, economic, and cultural contexts that influenced the styles of each historical period. Emphasis is placed on aesthetics, the role of the artist, and on art historical terminology.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: ARTH 120 Survey of Western Art from Renaissance to Contemporary
- CalGETC: Area 3A: Arts
- CR General Education: Area 3: Arts and Humanities
- Student Learning Outcomes
- Evaluate works of art within their proper historical and cultural contexts.

ART 2: Introduction to Art

3.0 Units / LEC-LAB

An introductory survey course for non-majors designed to provide students with studio and lecture experience in the visual arts. Course covers a wide variety of creative media and explores Western, non-Western, traditional and contemporary ways of art appreciation and production.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$100.00

General Education Status

- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Demonstrate basic proficiency

with a broad range of creative media, styles, and techniques.

- Identify, analyze, and discuss the function of art and the role of the artist in diverse cultures and contexts.

ART3A: Introduction to Sculpture

3.0 Units / LEC-LAB

A course that introduces the student to basic skills in mixed-media sculpture. The course supports traditional and nontraditional materials and their expressive possibilities. Note: This course may require field trips for which students will arrange their own transportation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$100

Advisory:

- ART11

Student Learning Outcomes

- Create three dimensional forms using various sculptural materials and techniques such as wire, plaster, clay, wood, metal, and found objects.
- Analyze the concepts of line, composition, shape, value, space, color, and texture for representational and nonrepresentational sculpture.
- Demonstrate the ability to apply historical, contemporary, and cultural information from research to art critiques, discussions and classroom projects.
- Provide thoughtful critique to peer artwork utilizing professional terminology and methodology.

ART3L: Sculpture Lab

1.0 Units / LAB

A course designed to provide individualized instruction within the classroom context of ART 3A. Students will be encouraged to pursue independent directions in sculpture. Note: Student cannot enroll in the concurrently offered section of ART-3A.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Advisory:

- ART3A

Student Learning Outcomes

- 1. Create a series of sculptural objects that explore techniques, themes and content directed by the student.
- 2. Evaluate and critically assess class projects using relevant terminology in oral or written formats.

ART 4: Art Appreciation

3.0 Units / LEC

An introduction to the history and practice of visual arts and architecture across diverse cultures. This course emphasizes multiple approaches to examining artwork and the use of art terminology to develop visual and written vocabularies.

Transferable:

- Transferable to both UC and CSU

Advisory:

- ENGLC1000

General Education Status

- C-ID: ARTH 100 Understanding Art
- CalGETC: Area 3A: Arts
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Evaluate and critique works of art and architecture based on their formal, material, symbolic, and institutional aspects.
- Identify, analyze, and discuss the functions of art and architecture and the roles of artists in diverse cultures.

ART 6: Survey of Modern Art - 19th Century to Contemporary

3.0 Units / LEC

A survey of Western painting, sculpture, and architecture from the 19th Century to the present day. This course examines major artistic styles from Impressionism to the 20th century Avant-Garde movements such as Dada and Surrealism all the way to Post-Modernism and Globalization.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: ARTH 150 Survey of Modern Art

Student Learning Outcomes

- Identify and analyze the formal, material, and symbolic aspects in works of art and major artistic movements from the 19th to the 21st centuries.
- Critically evaluate the cultural and historical significance and institutional context of 19th Century to 21st Century works of art and major artistic movements.

ART 9: Arts of Africa, Oceania and Indigenous North America

3.0 Units / LEC

Survey of visual art and culture within selected regions in Africa, Oceania, and Indigenous North America. Course delves into indigenous art, architecture, textiles, and jewelry by examining mythological, historical, and colonial contexts that shaped artistic styles.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Identify and analyze formal, material, and symbolic aspects in works of art and architecture.
- Evaluate works of art within their proper historical and cultural contexts.

ART10: Color and Design

3.0 Units / LEC-LAB

An introduction to the elements and principles for two-dimensional art forms. Concepts covered include line, shape, value, composition, space, texture, and color theory. Media used include drawing, painting, digital art and collage. Note: Field trips may be required. Students must provide their own transportation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: ARTS 100 2-D Foundations
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Draw, paint, and collage proficiently using a wide range of two-dimensional art media and

techniques, including graphite, ink, acrylic paint, digital art, and collage.

- Investigate and demonstrate the expressive and experimental characteristics of line, shape, composition (including balance, unity, variety, focal point, and visual movement), as well as texture, value, color theory (including complementary contrast, simultaneous contrast, warm and cool colors, and color symbolism) and spatial illusion.
- Investigate and demonstrate historical, contemporary, multicultural, and interdisciplinary materials, concepts, and approaches in two-dimensional art forms.
- Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART11: Three-Dimensional Design

3.0 Units / LEC-LAB

An introductory course that explores the concepts, aesthetic elements, and materials of three-dimensional design and spatial organization.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass

Letter Grade methods

- Materials Fee:
- \$50.00

General Education Status

- C-ID: ARTS 101 3-D Foundations
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Design and create objects that respond to historical, contemporary, and multicultural materials, concepts, and approaches to artmaking.
- Explain in oral and written formats the role of artists and 3-D art-forms in society.
- Demonstrate fluency with the formal elements of three-dimensional design such as balance, harmony, texture, composition, mass, volume, color, value contrast.

ART 15: Interior Craft and Design

3.0 Units / LEC-LAB

Explore the theory and practice of eco-friendly craft and design in this dynamic, hands-on course. The course is specially tailored for students with an interest in applied art and interior design. Covering a spectrum of subjects and activities, the course introduces the fundamentals of green design, the art of interior space planning, and the application of a diverse array of materials and techniques to elevate both living and working spaces. This team-building experience will empower students with marketable skills to work solo or alongside construction and design professionals. NOTE: Students will be asked to climb and perform tasks on ladders, mix buckets of raw plaster material, and apply decorative finishes to walls and other surfaces while standing. Counselors are advised to let students know that this class will require adequate levels of physical endurance to perform the above tasks.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Demonstrate and apply interior design "green" technology concepts.
- Apply materials using traditional and new methodologies.

ART17: Basic Drawing

3.0 Units / LEC-LAB

A beginning level course that introduces students to a variety of concepts for visual literacy and visual expression in drawing: including line, composition, value, color, space, and perspective. Media used includes graphite, charcoal, ink, pastel, and collage.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: ARTS 110 Fundamentals of Drawing
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Draw proficiently using a wide range of technical materials and techniques, including graphite, charcoal, ink, pastel, and collage.
- Investigate and demonstrate the expressive and experimental

characteristics of line, composition, value, texture, and spatial illusion, including linear and atmospheric perspective.

- Investigate and demonstrate historical, contemporary, multicultural, and interdisciplinary materials, concepts, and approaches in drawing.
- Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART18: Intermediate Drawing

3.0 Units / LEC-LAB

An intermediate level course that expands upon skills learned in basic drawing and other introductory art courses. Specialized drawing techniques in dry and wet media will be introduced as well as contemporary, experimental, and conceptual approaches and issues. Note: Field trips may be required. Students must provide own transportation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- ART17

General Education Status

- C-ID: ARTS 205
Intermediate Drawing

Student Learning Outcomes

- Demonstrate fluency in a variety of media, including graphite pencil, charcoal, pen and ink, pastel, and collage.
- Reflect on what makes a drawing visually successful using comprehensive art vocabulary.
- Discuss the context of artwork in terms of Western and non-Western history and traditions.
- Visually communicate concepts and ideas using representational and non-representational drawing techniques.

ART19: Figure Drawing

3.0 Units / LEC-LAB

An introduction to the fundamentals for drawing the living human form. Concepts explored include gesture, contour, proportion, foreshortening, portraiture, and anatomy. Students will also explore the expressive characteristics and narra-

tive possibilities of figure drawing in both traditional and contemporary contexts. Note: Nude and clothed models are used in this course.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ART17

General Education Status

- C-ID: ARTS 200 Figure Drawing

Student Learning Outcomes

- Draw proficiently using a wide range of drawing materials and techniques, including graphite, charcoal, ink, paint, pastel, and collage.
- Create drawings that successfully demonstrate the expressive and experimental characteristics of line, value, composition, gesture, contour, proportion, foreshortening, contrapposto, and anatomy.
- Create drawings that successfully evaluate and respond to historical, contemporary, multicultural, and interdisciplinary materials, concepts, and approaches in figure drawing.
- Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART23: Painting

3.0 Units / LEC-LAB

A course that introduces the fundamentals for oil and acrylic painting, including value, color, composition, space, impasto, and glazing techniques. This course presents both traditional and contemporary techniques and approaches. Note: Field trips may be required. The college does not provide transportation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ART10 OR ART17

General Education Status

- C-ID: ARTS 210 Introduction to Painting

Student Learning Outcomes

- Demonstrate proficiency with a wide range of materials and techniques, including mixing, blending, proper use of tools and mediums, proper substrate preparation, color

mixing, and basic color theory.

- Create paintings that successfully demonstrate the expressive and experimental characteristics of line, value, composition, space, impasto, glazing, and the spatial, emotive, and symbolic properties of color.
- Create paintings that successfully evaluate and respond to historical, contemporary, multicultural, and interdisciplinary materials, concepts, and approaches in painting.
- Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART31A: Introduction to Ceramics (Hand-building)

3.0 Units / LEC-LAB

An introductory course designed to expose students to the fundamental construction methods and processes of working with clay. This course is designed to introduce students to ceramic vocabulary as well as glazing and firing techniques. Note: Field trips may be required, students must provide their own transportation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$100

Advisory:

- ART11

Student Learning Outcomes

- 1. Create functional and non-functional ceramic forms with a variety of basic construction methods including slabs, coils, pinching, extruding, and dowel cylinder.
- 2. Utilize glaze and alternative surfacing options effectively in a variety of studio settings.
- 3. Depict an inclusive understanding of the ceramics process with written statements, critiques and discussion.
- 4. Analyze and apply historical, contemporary, and cultural information from research to art critiques, discussions and classroom projects.

ART31B: Introduction to Ceramics (Wheel Throwing)

3.0 Units / LEC-LAB

An introductory course in ceramics using the potter's wheel to explore both functional and non-functional forms. This course will also provide instruction in basic glaze chemistry and kiln firing procedures. Note: Field trips may be required. Students are required to provide their own transportation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Materials Fee:

- \$100

Advisory:

- ART11

Student Learning Outcomes

- Throw proficiently using the potter's wheel to produce functional and non-functional forms such as the cylinder, open form, closed form, plate, and composite form.
- Analyze and apply historical, contemporary, and cultural information from research to art critiques, discussions, and classroom projects.
- Interpret and modify glaze calculations; utilize glaze and alternative surfacing options effectively in a variety of studio settings.

ART35: Digital Photography

3.0 Units / LEC-LAB

An introduction to digital photography. Concepts explored include tools, materials, and processes, the elements of design, and historical and contemporary trends. Note: Field Trips may be required. Transportation is not provided.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Materials Fee:

- \$40.00

Student Learning Outcomes

- 1. Produce photographs that skillfully utilize photographic tools, materials, and processes, including camera controls, resolution, color management, digital image editing and processing,

output, and presentation.

- 2. Apply the elements of aesthetic design in photographs, including line, value, composition, and spatial illusion.
- 3. Create photographs that successfully evaluate and respond to historical, contemporary, multicultural, and interdisciplinary materials, concepts, and approaches in photography.
- 4. Evaluate and critically assess class projects and artworks presented in lectures and critiques using relevant terminology in oral or written formats.

ART40: Independent Study in Art

1.0 - 2.0 Units / IND

Individual research and special projects in Art within the classroom context of a concurrent Art course. Specific projects will be determined upon consultation with instructor. This is a course for students who have already taken one or more studio art courses. The student is required to contact a discipline or project specific instructor for an Independent Study Contract meeting and approval. This course includes a written component to be completed by the student as part of the evaluation. Note: Students taking an independent study course must have an approved contract on file.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Perform specialized tasks and demonstrate skills acquired as a result of individualized work.

ART41: Introduction to Digital Art

3.0 Units / LEC-LAB

Introduction to fundamental concepts, practices, and theories of digital art production. Topics include integration of color, design, emerging, and time-based media with contemporary digital tools.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Materials Fee:

- \$6.00

General Education Status

- C-ID: ARTS 250 Introduction to Digital Art

Student Learning Outcomes

- Apply the elements and principles of design in finished digital images and time-based works.
- Produce digital images and time-based work through various digital media input and output methods using vector, raster, and non-linear editing software.

ART42: Beginning Graphic Design

3.0 Units / LEC-LAB

An introduction to the principles and tools of computer-assisted graphic design. Students will receive training in the basics of visual communication and become familiar with industry-standard software including Adobe Illustrator, InDesign, and Photoshop to develop a diverse portfolio of work.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$15.00

Student Learning Outcomes

- Demonstrate understanding of design principles and workflow across multiple projects and computer software.
- Build a portfolio of work to present in a professional manner for both critiques and grading.

ART50L: Studio Art Lab

1.0 Units / LAB

This is a media inclusive studio art lab. This course provides time and space for students to conceive of and execute an independent art project and/or make progress on studio art assignments with the guidance of an art faculty.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Materials Fee:

- 20.00

Advisory:

- ART2, ART3A, ART10, ART11, ART15, ART17, ART19, ART23, ART31A, ART31B, OR ART60

Student Learning Outcomes

- 1. Create a series of artworks that explore techniques, themes and content directed by the student.
- 2. Evaluate and critically assess class projects using relevant terminology in oral or written formats.

ART54: Drawing Lab

1.0 Units / LAB

A course designed to provide individualized instruction within the classroom context of Art 17. Students will be encouraged to pursue independent directions in drawing. Note: Students cannot enroll in the concurrently offered section of Art 17.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- ART17

Student Learning Outcomes

- Create a suite of intermediate-level drawings that follow consistent, independently-devised themes and content.
- Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART56: Figure Drawing Lab

1.0 Units / LAB

A course designed to provide individualized instruction within the classroom context of ART 19. Students will be encouraged to pursue independent directions in figure drawing. Note: Student cannot enroll in the concurrently offered section of ART 19. Nude models are used in this course.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass

Advisory:

- ART19

Student Learning Outcomes

- Create a suite of intermediate-level figure drawings that follow consistent, independently-devised themes and content.
- Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology

in oral or written formats.

ART57: Painting Lab

1.0 Units / LAB

A course designed to provide individualized instruction within the classroom context of ART-23. Students will be encouraged to pursue independent directions in painting. Note: Student cannot enroll in the concurrently offered section of ART 23.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass

Advisory:

- ART23

Student Learning Outcomes

- Create a suite of intermediate-level paintings that follow consistent, independently-devised themes and content.
- Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART 60: Introduction to Jewelry and Metalsmithing

3.0 Units / LEC-LAB

An introduction to basic jewelry fabrication techniques with non-ferrous metalsmithing, including sawing, riveting, soldering, and stone setting. Concepts explored include historical and contemporary jewelry making practices within a global cultural perspective. Note: Field trips may be required. Students must provide own transportation. Students will need to wear closed toed shoes. Recommendations will be provided in class about appropriate attire for safety.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade Methods

Materials Fee:

- \$100.00

Advisory:

- ART10 OR ART11

Student Learning Outcomes

- Manipulate and join metal components using a variety of techniques, including cutting, piercing, soldering, annealing, drilling, forming, casting,

riveting, and stone setting.

- Evaluate and respond to the elements and principles of art, historical, contemporary, multicultural, and interdisciplinary materials, concepts, and approaches in jewelry making.
- Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

ART 60L: Jewelry Lab

1.0 Units / LAB

A course designed to provide individualized instruction within the classroom context of Art 60. Students will be encouraged to pursue independent directions in jewelry and metalsmithing. Processes students further explore include casting and forming techniques for non-ferrous metals. Note: This is a great course for students looking to expand the quality of their freshman/sophomore portfolios to apply for the BFA program at Cal Poly Humboldt.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Enrollment Limitation:

- This is a course that involves significant safety training for each student before lab work can begin. Most of the safety training takes place in Art 60, and the best practices continue to be applied to Art 60L. This is a physically demanding course. It involves extensive sawing, sanding, hammering, soldering. Being physically independent or attending class with a registered aid is recommended.

Materials Fee:

- 75\$

Prerequisite:

- ART60

Student Learning Outcomes

- Develop a personal jewelry/metals work style using independently devised framework for construction and manipulation of media. (This framework may be constructed on technical, aesthetic, cultural or personal themes/content).
- Create a suite of jewelry/metal projects that follow

consistent, independently devised themes and content.

ART77: Professional Practices and Entrepreneurship in the Visual Arts

3.0 Units / LEC-LAB

An exploration of strategies for career success in the fine arts and design fields. The course includes portfolio/product development, resume and art statement preparation, website development, marketing and social media strategies, field trips, and visiting lectures from various professional artists. Note: This course is medium-inclusive, and welcomes all artists, crafters, and makers with sufficient proficiency in their medium to produce objects independently. Students need basic computer skills learned in CIS-100 or equivalent experience to complete projects in this course.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Advisory:

- CIS100

Student Learning Outcomes

- 1. Demonstrate an inclusive understanding of the ever-changing sales and marketing models in the visual arts.
- 2. Create and document a body of work or product line for a creative business using photo editing software and a web-based platform.
- 3. Write clear and concise documents that support advancement as an artist, designer, or creative business owner.

Astronomy

ASTRO10: Introduction to Astronomy

3.0 Units / LEC

An overview of historical approaches to understanding the science of astronomy and our place in the universe. Students will explore light and its role in the transmission of information, telescopes, the formation of the solar system, the planets and moons and their potential

for life, the sun, the evolutionary life cycle and death of stars, black holes, and the formation of the universe.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- CalGETC: Area 5A: Physical Science
- CR General Education: Area 5: Natural Science

Student Learning Outcomes

- Demonstrate how the scientific method is used to understand natural phenomena.
- Define and identify the different types of electromagnetic radiation.
- Analyze the evolution of the solar system and the development of the Earth's atmosphere and landforms.
- Define the nuclear processes that take place in the sun and relate those to the birth, evolution, and eventual death of the range of stars present in the cosmos.

ASTRO11: The Solar System and Space Exploration

3.0 Units / LEC

An examination of the geologic processes that have shaped the planets and moons of our solar system. This class will specifically look at the formation of the solar system, the history of space exploration, missions to the moon and Mars, and the search for life.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- CalGETC: Area 5A: Physical Science
- CR General Education: Area 5: Natural Science

Student Learning Outcomes

- Critically analyze data, specifically astronomical images.
- Analyze imagery in the context of evolutionary history, age, ability to support life for a particular set of astronomical objects.
- Recognize a wide variety of planetary geologic constructs and astronomical objects.
- Analyze how the scientific method is used to understand natural phenomena.

ASTRO30: Teaching Science With Science Fiction

2.0 Units / LEC

A class examining and exploring science through science fiction films. Students will critically examine science fiction movies, distinguishing fact from fiction. Students will also explore the curious phenomenon of how science fiction can become science fact. The class will also examine the underlying science themes and their application to a range of social, cultural, and economic issues.(e.g. Will we ever mine asteroids?, Should we colonize Mars if it is a one-way trip?)

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Identify fundamental scientific concepts.
- Distinguish between science fiction and science fact.
- Evaluate the accuracy of the portrayal of science and scientists in fictional texts, movies, or games.

ASTRO99: Science Mysteries: Are UFOs Real?

1.0 Units / LEC

The search for life outside of our solar system is a constant theme of study in Astronomy. If we are not alone, then it stands to reason that some lifeforms may have developed intelligence and interstellar transport. Have we been visited? What UFO stories are the most compelling and deserved of serious scientific inquiry? Critical thinking and the scientific method will be applied to this question.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Demonstrate how the scientific method is used to understand and analyze natural and artificial phenomena.

Automotive Technology

AT10: Introduction to Automotive Technology

4.0 Units / LEC-LAB

This career and technical education (CE) class develops skills needed for entry level employment in the automotive field. A variety of instructional methods are used, including hands on projects, group activities, assignments, lecture, and discussion that integrate both academic and CE standards.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- 1. Research and perform routine maintenance on a modern vehicle.
- 2. Exhibit proficiency with precise measurement instruments.
- 3. Perform routine inspections and repairs on a modern vehicle.

AT12: Automotive Braking Systems

4.0 Units / LEC-LAB

A course covering theory and principles of modern braking systems. Hydraulic principles, coefficients of friction, and thermodynamics will be discussed. Diagnosis, repair, overhaul, and adjustment procedures of drum, disc/drum, and four-wheel disc systems will be emphasized. Anti-lock Braking Systems (ABS) diagnostics, servicing, and repair procedures will also be covered. The course will cover common domestic, import, and light truck vehicles only. The course is designed in conjunction with Automotive Service Excellence (ASE) Education Foundation standards and subsequently will prepare the student for the ASE Brakes Certification Examination.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Perform general brake systems diagnosis.
- Diagnose and repair hydraulic systems.
- Diagnose and repair disc/drum brakes.

AT14: Manual Drivetrain and Axle

4.0 Units / LEC-LAB

A course covering theory and principles of manual drive-trains and axles, clutches, driveshafts, half shafts, variable and constant velocity joints, differentials, rear wheel drive axle assemblies, all wheel drives, and four wheel drives. Gear types, ratios, compound ratios, and current noise, vibration, and harshness diagnostic routines will be discussed. Diagnosis, repair, overhaul, and adjustment procedures for common domestic, import, and light truck drive-train components will be emphasized. The course is designed in conjunction with Automotive Service Excellence (ASE), standards and subsequently will prepare the student for the ASE Manual Drive-train and Axle Certification Examination.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Perform general drivetrain diagnosis.
- Diagnose and repair clutches.
- Diagnose and repair transmissions and transaxles.

AT16: Automotive Electrical Systems

4.0 Units / LEC-LAB

A course covering theory and principles of automotive electrical systems. The course includes basic electrical theory, Ohm's Law, series and parallel circuits, electrical symbols and schematics, automotive batteries, charging systems, voltage regulation, starting systems, lighting systems, and various accessories. The laboratory portion of the course will place emphasis on diagnosis and testing techniques required to effectively determine the necessary action in an electrical system failure. The use of schematics, technical specifications, voltmeters, ohmmeters, ammeters, and circuit testers will be required. The course is designed in conjunction with Automotive Service Excellence (ASE) Education Foundation standards and subsequently will in part prepare the student for the ASE Electrical / Electronic Certification Examination.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Diagnose general electrical system problems.
- Diagnosis and service of battery and charging systems.
- Diagnose and repair starting system.

AT20: Automotive Suspension and Steering Systems

4.0 Units / LEC-LAB

A course covering the theories and principles related to automotive steering and suspension systems. Topics will include tire and wheel balancing, alignment angles, steering system geometry and supplemental restraint systems (SRS). The laboratory portion of the course will include diagnosis, adjustment, repair, and replacement techniques for automotive and light truck suspension and steering components. Automotive alignment measuring and adjusting procedures will be emphasized. The course is designed in conjunction with Automotive Service Excellence (ASE) Education Foundation standards and subsequently will prepare the student for the ASE Suspension & Steering Certification Examination.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Diagnose general suspension and steering systems.
- Diagnose and repair wheel alignment problems.
- Diagnose and repair wheel and tire problems.

AT21: Automotive Engine Repair and Diagnosis

4.0 Units / LEC-LAB

A course covering four stroke cycle theory, engine torque, horsepower, materials, and manufacturing processes as they relate to internal combustion powerplants used in production automobiles and light trucks. The theory, principles, and diagnosis of cooling systems, lubrication systems, and common engine mechanical failures will be emphasized. The laboratory portion of the course will focus on comprehensive engine testing, in-vehicle engine servicing, and introduction to the diagnosis of engine controls, ignition, fuel and emission systems. The course is designed in conjunction with

Automotive Service Excellence (ASE) Education Foundation standards and will prepare the student for the ASE Certification Examination.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Diagnose and repair cylinder head and valve train.
- Diagnose and repair engine performance systems
- Diagnose and repair lubrication and cooling systems.

AT22: Automotive Electronics

4.0 Units / LEC-LAB

A course covering the principles of semiconductor theory, transistors, diodes, capacitance, inductance, inductive reactance, the motor principle, integrated circuits, and digital logic circuits. The course will place emphasis on the theory, diagnosis, and repair of modern automotive computer systems. Topics will include control modules, bus interface and related components or circuits. The laboratory portion of the course will require extensive use of electronic test equipment, circuit analysis, and diagnostic procedures common to modern automotive accessories and equipment. The course is designed in conjunction with National Automotive Technicians Education Foundation (NATEF) standards and will in part prepare the student for the ASE Electrical/Electronic Certification Examination.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite:

- AT16

Student Learning Outcomes

- Diagnose and service body control systems.
- Diagnose and repair gauges, warning devices, and driver information systems.
- Diagnose and repair chassis control systems.

AT24: Engine Performance

4.0 Units / LEC-LAB

A course covering theory and principles

of engine performance related topics. Topics will include the internal combustion process, compression ratios, combustion efficiency, volumetric efficiency, airflow requirements, air-fuel ratios, fuel delivery systems, manifolding, electronic ignition systems, introduction to oscilloscope waveform interpretation, ignition timing, semiconductor theory, transistors, the motor principle and integrated circuits. The laboratory portion of the course will focus on diagnosis and repair of the following engine performance related problems; mechanical problems, computerized engine and chassis control systems, ignition systems, fuel delivery systems, and emission systems. The course is designed in conjunction with Automotive Service Excellence (ASE) Education Foundation standards and will in part prepare the student for the ASE Engine Performance Certification Examination.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Perform general engine diagnosis.
- Diagnose and repair computerized engine controls.
- Diagnose and repair emission control systems.
- Diagnose and repair body and chassis control systems.

AT26: Automotive Air Conditioning and Heating

4.0 Units / LEC-LAB

A course covering theory and operation of automotive air conditioning and refrigeration systems. Topics will include the refrigeration cycle, evacuation principles, humidity, heat quantity, heat intensity, latent heat, heat transfer, automotive refrigerants, temperature pressure relationship, greenhouse gases, and proper handling and storage of refrigerants. The laboratory portion of the course will focus on the diagnosis and repair of heating and cooling systems, use of refrigerant recycling-reclaiming equipment, retrofitting, and environmentally sound refrigeration handling techniques. The course is designed in conjunction with Automotive Service Excellence (ASE) standards and subsequently will prepare the student for the ASE Air Conditioning and Heating Certification Examination.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- AT16

Student Learning Outcomes

- Diagnose and repair A/C refrigeration system.
- Diagnose and repair heating, ventilation, and engine cooling systems.
- Demonstrate proper refrigerant recovery, recycling, and handling techniques.

AT28: Advanced Engine Performance

4.0 Units / LEC-LAB

A course covering advanced theory and principles of engine performance related topics. Topics will include internal engine processes, fuel injection systems, electronic ignition, coil over plug (COP) systems, evaporative emission systems, exhaust gas recirculation, catalytic converters, computer controlled emission systems including OBD II compliant and CAN/BUS systems. The laboratory portion of the course will focus on diagnosis and repair of engine mechanical problems, common driveability related problems. Five gas analysis, scantools, digital storage oscilloscopes (DSOs) graphing multimeters (GMM), and common electronic test equipment will be used extensively in the course. The course is designed in conjunction with Automotive Service Excellence (ASE) Education Foundation standards and will in part prepare the student for the ASE Engine Performance Certification Examination.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite:

- AT24

Student Learning Outcomes

- Retrieve and analyze data with a scantool.
- Diagnose and repair computerized engine control systems.
- Perform digital storage oscilloscope (DSO) waveform analysis.
- Diagnose and repair gauges, warning systems and driver information systems.

AT30: Automatic Transmission-Transaxle

4.0 Units / LEC-LAB

A course covering theory and principles related to both hydraulic and electronically actuated automatic transmissions/transaxles. Topics will include positive and variable displacement pumps, torque converters, torque converter clutches, hydraulic valves, electronic shift solenoids, governors, and common compound planetary gear arrangements. The laboratory portion of the course will focus on diagnostic and overhaul procedures, in-vehicle testing, and bench testing of various components. The course is designed in conjunction with Automotive Service Excellence (ASE) standards and subsequently will prepare the student for the ASE Automatic Transmission Certification Examination.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Perform maintenance and adjustments on transmissions and trans-axes.
- Diagnose and repair in-vehicle transmission and transaxle problems.
- Diagnose and repair off-vehicle transmission and transaxle problems.

AT35: Intro to Hybrid and Electric Vehicles

3.0 Units / LEC-LAB

This course explores the use of Hybrid and Electric battery power for vehicle propulsion. Topics will include safety when working around high voltage, maintenance, driveability, inverter/converter, power transfer, and battery technology. Battery storage, hybrid re-generation systems, electric vehicle applications and their integrated systems from various manufacturers will be discussed. This course may be used as preparation for the student to successfully complete the L3 ASE certification exam. The Light Duty Hybrid/Electric Vehicle Specialist (L3) is a new, advanced level certification geared toward technicians who perform diagnoses and repairs on hybrid/electric vehicles. Students are advised that the Automobile Electrical/Electronic Systems (A6) and Engine Performance (A8) certifications are required to register for the (L3) certification.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Prerequisite:

- AT16

Student Learning Outcomes

- Demonstrate safety while performing tasks on hybrid and electric vehicles.
- Diagnose high voltage battery failures.
- Diagnose hybrid and electric vehicle drivetrain and controls.

Biology

BIOL1: General Biology

4.0 Units / LEC-LAB

An introductory course in life science dealing with basic biological concepts including molecular and cell biology, metabolism, heredity, evolution, ecology, natural history, and biodiversity. Note: This course is designed for non-science majors and some nursing/health occupation students. The course is not intended for life science and related majors.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods
- Pass/No Pass

General Education Status

- CalGETC: Area 5B: Biological Science & Area 5C: Laboratory
- CR General Education: Area 5: Natural Science

Student Learning Outcomes

- Apply the process of science to critically evaluate observable phenomenon. (LAB)
- Describe attributes of life and explain how cells fulfill these characteristics. (LEC)
- Relate the mechanisms of evolutionary change to the production of biological diversity. (LEC)

BIOL2: Microbiology

4.0 Units / LEC-LAB

A study of microorganisms including

anatomy, physiology, genetics, and ecological importance. Emphasis will be on the role of microorganisms in disease and the mechanisms of microbe/host interactions. Laboratory work emphasizes the importance of aseptic techniques, methods of microbial control, and procedures for isolating, culturing microbes, and identifying microorganisms.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- BIOL1 OR BIOL3

Co-Requisite:

- CHEM1A OR CHEM2

Student Learning Outcomes

- 1. Describe the anatomy, physiology and biochemistry of microorganisms and the consequential effects of various environmental factors upon them.
- 2. Know the causative organism of the more common human diseases and the physiological effect of the drugs most commonly used in the fight against these diseases.
- 3. Describe the principles and applications of genetic engineering and the role that microorganisms are playing in this process.

BIOL 3: Fundamental Cell Biology

4.0 Units / LEC-LAB

A course intended for biology majors covering principles and applications of prokaryotic and eukaryotic cell structure and function, biological molecules, homeostasis, cell reproduction and its controls, classical and molecular genetics, cell metabolism, and cellular communication.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

Prerequisite:

- CHEM1A OR CHEM2

General Education Status

- C-ID: BIOL 190 Cell and Molecular Biology & BIOL 135 S Biology Sequence for Majors
- CalGETC: Area 5B: Biological Science & Area 5C: Laboratory
- CR General Education: Area

5: Natural Sciences

Student Learning Outcomes

- Explain how DNA replicates and transmits genetic information within organisms.
- Identify and describe biological molecules and cell structures and explain their functions.

BIOL4: General Zoology with Lab

4.0 Units / LEC-LAB

A course intended for majors, covering the comparative structure, function and evolution of animal phyla and nonphotosynthetic, single-celled, eukaryotic taxa. Topics include phylogeny, development, morphology, physiology, and behavior, as well as principles of evolution, mechanisms of evolutionary change, and speciation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: BIOL 150 Zoology / Animal Diversity and Evolution & BIOL 135 S Biology Sequence for Majors & BIOL 130 S Organismal Biology, Ecology and Evolution

Student Learning Outcomes

- Explain the essential elements of animal life, major hypotheses for animal evolutionary history, and mechanisms for the diversification of animal life.
- Compare and contrast the development, life cycles, anatomical and physiological characteristics of major taxa of animals as well as selected non-photosynthetic unicellular eukaryotes.
- Evaluate the ecological relationships of animals to each other and their environments.
- Describe, identify key characteristics, and classify representative specimens to Phylum, or when appropriate, lower taxonomic levels.
- Apply the processes of scientific inquiry, phylogenetic analysis, and experimental design to the diversity of animals.

BIOL5: General Botany with Lab

4.0 Units / LEC-LAB

A comparative study of plant, fungal, and algal structure and function, with addi-

tional studies of developmental biology, phylogeny/systematics, plant ecology, and conservation biology. NOTE: This course is intended for biology majors.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: BIOL 155 Botany / Plant Diversity and Ecology & BIOL 135 S Biology Sequence for Majors & BIOL 130 S Organismal Biology, Ecology and Evolution
- CalGETC: Area 5B: Biological Science & Area 5C: Laboratory
- CR General Education: Area 5: Natural Science

Student Learning Outcomes

- Recognize structural characteristics of plant, fungal, and algal groups, and use these characteristics to define their phylogenetic relationships. (LEC/LAB)
- Correlate plant form with function at cellular and whole organism levels. (LEC/LAB)
- Describe specific examples of how plants, fungi and algae interact at the population, community and ecosystem levels, and how the flow of energy and matter maintain ecosystem function. (LEC)
- Use the scientific method and inquiry-based laboratory tools to critically evaluate and explain observable phenomena. (LAB)

BIOL6: Human Anatomy

4.0 Units / LEC-LAB

An introductory course on human anatomy that includes the study of the gross and microscopic structure of all organ systems of the human body with emphasis on the relationship between structure and function. Laboratory work includes microscopy, dissection, and the study of human cadavers.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisite or Co-Requisite:

- BIOL1 OR BIOL3

General Education Status

- C-ID: BIOL 110 B Human Anatomy with Lab

Student Learning Outcomes

- Describe key structural

features of different human cell and major tissue types.

- Identify and describe the anatomy of the systems of the human body.
- Relate structure and function at the cellular through system levels of organization of human body systems.
- Describe structural or anatomical changes that occur in disease, injury or aging of the human body systems.

BIOL 7: Human Physiology

4.0 Units / LEC-LAB

An organ system approach to the study of human physiology. Special emphasis is given to molecular and cellular mechanisms responsible for homeostasis. Labs include experiments on human subjects as well as computerized simulations of complex physiological processes.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- (BIOL1 OR BIOL3) AND BIOL6

General Education Status

- C-ID: BIOL 120 B Human Physiology with Lab

Student Learning Outcomes

- Illustrate how the integration and regulation of organ systems affects the maintenance of homeostasis in the human body.
- Relate the key functions of major organ systems with the cellular and molecular mechanisms that enable these functions.
- Analyze examples of disease processes and relate them to aberrations of normal physiological function.
- Utilize the process of science to design and carry out physiological experiments, analyze resulting data, and relate results to physiological principles.

BIOL8: Human Biology

4.0 Units / LEC-LAB

A survey of human biology focusing on concepts in cell biology, genetics, anatomy, physiology, disease, and evolution as they relate to the human body. Students apply and evaluate these concepts in

laboratory activities that include microscopy, experimentation, and dissection. Note: This course satisfies life science general education requirements at CR and CSU. Students who have completed BIOL-1 should NOT take this course, unless they are planning on entering the LVN program. This course is required in the first semester of the LVN program. If you have completed BIOL-1, BIOL-6 and BIOL-7, please speak with a counselor or advisor before enrolling in this class.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CalGETC: Area 5B: Biological Science & Area 5C: Laboratory
- CR General Education: Area 5: Natural Science

Student Learning Outcomes

- Use the scientific method to design experiments that include data collection and analysis.
- Describe the structural, metabolic, and reproductive characteristics of diverse cell types related to human health and explain how changes in cell function can be correlated with disease.
- Relate the structure and function of human organ systems to the maintenance of bodily homeostasis.
- Describe specific examples of the genetic basis of human anatomy, physiology, behavior and disease, and explain how genetic variation impacts human evolution.

BIOL 11: Symbiosis

3.0 Units / LEC

An exploration of life on Earth through the lens of symbiosis. From the endosymbiotic theory of eukaryotic cells to the function of the “wood wide web”, symbioses exist at every level in the organization of life. This course explores evolution, ecology, organismal biology, and cellular biology through the symbiotic relationships that shape our biosphere.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- CalGETC: Area 5B: Biological Science

- CR General Education: Area 5: Natural Sciences

Student Learning Outcomes

- Identify and describe the three major types of symbiotic relationships
- Use scientific concepts to explain how symbiotic relationships can act as strong drivers of natural selection
- Evaluate biological concepts of individuality with regard to symbiotic interactions

BIOL15: Marine Biology

4.0 Units / LEC-LAB

An introduction to ocean habitats and marine life. Topics covered include physical properties that define marine habitats, the diversity and ecology marine organisms, and marine resource use and conservation. Labs and field trips focus on local habitats and the identification of local species. Note: This course includes required field trips to local marine habitats. The College does not provide transportation, however, students typically arrange carpools.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- CalGETC: Area 5B: Biological Science & Area 5C: Laboratory
- CR General Education: Area 5: Natural Science

Student Learning Outcomes

- Recognize major marine habitats and analyze the physical, oceanographic and ecological characteristics that define them.
- Describe the defining cellular characteristics and life history patterns of prokaryotic and eukaryotic organisms commonly encountered in marine habitats
- Hypothesize ecological and evolutionary mechanisms that are responsible for specific examples of marine organism adaptation.
- Identify marine organisms to major taxon on sight, and be able to utilize resources such as dichotomous keys and field guides to identify organisms more specifically.
- Keep an organized field/ lab notebook that includes meaningful and accurate notes and data.

BIOL18: Natural History of

North Coast Mammals

3.0 Units / LEC-LAB

An introduction to the natural history of North Coast mammals. Topics include taxonomy and evolution, habitat ecology, behavior, and field identification.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade Methods

Student Learning Outcomes

- Describe the natural history and ecology of individual species of mammals.
- Explain how particular species impact human well-being, and conversely, how human activities impact the status of particular species.
- Recognize and name common species of local mammals (LAB-SPECIFIC OUTCOME).
- Choose appropriate techniques to answer research questions regarding local mammals (LAB-SPECIFIC OUTCOME).

BIOL 20: Ecology and Natural History of California

4.0 Units / LEC-LAB

An introduction to the biotic communities of California and the identification, ecology and life history of the organisms living there. Coverage includes organismal structure and function, principles of ecology and evolution, techniques for studying organisms in the wild, and methods of recording field data. Students who are successful in this course are eligible for University of California California Naturalist certification. UC and CSU transferability requires a letter grade.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade Methods

General Education Status

- CalGETC: Area 5B: Biological Science & Area 5C: Laboratory
- CR General Education: Area 5: Natural Sciences

Student Learning Outcomes

- Describe the defining cellular characteristics and life history patterns of prokaryotic and

eukaryotic organisms commonly encountered in the field. (LEC)

- Hypothesize ecological and evolutionary mechanisms that are responsible for specific examples of organismal adaptation and lineage diversification. (LEC)
- Recognize the major biotic communities of California, and analyze the biotic and abiotic factors responsible for the unique characteristics of each. (LAB)
- Name and classify plants, animals, fungi and macroalgae on sight and/or by using appropriate and available resources. (LAB)
- Maintain an organized field/ lab notebook that includes meaningful and accurate notes and data. (LAB)

BIOL21: Mushrooms of the North Coast

3.0 Units / LEC-LAB

The study of the identification and ecology of fungi. Emphasis placed on understanding ecological roles, keying species to genus and on field identification of the more common edible and toxic species of the North Coast. Note: Field trips are required and transportation is not provided.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Student Learning Outcomes

- Identify common species of mushrooms on sight and use a dichotomous key to identify rare or unknown species.
- Analyze the different ecological roles of fungi and fungus-like organisms in various habitats and environments.
- Document relevant fungal identification features and use proper specimen collection techniques.

BIOL27: Biology of Marine Mammals

3.0 Units / LEC

An introduction to the biology, natural history, and conservation of whales, seals, manatees, and other marine mammal groups. Topics include anatomical, physiological, and behavioral adaptations for a marine existence, evolutionary

history, and taxonomy of major marine mammal groups with emphasis on local species identification.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade Methods

Student Learning Outcomes

- Produce specific examples of how evolutionary history is reflected in marine mammal biology, and be able to cite specific evidence for the evolution of marine mammals from terrestrial ancestors.
- Describe defining anatomical, physiological, and behavioral characteristics of particular species, and how these affect interactions with conspecifics, other species, and the environment.
- Apply knowledge of marine mammal biology in a discussion of global conservation concerns, strategies, and practices.
- Identify common species on sight, and be able to use field guides and taxonomic keys to identify unknown species.

BIOL40: Independent Study - Cadaver Prosection

1.0 Units / IND

An advanced course for outstanding anatomy students to prepare demonstration dissections of human cadavers. Students work closely with faculty to learn dissection technique, prepare demonstration dissections, present their work to beginning anatomy students, and write a research paper on an anatomical subject.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Prerequisite:

- BIOL6

Student Learning Outcomes

- Demonstrate skilled dissection technique.
- Explain, in detail, the structure and function of a particular body region.
- Communicate orally and in writing about anatomy, to both peers and to instructors.

BIOL41: Independent Study -

Natural History Museum Curation

1.0 Units / IND

An advanced project-based course for biology students wishing to learn skills associated with natural history museum specimen curation. Students work with faculty to define a project that may include specimen preparation, maintenance and repair, database design and data entry, and/or creation of public displays and interpretive materials. Students must have some background in zoology or botany, and consent of the supervising instructor.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Enrollment Limitation:

- Consent of instructor required.

Prerequisite:

- BIOL4 OR BIOL5

Student Learning Outcomes

- Demonstrate a particular skill associated with museum curation.
- Explain, orally and in writing, project goals, procedures, and results.

Business

BUS1A: Financial Accounting

4.0 Units / LEC-LAB

A study of accounting as an information system, examining why it is important and how it is used by investors, creditors, and others to make decisions. The course covers the accounting information system, including recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the financial statements, and statement analysis. This course includes issues relating to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls, and ethics. Students are highly unlikely to succeed unless they are comfortable working with formulas and calculating percentages/ratios.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- CIS1

General Education Status

- C-ID: ACCT 110 Financial Accounting

Student Learning Outcomes

- 1. Explain the nature and purpose of the principles and concepts that govern financial accounting. (Lecture)
- 2. Explain the four financial statements: Income Statement, Statement of Retained Earnings, Balance Sheet, and Statement of Cash Flows; the accounts that belong in each statement, and in which sections of each statement; how these statements are linked together. (Lecture)
- 3. Use the Balance Sheet equation to determine the impact of economic events on the general ledger accounts and financial statements. (Lecture and lab.)
- 4. Use a spreadsheet to demonstrate the accounting cycle and create basic financial statements. (Lab)

BUS1B: Managerial Accounting

4.0 Units / LEC-LAB

A study of how managers use accounting information in decision-making, planning, directing operations and controlling. This course focuses on cost terms and concepts, cost behavior, cost structure and cost-volume-profit analysis. The course includes issues relating to cost systems, cost control, profit planning, and performance analysis in manufacturing and service environments.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Prerequisite:

- BUS1A

General Education Status

- C-ID: ACCT 120 Managerial Accounting

Student Learning Outcomes

- Explain and apply managerial accounting concepts and methods for financial statement analysis. (Explain is lecture, apply is lab.)
- Apply CVP analysis to analyze the relationship among cost, volume, and profit. (Lab)
- Prepare a master budget and relate

the budget to planning and control. (Prepare is lab, relate is lecture.)

- Explain and apply different cost accounting methods to calculate costs and analyze cost variances. (Explain is lecture, apply is lab.)
- Make managerial decisions using relevant information. (Lecture.)
- Use spreadsheet software to solve problems related to management accounting. (Lab)

BUS4: Advanced Computerized Bookkeeping

3.0 Units / LEC-LAB

A study of advanced bookkeeping procedures utilizing common accounting software. The student will learn to analyze and post complex business transactions in order to create financial and tax reports and manage payroll for small businesses.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Prerequisite:

- BUS1A OR BUS180

Advisory:

- CIS1

Student Learning Outcomes

- Set up a bookkeeping information system, including a chart of accounts, and a database of customers, vendors, employees, and products/services.
- Electronically record and analyze typical business transactions.
- Manage and conduct intermediate-level analyses of the electronic payroll and financial records of a business on a cash or accrual basis.

BUS10: Introduction to Business

3.0 Units / LEC

An introduction to the trends and opportunities in today's dynamic global business environment surveying economics, global business, social responsibility, ownership forms, entrepreneurship, management organization, marketing, accounting and financial management.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: BUS 110 Introduction to Business
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Analyze situations and apply business terms and concepts to make business decisions.
- Communicate effectively as writers, listeners, and speakers in social and business settings.

BUS 14: Finite Math for Business and Economics

3.0 Units / LEC

Linear functions, systems of linear equations and inequalities, matrices, linear programming, mathematics of finance, sets and Venn diagrams, combinatorial techniques and an introduction to probability. Applications in business, economics and social sciences. This is an introductory course that presents finite math topics and relies upon spreadsheets to solve problems related to those topics.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- Appropriate STEM Math placement, or Intermediate Algebra (high school or college)

General Education Status

- CalGETC: Area 2: Mathematical Concepts and Quantitative Reasoning
- CR General Education: Area 2: Mathematical Concepts and Quantitative Reasoning

Student Learning Outcomes

- Apply analytical and/or computational concepts to analyze relationships and make decisions in a business context.

BUS18: Business Law

3.0 Units / LEC

Fundamental legal principles pertaining to business transactions. This course is an introduction to the legal process in a business setting. Topics include sources of law and ethics, contracts, torts, agency, criminal law, business organizations, and judicial and administrative processes.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: BUS 125 Business Law

Student Learning Outcomes

- Explain legal concepts relevant to business.
- Use reference sources to gather information on legal concepts relevant to business.
- Apply legal concepts to analyze factual business scenarios.

BUS34: Introduction to Personal Finance

3.0 Units / LEC

An introduction to the basics of personal financial literacy in diverse cultural settings. Topics will include managing income, expenses, credit and insurance. In the area of investments, topics will include financial markets and assets, basic asset valuation and retirement planning. Students are highly unlikely to succeed unless they can evaluate algebraic expressions with more one or more variables, solve linear equations, and use exponents.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Advisory:

- CIS1

Prerequisite:

- Completion of Intermediate Algebra or appropriate placement based on AB 705 mandates.

General Education Status

- CR General Education: Area 2: Mathematical Concepts and Quantitative Reasoning

Student Learning Outcomes

- Select and apply analytical and mathematical tools and methods to analyze personal and household decision-making in diverse cultural settings.
- Set, plan, and communicate short-term and long-term goals through a quantitatively based personal financial plan.

BUS35: Marketing and Social Media

4.0 Units / LEC

An overview of how to utilize marketing and social media to grow a business and build lasting relationships with your customers. The student will learn contemporary strategies on digital, social and traditional techniques for building brands, promoting products, and communicating the value that your business offers. The course will explore consumer behavior, product strategy, distribution strategy, financial modeling and research of markets, industries, and competition. As an added bonus, students will also explore building a personal brand and ways that digital and social realms can be utilized to build professional networks and advance career opportunities.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- BUS10

Student Learning Outcomes

- Analyze situations and apply marketing terms and concepts to make business decisions.
- Write a comprehensive marketing plan.

BUS40: Independent Study

1.0 - 3.0 Units / IND

Independent research and special projects in Business. Specific projects to be determined in consultation with instructor. Note: All independent study projects must be approved by instructor and an approved independent study contract must be on file before the independent study section is created.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Perform specialized tasks and demonstrate skills as a result of individualized work.

BUS42: Cooperative Work Experience Education

0.5 - 8.0 Units / WEX

A course designed to assist students in

planning and accomplishing meaningful learning objectives relevant to Business occupations, certificates, or degrees at their places of for-profit, nonprofit, or governmental employment or training. To participate in this program students' jobs must be related to their career goals or college course work. Variable 0.5 to 8.0 units based upon 37.5-600 total work "lab" hours per semester, repeatable 2 times. Note: During fall and spring, students must be enrolled in at least 7 units (including CWE) to enroll in CWE. If enrolling in the summer, student must have been enrolled in at least 12 units (including CWE) in the previous spring semester. Students must take primary responsibility in finding a work experience opportunity and are strongly advised to find such an opportunity before enrolling in the class. Some employers or programs may require fingerprinting, drug testing, and/or background checks. Students should be advised that a maximum of 9 units can be applied toward a degree.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Student Learning Outcomes

- Find, secure, and maintain a work experience learning opportunity.
- Explain or apply at least three business processes, concepts, or skills they have learned from their work experience that are relevant to the student's occupational or educational goals.

BUS52: Business Communications

3.0 Units / LEC

This course applies the principles of ethical and effective communication to the creation of letters, memos, emails, and written and oral reports for a variety of business situations. The course emphasizes planning, organizing, composing, and revising business documents using word processing software for written documents and presentation-graphics software to create and deliver professional-level oral reports. This course is designed for students who already have college-level writing skills.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- ENGLC1000

General Education Status

- C-ID: BUS 115 Business Communication

Student Learning Outcomes

- Apply communication terms and concepts to analyze, plan and deliver effective written or oral messages in any business or social setting.
- Apply effective business presentation skills and guidelines (both content and speaking style).
- Formulate an effective job search strategy (interview skills, effective resume writing, composing application letters).

BUS68: Managing People and Projects

3.0 Units / LEC

An overview of how to effectively work on teams, manage people, and successfully plan and execute projects in a business setting. The student will learn fundamental management skills related to team motivation, communication, persuasion, creativity, and managing change. In addition, the student will apply project management techniques and industry-standard software to in-class management projects. Students will also develop self-awareness strategies that will help them be a more effective member of a team, organization, and society.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- BUS10 AND CIS100

Student Learning Outcomes

- Analyze situations that commonly arise in the business environment and apply management terms and concepts to make business decisions.
- Manage a team project from initiation to completion through a real-world project exercise.

BUS69: Starting and Growing a Business

4.0 Units / LEC-LAB

An overview of the strategic business plan development process, including analysis of the marketing, operations, management, technology and finance functions of a new business venture.

The student will learn the strategic business planning process by creating a professional business plan supported by robust financial projections. Emphasis will be placed on the development of a profitable, differentiated and sustainable business model.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- BUS10

Student Learning Outcomes

- Create a comprehensive business plan through the business modeling process.

BUS 180: Introduction to Bookkeeping

3.0 Units / LEC-LAB

A course introducing the concepts of bookkeeping. The correct posting of business transactions and the creation of financial reports and payroll for small businesses will be emphasized.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass
- Letter Grade Methods

Student Learning Outcomes

- Demonstrate the competencies of a payroll clerk or supervised bookkeeper.
- Accurate record transactions in the financial records of a business.
- Manage and conduct basic analyses of the payroll and financial records of a business on a cash or accrual basis.

Chemistry

CHEM1A: General Chemistry

5.0 Units / LEC-LAB

The first semester of a one-year course in the principles of chemistry for students in science, engineering, medical and related professions. Atomic structure, chemical bonding, stoichiometry, the periodic table, enthalpy, solutions, and carbon chemistry will be studied. Includes a coordinated laboratory experience focused on the study of physical and chemical properties.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Enrollment Limitation:

- Appropriate STEM Math placement, or Intermediate Algebra (high school or college) One year of high school Chemistry with a grade of C or better can substitute for CHEM-100.

Prerequisite:

- CHEM100

General Education Status

- C-ID: CHEM 110 General Chemistry for Science Majors I, with Lab & CHEM 120 S General Chemistry for Science Majors Sequence A
- CR General Education: Area 5: Natural Science
- CalGETC: Area 5A Physical Science & Area 5C: Laboratory

Student Learning Outcomes

- 1. Solve problems using the principles of chemistry.
- 2. Use the lab equipment correctly to get satisfactory results for the experiments performed.

CHEM1B: General Chemistry

5.0 Units / LEC-LAB

The second semester of a one-year course in chemistry intended for majors in the natural sciences (chemistry, biochemistry, biology, physics, pre-medicine), mathematics, and engineering. Covers topics such as intermolecular forces, physical states, solutions, kinetics, nuclear chemistry, equilibrium, acids and bases, thermodynamics, electrochemistry, coordination chemistry, and descriptive chemistry of the elements.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisite:

- CHEM1A

General Education Status

- C-ID: CHEM 120 S General Chemistry for Science Majors Sequence A

Student Learning Outcomes

- 1. Solve problems using the principles of chemistry.
- 2. Use the lab equipment correctly to get satisfactory results for the experiments performed.

CHEM2: Introduction to Chemistry

5.0 Units / LEC-LAB

An introduction to basic chemical principles. Serves as a beginning course for allied science students including nursing, and as general education. Students learn to classify matter and to describe physical and chemical phenomena such as atomic structure, compounds, energy, solutions, acids and bases, nuclear chemistry, and organic chemistry, both qualitatively and quantitatively, at an introductory level. Includes a coordinated lab experience. Note: Safety protection for eyes and scientific calculator required.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Enrollment Limitation:

- Appropriate STEM Math placement, or Elementary Algebra (high school or college)

General Education Status

- C-ID: CHEM 101 Introduction to Chemistry
- CR General Education: Area 5: Natural Science
- CalGETC: Area 5A: Physical Science & Area 5C: Laboratory

Student Learning Outcomes

- Analyze the fundamental features of chemistry including measurement, mathematical conversion of measured physical properties such as mass, volume, density, pressure, temperature, solutions, concentrations and dilutions.
- Demonstrate knowledge of the qualitative features of chemistry including physical and chemical properties, naming and writing chemical formulas of compounds and evaluating chemical reactions.
- Differentiate typical acid and base formulas and compare/contrast the behavior associated with acids and bases.
- Analyze chemical reactions to quantitatively determine theoretical yield.

CHEM3: Introduction to Organic and Biochemistry

4.0 Units / LEC-LAB

This course is a survey of organic and biochemistry for nursing majors and other allied health fields. Topics include

general organic chemistry and biological chemistry as they apply to living systems. The laboratory component will support the course topics, including qualitative and quantitative experiments, and analysis of data. Note: Safety protection for eyes and scientific calculator required.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisite:

- CHEM2

General Education Status

- C-ID: CHEM 102 Introduction to Organic and Biochemistry

Student Learning Outcomes

- 1. Draw and name structures containing common mono-functional organic molecules and differentiate functional groups when they appear in an organic structure, relating the physical and chemical properties of compounds containing these groups with the structure of each functional classification. (LEC/LAB)
- 2. Distinguish roles of four major classes of bio-molecules in living cells. (LEC/LAB)
- 3. Compare and contrast the processes of DNA replication and transcription, RNA translation, and common types of mutations. (LEC/LAB)
- 4. Demonstrate knowledge of major biochemical components in metabolism. (LEC/LAB)

CHEM100: Preparation for General Chemistry

4.0 Units / LEC

A brief introduction to the principles of chemistry and the application of mathematics to chemistry. Chem 100 is intended to prepare students for General Chemistry (CHEM 1A) who did not take high school chemistry or whose prior chemistry is outdated. Note: Scientific calculator is required.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass
- Letter Grade Methods

Enrollment Limitation:

- Appropriate STEM Math placement, or Elementary Algebra (high school or college)

Student Learning Outcomes

- 1. Apply the problem solving method of dimensional analysis to unit conversions, traditional proportion problems, % problems and in the development of derived units.
- 2. Apply chemical principles to quantitatively evaluating chemical reactions
- 3. Apply chemical principles to qualitatively evaluate chemical reactions.

Cinema**CINE1: Cinema History - Origins Through the Coming of Sound**

3.0 Units / LEC

An introduction to the study of film history from cinema's origins in the 1890s through the transition to sound-on-film technology. Students will consider the historical, production, distribution, exhibition, cultural, and aesthetic contexts of varying cinematic movements from several different parts of the western world. The bulk of this course centers on silent cinema, with attention paid at the end of the course to the development of sound.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- College of the Redwoods General Education: C - Humanities
- CSU General Education: C1 - Arts
- IGETC: 3A - Arts

Student Learning Outcomes

- Identify and analyze subtle and complex meanings of a film's (or films') stylistic elements and place those in its (their) historical, cultural, political, industrial, authorial, and/or national context(s) where appropriate.

CINE2: Cinema History - Coming of Sound to the Present

3.0 Units / LEC

An introduction to the study of film history from just after the coming of sound to the present. Students will be required

to consider the historical, production, distribution, exhibition, cultural, and aesthetic contexts of varying cinematic movements from the United States and Western Europe.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- College of the Redwoods General Education: C - Humanities
- CSU General Education: C1 - Arts
- IGETC: 3A - Arts

Student Learning Outcomes

- Identify and analyze subtle and complex meanings of a film's (or films') stylistic elements and place those in its (their) historical, cultural, political, industrial, authorial, and/or national context(s) where appropriate.

CINE 3: Cinemas of Latin America, Asia, and Africa

3.0 Units / LEC

A survey course of film history outside of the western world, specifically, the films of Asia, the Middle East, Africa, South America, Mexico and Cuba. We will examine the historical, social, political and film industry environments in which each film was created, and we will identify recurring themes, motifs, techniques, and aesthetic choices that contribute to a regional or national style.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CalGETC: Area 3A: Arts
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- 1. Identify and analyze subtle and complex meanings of a film's (or films') stylistic elements and place those in its (their) historical, cultural, political, industrial, authorial, and/or national context(s) where appropriate.

CINE 11: Beginning Motion Picture Production

3.0 Units / LEC-LAB

The course provides an introduction to digital film and video production, including aesthetic theories, terminology, and operation of equipment. Topics covered will include composition and camera operation, lighting, audio recording, and basic editing. Students will collaborate on a project with an emphasis on visual storytelling and working as a cohesive production crew.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Demonstrate understanding of ethical, social, and aesthetic aspects of time-based media production.
- Collaborate with classmates on a short film project that shows emergent technical understanding and creative experimentation.

Communication Studies

COMM C1000: Introduction to Public Speaking

3.0 Units / LEC

In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop, and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live audience and evaluation of various types of speeches, including informative and persuasive speeches. Note: This course was previously known as COMM 1: Public Speaking.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: COMM 110 Public Speaking
- CalGETC: Area 1C: Oral

Communication

- CR General Education: Area 1B: Oral Communication and Critical Thinking

Student Learning Outcomes

- 1. Research, construct and deliver effective informative and persuasive speeches using accepted classical and rhetorical practices, models and theories of communication.
- 2. Critically analyze oral communication, both as speakers and listeners.
- 3. Demonstrate ethical responsibilities in the communication process, including issues such as diversity, credibility, authority, and academic honesty.

COMM2: Introduction to Communication Theory

3.0 Units / LEC

Students will explore multiple epistemological, theoretical, and methodological issues relevant to systematic inquiry in communication studies. This course explores the history, assumptions, principles, processes, variables, methods, and specializations of communication studies as an academic field of study. This course is required for the Communication Studies major at some California State Universities, including California Polytechnic University Humboldt.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CR General Education: Area 4: Social and Behavioral Science
- CalGETC: Area 4: Social & Behavioral Sciences

Student Learning Outcomes

- Critically analyze communication events and artifacts using contemporary communication studies theories.
- Articulate key concepts in communication studies history, theory, and sub-disciplines.
- Compare the basic research methods in various social science research paradigms.

COMM 3: Oral Interpretation of Literature

3.0 Units / LEC

In this introduction to the performance

of oral literature, students analyze a broad range of Western and non-Western forms of poetry, prose, and drama, consider the cultural and aesthetic value of these works, and apply theories of interpretive adaptation to solo, duo, and readers' theatre performances. Emphasis on examining diverse forms, selecting appropriate material, editing and sequencing segments, employing verbal and non-verbal delivery techniques, and engaging in post-performance evaluation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: COMM 170 Oral Interpretation of Literature

Student Learning Outcomes

- Analyze literature form, meaning, context, and applicability for performance.
- Edit literature for live performance using techniques that focus on unity of time, place, action, mood, and character.
- Perform a variety of verbal and nonverbal skills to effectively bring literature to life and heighten the performer's message.

COMM5: Introduction to Mass Communication

3.0 Units / LEC

Survey of mass communication and the interrelationships of media with society including history, structure, and trends in a digital age. Discussion of theories and effects, economics, technology, law and ethics, global media, media literacy, and social issues, including gender and cultural diversity.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: JOUR 100 Introduction to Mass Communications
- CalGETC: Area 4: Social & Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Apply social scientific theories to the interpretation of mediated communication

- Analyze personal, social, and cultural influence of mediated communication.
- Evaluate the quality and objectivity of various media sources.

COMM 6: Small Group Communication

3.0 Units / LEC

Principles of group communication in a variety of social contexts. Theory, application, and evaluation of group communication processes and outcomes, including problem-solving, conflict management, decision-making, and leadership.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: COMM 140 Small Group Communication

Student Learning Outcomes

- Analyze small group communication using social science theories, principles, and models.

COMM7: Interpersonal Communication

3.0 Units / LEC

Students will explore theories, concepts, and principles of human communication with emphasis on interpersonal relationships. Course content will stress psychological, social, and cultural factors which affect human interaction. Attention will be given to identity, perception, emotion, listening, conflict management, relationship development, language, and nonverbal communication. Various relational contexts are highlighted such as friendship, family, and professional relationships.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: COMM 130 Interpersonal Communication
- CR General Education: Area 1B: Oral Communications and Critical Thinking & Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Apply Communication Studies' theories, principles, and models to interpersonal communication that takes place in various relational, social and/or cultural contexts.
- Discuss the effect of communication on interpersonal relationships and social and cultural realities.
- Demonstrate ethical responsibilities in the communication process, such as issues of rhetorical sensitivity, diversity, credibility, and academic integrity.

COMM8: Intercultural Communication

3.0 Units / LEC

Introduction to intercultural communication in domestic and/or global contexts. Influence of cultures, languages, and social patterns on the interaction of members within a group and with members of different ethnic and cultural groups. Appreciation and comparison of communication of diverse groups within the larger context of American culture.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: COMM 150 Intercultural Communication
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- 1. Compare and contrast similarities and differences in the verbal and/or nonverbal communication of cultures, co-cultures or ethnic groups in various contexts.
- 2. Discuss the impact of cultures and co-cultures on values, world views, assumptions, perceptions, expectations, and/or behaviors.
- 3. Identify effective intercultural competencies and common barriers to competence, such as stereotyping, prejudice, discrimination, and ethnocentrism.

Computers & Electronics Tech

CET10: Survey of Electronics

3.0 Units / LEC

An introductory course in electricity and electronics. Students will learn basic components of physics, chemistry, and mathematical analysis, as needed. Topics include methods for generating and storing electricity, design and selection of energy efficient devices, and the impact of electricity and electronics on society and the environment.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- MATH301

General Education Status

- CR General Education: Area 5: Natural Sciences

Student Learning Outcomes

- Describe the operation of electrical and electronic devices, circuits, and systems.
- Analyze circuits and compute electrical and electronic variables.
- Explain the influence of electricity and electronics on world history and cultures.

CET10L: Survey of Electronics - Lab

1.0 Units / LAB

An introductory laboratory course covering electrical and electronic devices, circuits, systems, and test equipment. Instruments used in the study of basic electronics are discussed, demonstrated, and used. Emphasis is placed on safety, interpretation of schematic diagrams, and familiarization with electronic components. Note: Laboratory only. Students must also be enrolled in CET-10.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Co-Requisite:

- CET10

Advisory:

- MATH301

Student Learning Outcomes

- Interpret electrical and

- electronic circuit diagrams.
- Design, build, and test electrical and electronic circuits.

Computer Information Systems

CIS1: Computer Information Systems

4.0 Units / LEC-LAB

An intermediate-level course focusing on the principles and applications of computers, including their role in business and society, the fundamentals of information systems, database management systems, networking, e-commerce, ethics and security, and computer systems hardware and software components.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: BUS 140 Business Information Systems, Computer Information Systems & ITIS 120 Business Information Systems, Computer Information Systems
- CR General Education: Area 2: Mathematical Concepts and Quantitative Reasoning

Student Learning Outcomes

- Solve common business problems using appropriate information technology applications and systems.
- Demonstrate an understanding of information systems used in business.
- Evaluate the implications of technology on society.

CIS12: Programming Fundamentals

4.0 Units / LEC-LAB

An introduction to the fundamental concepts and models of application development including the basic concepts of program design, data structures, programming, problem solving, programming logic, and fundamental design techniques for event-driven programs. Hands-on experience with a modern application programming language and

development platform.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

CIS1 AND (MATH376 OR MATH301)

General Education Status

- C-ID: ITIS 130 Introduction to Programming Concepts and Methodologies

Student Learning Outcomes

- Design object-oriented computer programs using a variety of techniques and tools.
- Create programs using basic logic and data structures.
- Test applications with sample data.

CIS18: Object Oriented Programming - Java

4.0 Units / LEC-LAB

An intermediate-level course in object-oriented programming (OOP). Students will use object-oriented and event-driven concepts to design, implement, and test programs written using the Java programming language. The course includes concepts common to all programming languages and those specific to event-driven languages.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- CIS12

General Education Status

- C-ID: COMP 122 Programming Concepts and Methodology I

Student Learning Outcomes

- Use pseudocode or a programming language to implement, test, and debug algorithms for solving simple problems.
- Design, implement, test, and debug a program that uses each of the following fundamental programming constructs: basic computation, simple I/O, standard conditional and iterative structures, and functions.
- Demonstrate different forms of binding, visibility, scoping, and lifetime management.

CIS30: CCNA: Computer Network Fundamentals

4.0 Units / LEC-LAB

A study of the architecture, functions, components, and models of computer networks in a hands-on lab setting. The principles and structure of IP (Internet Protocol) addressing and the fundamentals of Ethernet, media, and operations are introduced to provide a foundation for further study of computer networks and to prepare students for Cisco certification.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Materials Fee:

- \$15.00

Advisory:

- CIS1 AND CIS98

General Education Status

- C-ID: ITIS 150 Computer Network Fundamentals

Student Learning Outcomes

- Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks.
- Build a simple Ethernet network using routers and switches.
- Use common network utilities to verify small network operations and analyze data traffic.

CIS31: Systems and Network Administration

4.0 Units / LEC-LAB

This applied intermediate course will provide a student with the knowledge and skills required to maintain reliable computer systems in a multi-user environment. The student will learn about server system hardware, software, storage, best practices, disaster recovery, and troubleshooting, with additional coverage of virtualization, cloud technologies, security, and scalability.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: ITIS 155 Systems and Network Administration

Student Learning Outcomes

- Students will be able to perform a

server operating system installation and initial configurations in a domain environment.

- Students will be able to manage users and security groups using directory services.
- Students will be able to troubleshoot network and server configurations using appropriate utilities.

CIS33: CCNA: Scaling and Connecting Networks

4.0 Units / LEC-LAB

A study of the wide area network technologies and network services, and the architecture, components, and operations of routers and switches in a complex network. This is the second in a two-course series that prepares students for certification as a Cisco Certified Network Associate (CCNA)

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite:

- CIS30

Student Learning Outcomes

- 1. Configure routers and switches for advanced functionality.
- 2. Resolve common issues with data link protocols.
- 3. Implement DHCP, DNS, IPSec and virtual private network (VPN) operations in a complex network.

CIS35: Introduction to Cybersecurity

4.0 Units / LEC-LAB

An introduction to the fundamental principles and topics of Information Technology Security and Risk Management at the organizational level. It addresses hardware, software, processes, communications, applications, and policies and procedures with respect to organizational Cybersecurity and Risk Management. This course prepares students for the CompTIA Security+ certification exam.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- CIS30 AND CIS31

General Education Status

- C-ID: ITIS 160 Introduction to

Information Systems Security

Student Learning Outcomes

- Examine attacks launched against networks and computer systems.
- Apply defense mechanisms.
- Analyze risk mitigation strategies.

CIS37: Principles of Ethical Hacking

4.0 Units / LEC-LAB

This course introduces the student to the various methodologies for attacking a network. Students will be introduced to the concepts, principles, and techniques, supplemented by hands-on exercises, for attacking and disabling a network within the context of properly securing a network. The course will emphasize network attack methodologies with the emphasis on student use of network attack techniques and tools and appropriate defenses and countermeasures. Students will receive course content information through a variety of methods: lecture and demonstration of hacking tools will be used in addition to a virtual environment. Students will experience a hands-on practical approach to penetration testing measures and ethical hacking.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- CIS35

General Education Status

- C-ID: ITIS 164 Introduction to Cybersecurity: Ethical Hacking

Student Learning Outcomes

- Students will be able to describe the tools and methods a "hacker" uses to break into a computer or network.
- Students will be able to protect a computer and a network against a variety of different types of security attacks using a number of hands-on techniques.

CIS42: Cooperative Education Work Experience in Computer Information Systems

0.5 - 8.0 Units / WEX

A course designed to assist students in accomplishing learning objectives directly related to their Computer Information System career goals or college course work in a supervised work environment that extends classroom-based occupa-

tional learning to an on-the-job learning situation. To participate in this course, the student's placement and course objectives must be related to their career goals or college course work. Note: During fall and spring, students must be enrolled in at least 7 units (including CWE) to enroll in CWE. If enrolling in the summer, student must have been enrolled in at least 12 units (including CWE) in the previous spring semester. Students must take primary responsibility in finding a work experience opportunity and are strongly advised to find such an opportunity before enrolling in the class. Some employers or programs may require fingerprinting, drug testing, and/or background checks. Students should be advised that a maximum of 9 units can be applied toward a degree. Students may enroll a total of 3 times (repeatable twice). Variable 0.5 to 8.0 units, based on 37.5-600 work lab hours per semester.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Student Learning Outcomes

- Successfully complete objectives that are site specific and related to career goals or degree / certificate requirements.
- Demonstrate job retention skills identified as critical to the employer or supervisor.

CIS50: Introduction to Data Base Management Systems

4.0 Units / LEC-LAB

This course provides students with an introduction to the core concepts in data and information management. It is centered around the core skills of identifying organizational information requirements, modeling them using conceptual data modeling techniques, converting the conceptual data models into relational data models and verifying its structural characteristics with normalization techniques, and implementing and utilizing a relational database using an industrial-strength database management system. The course will also include coverage of basic database administration tasks and key concepts of data quality and data security. In addition to developing database applications, the course helps students understand how large-scale packaged systems are highly dependent on the use of Database Man-

agement Systems (DBMSs). Building on the transactional database understanding, the course provides an introduction to data and information management technologies that provide decision support capabilities under the broad business intelligence umbrella.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- CIS1

General Education Status

- C-ID: ITIS 180 Introduction to Database Management Systems

Student Learning Outcomes

- Demonstrate understanding of the role of databases and database management systems in managing information.
- Design, create, manage and maintain a relational database with an end user interface.
- Describe key principles of data security and identify security risks.

CIS98: PC Computer Repair and Maintenance

4.0 Units / LEC-LAB

A practical study of the repair and maintenance of PCs at the component level as well as concepts such as security, networking and the responsibilities of an ICT professional. This course prepares students for CompTIA's A+ certification exam.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- CIS1

General Education Status

- C-ID: ITIS 110 Information & Communication Technology Essentials

Student Learning Outcomes

- 1. Disassemble and reassemble a PC.
- 2. Install an operating system on a PC.
- 3. Properly and safely diagnose, resolve and document common hardware and software issues.

Construction Technology

CT9: Building Maintenance

2.0 Units / LEC-LAB

An introductory course designed to help students learn the fundamentals of carpentry, plumbing, electrical, and HVAC systems for residential and commercial applications. This course will cover tool use, hazard identification, and common carpentry, plumbing, electrical, and HVAC problems encountered in residential and commercial structures.

Transferable:

- Not transferable

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Safely and effectively use hand and power tools.
- Perform basic building maintenance.

CT15: Carpentry Techniques for Existing Buildings

0.5 - 2.0 Units

Hands-on carpentry techniques using existing buildings as a field school. A comprehensive study of repairing and rehabbing existing buildings. This course highlights sustainable building by teaching trade skills that will prepare the student for repair and remodel specialist jobs to reuse existing buildings. Note: Personal protective equipment, appropriate work clothing, and personal carpentry tools will be required of the student.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Devise and implement a prudent conservation plan based on existing conditions, repair needs, and common sense.
- Perform safe work habits on a construction site using hand and power tools.
- Select and use proper hand tools for various procedures of demolition and reconstruction on an existing building.
- Compare reusing salvage

materials and purchasing new materials as basic building conservation guidelines.

CT16: Architectural Millwork

3.0 Units / LEC-LAB

This class utilizes the practices of traditional woodworking and modern technology to produce architectural millwork such as crown molding, baseboard, stair details, turned elements, Victorian decorative trim and cabinetry. Topics covered included the safe use of woodworking equipment and hand tools, Computer Numerical Control (CNC) techniques, spindle turning, molding machines, production of complex wood elements and replication existing historical millwork.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$40.00

Advisory:

- CT21A

Student Learning Outcomes

- Apply critical thinking skills to appropriately select materials, tools, and machinery to create wood molding shapes.
- Produce specific architectural millwork components.
- Practice appropriate woodshop safety for machinery setup, hand tools, and power tools.

CT20: Wood Sash Windows

3.0 Units / LEC-LAB

This course will cover the traditional woodworking skills and modern shop procedures required to produce new wood sash windows. Students will learn the anatomy and terminology pertaining to wood sash windows. Students will produce and assemble a fully functioning wood sash window; including the construction of wood sash and jambs and installation of glazing and hardware.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- 1) Apply critical thinking skills to

appropriately select materials, tools, and machinery to create wood sash windows.

- 2) Produce a fully functioning wood sash window.
- 3) Practice appropriate woodshop safety for machinery set-up, hand tools, and power tools.

CT21A: Survey of Wood Technology

3.0 Units / LEC-LAB

An introductory woodworking course with lectures and labs. Students will receive instruction in project planning, wood technology, wood finishing, wood-working related literature and the safe use and operation of hand and power woodworking tools. Project work includes assigned and free-choice projects. This course is required for all Construction Technology degrees and certificates at College of the Redwoods.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Materials Fee:

- \$50

Advisory:

- This class has no requisites nor prior woodworking experience requirement. Be advised that woodworking is inherently noisy, dusty and will utilize potentially dangerous machinery.

Student Learning Outcomes

- 1. Select and safely use appropriate hand and power tools to perform precise woodworking operations.
- 2. Construct a variety of woodworking joints, such as mortise and tenon, dado, miter, dowel, half-lap and rabbet.
- 3. Use time efficiently.
- 4. Research and present current topics in woodworking and present the findings.
- 5. Design, organize, construct and apply a protective finish to a free choice woodworking project.

CT21B: Intermediate Wood Technology

3.0 Units / LEC-LAB

An intermediate-level woodworking course. Project-based instruction includes the set-up and use of woodwork-

ing hand tools and machinery, furniture joinery, wood turning, veneering, surface preparation and wood finishing.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Materials Fee:

- 20.00

Prerequisite:

- CT21A

Student Learning Outcomes

- 1. Select and safely use appropriate hand and power tools to perform precise woodworking operations.
- 2. Construct a complex woodworking project that incorporates a variety of woodworking techniques.
- 3. Research and critically review current topics in woodworking and present the findings.
- 4. Adjust, manipulate, and safely operate specialized woodworking machinery.

CT24: Fine Woodworking Joinery Techniques

3.0 Units / LEC-LAB

An exploration of woodworking joinery techniques utilizing both hand and power tools. Emphasis will be on safety and accuracy. Skills will be developed through the construction of sample joints and assigned projects. Topics include layout, tool setup, measurement, joinery selection and aesthetics. Joints will include mortise and tenon, dovetails, miters, housed joints, scarf joints, lapped joints, finger joints and other joinery typically found in casework and furniture.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade Methods

Materials Fee:

- \$45

Prerequisite:

- CT21A

Student Learning Outcomes

- 1. Analyze and construct complex wood joinery.
- 2. Research and report on traditional and contemporary joinery practices.
- 3. Safely set up and operate machinery to produce complex operations.

CT25: OSHA Construction Safety

2.0 Units / LEC

A course in construction industry safety. Using specified OSHA 30-Hour training guidelines, students will receive instruction in construction safety and health principles aimed at preventing injury at the workplace. Special emphasis is placed on required OSHA topics that include but are not limited to: OSH Act, Safety Programs, Electrocutation, Fall Protection, Personal Protective Equipment, Stairs, Scaffolds and Ladders, Excavations and Confined Space Entry. Note: Students that successfully complete this course receive the OSHA 30-Hour Construction Safety and Health card.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Advisory:

- CT21A, CT57A, CT78A OR CT90

Student Learning Outcomes

- Describe the major requirements of OSHA construction industry standards.
- Explain the role of the employer and the employee with regard to the OSHA standards.
- Identify construction industry safety hazards.

CT32: Photovoltaic Design and Installation

1.0 Units / LEC-LAB

A basic overview of the design and installation of an utility-intertie Photovoltaic system. Successful completion of this course will provide the student with the entry level skills of a Photovoltaic system installer. Note: Students in this course will need to provide sturdy footwear, a tool belt, and a small set of electricians' tools.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- 1. Identify the components of a solar Photovoltaic (PV) system.
- 2. Design and construct a solar PV system.

CT33: Introduction to Solar Photovoltaic Systems

3.0 Units / LEC

A course designed to provide students with essential information and training to work with residential solar photovoltaic systems including providing fundamentals of AC/DC, the National Electric Code, and principles of a residential solar photovoltaic systems. The course content is aligned with the North American Board for Certified Energy Practitioners (NABCEP) PV Entry Level Exam. Students will be given the opportunity to sit for the NABCEP exam at the conclusion of the course. Note: Field trips required. College does not supply transportation.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- CT78A

Student Learning Outcomes

- Conduct a solar site analysis to determine if a site is appropriate for a solar photovoltaic (PV) system installation.
- Properly size and calculate the cost of a solar photovoltaic system with regards to electrical load, solar resource data and type of solar system.
- Identify building codes specific to solar photovoltaic (PV) systems.

CT40: Independent Study in Construction Technology

0.5 - 3.0 Units

Individual research and special projects in the field of Construction Technology. Specific projects will be determined upon consultation with the instructor. Laboratory hours will be arranged. (Minimum 1.5 hours per week.) Variable lab .5 - 3.0 units. 1.5 - 9 hours per week.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade Methods

Student Learning Outcomes

- Explain and analyze individualized work and projects with the instructor.
- Demonstrate newly acquired skills and safety practices resulting from individualized research and work.

- Practice and apply advanced woodworking processes.

CT42: Cooperative Education Work Experience in Construction Technology

0.5 - 8.0 Units / WEX

A course designed to assist students in accomplishing learning objectives directly related to their Construction Technology career goals or college course work in a supervised work environment that extends classroom-based occupational learning to an on-the-job learning situation. To participate in this course, the student's placement and course objectives must be related to their career goals or college course work. Note: During Fall and Spring, students must be enrolled in at least 7 units (including CWE) to enroll in CWE. If enrolling in the summer, students must have been enrolled in at least 12 units (including CWE) in the previous spring semester. Students must take primary responsibility in finding a work experience opportunity and are strongly advised to find such an opportunity before enrolling in the class. Some employers or programs may require fingerprinting, drug testing, and/or background checks. Variable 0.5 to 8.0 units, based on 37.5-600 work lab hours per semester.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Student Learning Outcomes

- 1. Successfully complete objectives that are site specific and related to career goals or degree / certificate requirements.
- 2. Demonstrate job retention skills identified as critical by an employer or supervisor.

CT55: Advanced Wood Technology

2.0 Units / LAB

A woodworking lab providing students the opportunity to hone the skills and techniques acquired in CT 21A and CT 21B. Individual project work and instruction will be determined through consultation between student and instructor. Note: Student provides all materials for projects.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Materials Fee:

- \$20.00

Prerequisite:

- CT21B

Student Learning Outcomes

- Demonstrate proper use and care of woodworking tools and machinery.
- Design, with instructor consultation, and complete an advanced woodworking project.

CT56: Construction Layout

2.5 Units / LEC-LAB

An intermediate level course that teaches layout techniques for a residential construction project. This course will cover the use of leveling instruments and tools used in laying out buildings and establishing grade elevations. Students will also learn to lay out joists, walls, rafters, and basic stair units. Hands-on lab experience will strengthen lecture topics. The study of applied construction math is a component of this course. Note: Due to the technical nature of this course the recommended prep or construction experience is needed to be successful.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- CT80 AND CT90

Student Learning Outcomes

- 1) Apply construction mathematics to lay out a building, determine stair dimensions, and determine rafter lengths.
- 2) Interpret construction documents to lay out a building.

CT57A: Cabinetmaking and Millwork I

3.0 Units / LEC-LAB

A course in beginning cabinetmaking for residential applications. Topics include the safe use of power equipment and hand tools, cabinetmaking methods, cabinet layout, joinery, casework, woodworking industry standards, materials, and machinery specific to cabinet construction. Participants will have hands-on experience with a complete set of residential cabinets for the student-built house.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- CT21A

Student Learning Outcomes

- 1. Plan and construct industry standard cabinets by analyzing house plans and cabinet shop drawings.
- 2. Operate and use cabinetmaking tools and machinery.
- 3. Research and communicate information related to the construction of residential cabinets.

CT57B: Cabinetmaking and Millwork II

3.0 Units / LEC-LAB

A course in intermediate cabinetmaking for residential applications. Topics include: machinery and hand tool safety, European construction, drawer and door construction, shelves and cabinet interiors, counter tops, cabinet installation, wood finishing, and current topics in cabinetmaking. Students participate in the construction of a set of residential cabinets for the student-built house.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Prerequisite:

- CT57A

Student Learning Outcomes

- Safely set-up and operate machines specific to countertop, door and drawer construction.
- Construct and install cabinetry including doors, drawers, countertops, moulding, and trim to be plumb, level, and square.
- Research and present current topics in cabinet making.

CT57C: Cabinetmaking and Millwork III

3.0 Units / LEC-LAB

A course in cabinetmaking, offering a hands-on opportunity for students interested in advanced techniques in cabinetmaking. Participants work on cabinets of their own design and choice. Topics include, cabinet history and design, job

safety analysis, advanced machinery set-up and techniques, wood bending, wood turning, laminating, inlay, dying, coloring and finishing.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade Methods

Prerequisite:

- CT57B

Student Learning Outcomes

- 1. Identify furniture and cabinet styles used throughout history.
- 2. Design and construct cabinets using hand and power tools.
- 3. Analyze job skills and related safe practices for the cabinetmaking industry.

CT57D: Cabinetmaking and Millwork IV

3.0 Units / LEC-LAB

A second semester course in advanced cabinetmaking. Participants work on cabinets of their own design and choice while expanding upon topics covered in Cabinetmaking III. Topics include, 20th and 21st century cabinet history and design, job safety analysis, advanced machinery set-up and techniques, wood turning, laminating, inlay, dyeing, coloring and finishing, laser engraving, cabinet installation and CNC wood router applications for the cabinetmaker.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Prerequisite:

- CT57C

Student Learning Outcomes

- Identify furniture and cabinet styles from the 20th and 21st century.
- Construct cabinets that are advanced in scope and complexity.
- Research and present safety topics related to the secondary wood products industry.

CT59: Computer Aided Manufacturing for Woodworking

2.0 Units / LEC-LAB

An introductory course in the use of computer numerical controlled machines for applications specific to woodworking

and cabinetmaking. Students will gain experience with CNC routers, software, tooling, and methods of work holding. This course is for students interested in occupations and applications in the secondary wood products industry.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade Methods

Materials Fee:

- \$50

Prerequisite:

- CT21A, CT57A OR CT16

Student Learning Outcomes

- Determine the sequence of operations necessary to machine a part with a CNC router.
- Demonstrate how parts can be successfully made with a CNC router.
- Utilize CAD/CAM software to create models and machining toolpaths.
- Identify the components of a gantry CNC router as well as the devices used with this machine.

CT70: Building Codes & Standards

2.0 Units / LEC

A course covering technical information and pertinent sections of the California Residential Code (CRC). This course provides Code information necessary for building inspectors and students enrolled in Architecture and Construction Technology programs. Enrollment in Architecture or Construction Technology courses or construction trade experience is recommended. Internet access is required.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- CT80

Student Learning Outcomes

- Demonstrate the ability to locate specific code sections within the California Residential Code.
- Apply building codes and standards to specific examples.

CT72: Electrical Codes and Standards

2.0 Units / LEC

A course covering technical information

and pertinent sections of the National Electrical Code. This course provides discussion and practice using the NEC by applying its provisions to technical examples and questions. Special emphasis will be placed upon examples related to residential requirements. Note: Concurrent enrollment in Architecture or Construction Technology courses, or current construction trade experience is recommended.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- CT78A

Student Learning Outcomes

- 1. Apply a working knowledge of the National Electrical Code.
- 2. Analyze examples of electrical installations to determine the specific NEC requirements.

CT78A: Residential Wiring I

2.0 Units / LEC-LAB

A study of the basic electrical wiring as it relates to residential construction. Topics include electrical theory, residential wiring circuits, blueprint reading, materials selection, installation methods, basic code requirements, and practice in wiring the student project house.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- MATH380

Student Learning Outcomes

- Interpret residential electrical plans in order to design an electrical wiring diagram for a single family residence.
- Lay-out and rough-in general purpose lighting and receptacle circuits.

CT78B: Residential Wiring II

2.0 Units / LEC-LAB

A continuation of the electrical theory, principles and skills learned in CT 78A. Topics include service calculations, installation of residential wiring circuits and fixtures, use of conduit in wiring, remodel wiring, estimation and line drop calculations, and completion of the wiring of the student project house.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite:

- CT78A

Advisory:

- MATH380

Student Learning Outcomes

- Calculate the size of a main service panel.
- Install main service, electrical rough-in, and finish installations for a single family residence.

CT78C: Residential Wiring III

2.0 Units / LEC-LAB

A continuing study of the electrical theory, principles, and skills learned in CT-78B. Students will act as group leaders and be involved in problem solving. Specific instruction will be in relays, motors, 3-phase power, schematics, heating equipment, high efficacy lighting, and electronic controls required for the completion of the student project house.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite:

- CT78B

Advisory:

- MATH380

Student Learning Outcomes

- Calculate the electrical requirements for a single family residence, including watt loss and voltage drop for 2-wire and 3-wire circuits, in order to install the major components of the typical residential electrical system.
- Apply the NEC and California Electrical Code requirements for electrical service.

CT78D: Residential Wiring IV

2.0 Units / LEC-LAB

A continuation of the electrical theory, principles, and skills learned in CT 78C. Students will act as group leaders and be involved in problem solving. Specific instruction will be in electric service installation, alarms and security systems, over current protection, standby power, low voltage circuits, and electrical finish required for the completion of the wiring

of the student project house.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite:

- CT78C

Advisory:

- MATH380

Student Learning Outcomes

- Apply electrical safety requirements such as permanent grounding and bonding, smoke and CO alarms, over-current protection, and arc-fault interrupters.
- Calculate the size of the service entrance and connect residence to an electric power system.

CT 80: Carpentry Theory I

3.0 Units / LEC

A study of residential construction methods and materials. This class parallels progress on the student built project house. Topics will include: building layout, foundations, floor, wall and roof framing, wall and roof sheathing, windows and doors.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$20.00

Student Learning Outcomes

- 1) Define terms used in residential construction.
- 2) Apply mathematical processes (measuring, computing, applying trigonometry) used in residential construction.
- 3) Interpret construction documents.

CT81: Carpentry Theory II

3.0 Units / LEC

A study of residential construction methods and materials. This class parallels progress on the student-built project house. Topics will include exterior trim and siding, thermal and sound insulation, drywall, interior doors and trim, stairs and ramps, flooring, and alternative construction techniques.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$25

Prerequisite:

- CT80

Student Learning Outcomes

- 1. Analyze a construction-related topic and present the findings.
- 2. Describe how different building materials and assemblies result in a residential structure.
- 3. Analyze construction-project requirements.

CT82: Stormwater Management

2.0 Units / LEC-LAB

This course will cover the fundamentals of stormwater management in the construction industry. Students will learn different Best Management Practices (BMP's) to control erosion and sediment runoff on a construction site.

Transferable:

- Not transferable

Grading Options:

- Letter Grade methods

Co-Requisite:

- CT83A

Student Learning Outcomes

- Understand Erosion Theory.
- Apply appropriate Best Management Practices (BMPs) to an Erosion and Sediment Control Plan (ESCP).
- Create and implement effective BMPs in the field.

CT83A: Construction Equipment Operation and Maintenance I

2.0 Units / LEC-LAB

A course in which students learn the basics of construction equipment maintenance and operation. Students will apply appropriate safety procedures, perform routine maintenance, and learn basic operating skills on a skid-steer loader, a mini-excavator, forklift, reach lift, and other equipment. At the completion of this course, students will be forklift certified and reach lift certified.

Transferable:

- Not transferable

Grading Options:

- Letter Grade methods

Prerequisite OR Co-Requisite:

- CT82

Student Learning Outcomes

- Identify components of construction equipment.
- Utilize safe work habits.
- Utilize construction drawings to establish grade and elevation.

CT83B: Construction Equipment Operation and Maintenance II

3.0 Units / LAB

A hands-on course in which students will operate construction equipment in a real-world environment. Students will set grades, perform cut/fill operations, dig footings, load/unload equipment, and transport equipment.

Transferable:

- Not transferable

Grading Options:

- Letter Grade methods

Prerequisite:

- CT82 AND CT83A

Student Learning Outcomes

- Perform excavation and grading operations to within a specified tolerance.
- Set grades and elevations.
- Prepare a building site for construction.

CT89: Tiny House Construction

3.0 Units / LEC-LAB

A course designed to introduce students to residential construction by constructing a tiny house. Students will perform all the tasks associated with a traditional structure, including floor, wall, and roof framing, and interior and exterior finishes. Special emphasis will be placed on the use of sustainable design and materials.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- 1. Lay out and frame floor, wall, and roof systems.
- 2. Apply exterior and interior finishes.
- 3. Understand the unique tiny house characteristics of tasks and sequences including carpentry, electrical, insulation, HVAC, and plumbing.

CT90: Beginning Carpentry I

3.0 Units / LAB

A practical lab where students physically build a house. Students will lay out the building, form and pour the foundation, frame the floor, walls, and roof, install roof and wall sheathing, install exterior trim and siding, install fascia, roofing, and housewrap.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Co-Requisite:

- CT80

Student Learning Outcomes

- Locate a building on a site.
- Construct a floor system.
- Layout, frame, and sheath walls and roofs.

CT91: Beginning Carpentry II

3.0 Units / LAB

A practical lab where students physically build a house. Students will install windows, doors, exterior trim, siding, interior trim, and form and pour concrete flat work.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite:

- CT90

Co-Requisite:

- CT81

Student Learning Outcomes

- Layout and install exterior trim and siding.
- Install windows and doors.
- Layout, form, and pour concrete flatwork.

CT94: Finish Carpentry

3.0 Units / LEC-LAB

A course designed to train students in various aspects of finish carpentry. Students will analyze the practical and aesthetic qualities of interior finish work; and install doors, casing, baseboard, and crown molding. In addition, students will explore appropriate uses of hand and power tools.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite:

- CT90

Student Learning Outcomes

- 1. Install pre-hung doors and fit doors into an existing jamb.
- 2. Install jamb extensions, casing, baseboard, and crown molding.
- 3. Utilize hand and power tools to attain a quality fit and finish.

CT95: Intermediate Carpentry I

3.0 Units / LAB

A practical lab to strengthen and reinforce skills through hands-on experience. Students will lay out the building, form and pour the foundation, frame the floor, walls, and roof, install roof and wall sheathing, install exterior trim and siding, install fascia, roofing and windows.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Materials Fee:

- \$20.00

Prerequisite:

- CT91

Student Learning Outcomes

- 1) Locate and lay out a house.
- 2) Install components that make up a residential building.
- 3) Report on the importance of personal and work site safety in the construction industry.

CT96: Intermediate Carpentry II

3.0 Units

A practical lab to strengthen and reinforce skills through hands-on experience. Students will install exterior trim and siding, doors and hardware, interior trim, miscellaneous finish products, build decks, and form and pour concrete flatwork.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite:

- CT95

Student Learning Outcomes

- 1) Lay out and construct interior and exterior components of a residential building.

- 2) Analyze residential plans and building requirements with respect to local building codes.
- 3) Express to co-workers and the general public methods of code-compliant carpentry and quality workmanship.

CT98: Advanced Carpentry

3.0 Units

An advanced practical lab to strengthen and reinforce skills through hands-on experience. Students will perform various construction tasks that may include laying out the building, forming and pouring the foundation, framing the floor, walls, and roof, installing roof and wall sheathing, installing exterior trim and siding, installing fascia, roofing and windows.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Prerequisite:

- CT96

Student Learning Outcomes

- Lay out and install interior and exterior components for a residential building.
- Analyze and report on personal and work site safety requirements in the construction industry.
- Interpret and apply applicable building codes through the demonstration of high quality, accurate carpentry and workmanship.

CT135: Woodworking Hand Tools and Technique

2.0 Units / LEC-LAB

A course in the use and techniques of woodworking hand tools and hand tool joinery. Students will receive instruction in the making, tuning, and proper use of wooden hand planes and lay-out tools. Traditional woodworking joinery techniques will be studied and performed at the bench including: edge joining, dovelling, hand-cut dovetails, and mortise and tenon joinery.

Transferable:

- Not transferable

Grading Options:

- Letter Grade methods

Materials Fee:

- \$40.00

Advisory:

- CT21A OR CT57A

Student Learning Outcomes

- Analyze wood and materials for appropriateness to the task of tool and project construction.
- Construct woodworking tools and projects.
- Display and report on project intervals and completion.

CT152: Open Lab for Woodworking

1.0 Units / LAB

Special studies for students currently enrolled in woodworking courses. Special studies include but are not limited to improving hand tool skills, developing jigs and fixtures, hand cut joinery, wood turning, finishing techniques, and woodworking machinery set-up, operation, and maintenance.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass
- Letter Grade methods

Co-Requisite:

- CT16, CT21A, CT21B, CT55, CT57A, CT57B, CT57C, CT57D, CT135 OR IT260

Student Learning Outcomes

- 1. Research, design, and construct woodworking projects in collaboration with the instructor.
- 2. Demonstrate improvement of woodworking skills attained through repetition and innovation.

CT260: Design and Production of a Solid Body Electric Guitar

0.0 Units / LAB

A course designed to guide students through the design and construction of a custom solid body electric guitar. Students will learn to use CAD tools, manual and CNC woodworking processes, specialty luthier tools, testing and measurement processes, and electronics assembly to complete their own custom guitar. The tools and procedures for proper guitar setup and adjustment will be covered. Students do not need to know how to play guitar. Note: The course fee will cover standard materials, finishes, and components of the guitar. Students who do not complete their

guitar are not entitled to a refund of any part of the fee.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats, non-credit course.

Materials Fee:

- \$255

Student Learning Outcomes

- Select and safely use woodworking hand tools, power tools, and specialty luthier tools.
- Employ the technologies of Computer Aided Design and Computer Numerical Control to automate design and manufacturing tasks.
- Apply appropriate math, science, and technology concepts in the production and set up of an electric guitar.

Cooperative Education**CE 41: General Work Experience Education**

0.5 - 14.0 Units / WEX

General Work Experience Education is designed to help students meet their educational and occupational goals, including developing career awareness, building transferable job skills, learning industry standards and culture, and developing professional career networks. To participate in this program, the student's job does not need to be related to educational/career goals or college coursework. However, the job should be relevant to a student's educational pathway through demonstrable learning outcomes that have value towards a degree, certificate, or future career goals. Students should take primary responsibility for finding a work experience opportunity. Note: Students can enroll in a minimum of 0.5 units (27 hours) and a maximum of 14 units (756 hours) for all Work Experience Education courses in which they are enrolled in a single semester. Students cannot exceed 14 Work Experience Education units (756 hours) per semester.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Enrollment Limitation:

- Students must consult with Career Center staff before enrollment

Repeatability:

- Unlimited retakes

Student Learning Outcomes

- Find, secure, and maintain a work experience learning opportunity.
- Demonstrate job skills identified by supervisor and/or faculty as Learning Objectives relevant to student's educational and career goals.

CE 42: Occupational Work Experience Education

0.5 - 14.0 Units / WEX

Occupational Work Experience Education is designed to help students meet their educational and occupational goals, including developing career awareness, building transferable job skills, learning industry standards and culture, and developing professional career networks. To participate in this program, the student's job must be related to educational or career goals or college coursework or relevant to a student's educational pathway through demonstrable learning outcomes that have value toward a degree, certificate, or future career goals. Students should take primary responsibility for finding a work experience opportunity. Note: Students can enroll in a minimum of 0.5 units (27 hours) and a maximum of 14 units (756 hours) for all Work Experience Education courses in which they are enrolled in a single semester. Students cannot exceed 14 Work Experience Education units (756 hours) per semester.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Enrollment Limitation:

- Students must consult with Career Center staff before enrollment

Repeatability:

- Unlimited repeats

Student Learning Outcomes

- Find, secure, and maintain a work experience learning opportunity.
- 2. Explain or apply processes identified by supervisor and/or faculty as Learning Objectives

relevant to student's educational, occupational, and career goals.

Dental Assisting

DA 150: Dental Assisting Program Orientation

0.5 Units / LEC

A mandatory introduction to notify students accepted into the Dental Assisting Program on the rigorous requirements and policies of the program. Students must submit completed physical examination forms with proof of immunities and submit payment to the Program for additional supplies as outlined in the acceptance letter sent certified mail. Note: Applications are accepted February 1- August 1. Submission of the Dental Assisting Program application with transcripts is required prior to enrollment. Please consult the Dental Assisting Program Application for all requirements including age, physical examination, and immunizations, as well as additional costs.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Enrollment Limitation:

- Completed physical form and immunization records

Materials Fee:

- \$275 payment will be collected at the time of orientation to pay for the CPR portion of the course, clinical gown, and identification name tag. \$1,500 payment will be required to purchase items directly from Darby Dental for use throughout the duration of the program.

Co-Requisite:

- DA153, DA154, DA155, DA156, AND DA156C

Student Learning Outcomes

- 1. Complete the cognitive and skills evaluations in accordance with the American Heart Association Basic Life Support (CPR and AED) Program as required by the Dental Board of California prior to any laboratory and/or clinical experience.
- 2. Acknowledge that noncompliance with Program requirements, policies, protocol, as well as outside agency mandates will result in

disciplinary action and possible dismissal from the Program.

- 3. Recognize the potential for blood-borne pathogen exposure when working with peers and patients in comprehensive dental care, requiring mandatory personal protective equipment/ attire and immunizations.

DA 153: Dental Assisting Science

2.0 Units / LEC

An applied science course as applicable to dental assisting. A basic understanding of anatomical structures and functions are emphasized. Growth and development of oral tissues are examined. Customary terms and proper vocabulary are practiced in preparation for clinical competency in patient care. Note: Applications are accepted February 1- August 1. Submission of the Dental Assisting Program application with transcripts is required prior to enrollment. Please consult the Dental Assisting Program Application for all requirements including age, physical examination, and immunizations, as well as additional costs.

Transferable:

- Not transferable

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- High School Diploma or Equivalency, 18 years or older upon graduation.

Co-Requisite:

- DA150, DA154, DA155, DA156, AND DA156C

Student Learning Outcomes

- Communicate proper terminology when identifying dentitions, oral anatomy, and basic anatomical landmarks in patient care.
- Identify proper tooth numbers and surfaces in the adult dentition.

DA 154: Dental Assisting Materials and Duties

3.0 Units / LEC-LAB

A basic introduction to materials applicable to dental assisting. Implementation of safety measures and technique development are emphasized in utilizing common products in clinical dentistry. Customary duties are practiced in preparation for clinical competency in patient care. Note: Applications are accepted February 1- August 1. Submission of the Dental Assisting Program application with transcripts is required prior to enrollment. Please consult the Dental Assisting Program Application for all requirements including age, physical examination, and immunizations, as well as additional costs.

sion of the Dental Assisting Program application with transcripts is required prior to enrollment. Please consult the Dental Assisting Program Application for all requirements including age, physical examination, and immunizations, as well as additional costs.

Transferable:

- Not transferable

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- High School Diploma or Equivalency, 18 years or older upon graduation.

Co-Requisite:

- DA150, DA153, DA155, DA156, AND DA156C

Student Learning Outcomes

- 1. Demonstrate proper set-up according to verbal and written directives as well as given protocol for a variety of general dentistry procedures.
- 2. Function as a chairside dental assistant performing essential duties as allowed by the California Dental Practice Act common to general dentistry to the pre-clinical competence level utilizing sound judgement, evaluating for quality control, and analyzing proficiency.

DA 155: Dental Radiography

2.0 Units / LEC-LAB

A basic introduction to radiographic principles as applicable to dental assisting. Implementation of safety measures and skill development in intra-oral imaging are emphasized in exposing diagnostic quality radiographs. Customary duties are practiced in preparation for clinical competency in patient care under the direct supervision of the faculty. Note: Applications are accepted February 1- August 1. Submission of the Dental Assisting Program application with transcripts is required prior to enrollment. Please consult the Dental Assisting Program Application for all requirements including age, physical examination, and immunizations, as well as additional costs.

Transferable:

- Not transferable

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- High School Diploma or Equivalency, 18 years or older upon graduation.

Co-Requisite:

- DA150, DA153, DA154, DA156, AND DA156C

Student Learning Outcomes

- 1. Demonstrate proper radiation safety techniques using the ALARA concept on manikins, peers, and patients.
- 2. Produce diagnostic quality intra-oral images (full-mouth series, bite-wing series, and periapicals) in a safe and efficient manner exposing and placing in correct anatomic order for proper viewing and interpretation in patient care.
- 3. Identify basic anatomic landmarks, pathologies, and restorations on bitewing and full-mouth series radiographic images.

DA 156: Dental Assisting Fundamentals (Chairside)

3.0 Units / LEC-LAB

A basic introduction to four-handed dentistry. Basic technique development and implementation of essential dental assisting skills, duties, and functions to the pre-clinical competence level is emphasized in clinical dentistry. Customary duties are practiced in preparation for clinical competency in patient care. Note: Applications are accepted February 1-August 1. Submission of the Dental Assisting Application with transcripts is required prior to enrollment. Please consult the Dental Assisting Program Application for all requirements including age, physical examination, and immunizations, as well as additional costs. Note: Acceptance into the program is required prior to enrollment. Applications are accepted February 1-August 1. Uniform required.

Transferable:

- Not transferable

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- High School Diploma or Equivalency, 18 years or older upon graduation.

Co-Requisite:

- DA150, DA153, DA154, DA155, AND DA156C

Student Learning Outcomes

- 1. Demonstrate the ability to communicate as a functional team member following written and verbal directives proficiently.
- 2. Demonstrate quality control

by following protocol when setting up for common general dentistry procedures.

- 3. Function as a chairside dental assistant exercising sound judgement when performing fundamental duties common to four-handed general dentistry to the pre-clinical competency level.

DA 156C: Dental Assisting Fundamentals Clinical Laboratory Experience

1.5 Units / LAB

A course intended for clinical practice and patient care on campus in the Dental Health Center under the direct supervision of faculty. An assimilation of foundational content. Prior to performing essential dental assisting skills, duties and functions in the clinical setting students must demonstrate pre-clinical competence level mapped throughout the curriculum in DA 150, DA 153, DA 154, DA 155, and DA 156. Note: Applications are accepted February 1-August 1. Submission of the Dental Assisting application with transcripts is required prior to enrollment. Please consult the Dental Assisting application for all requirements including age, physical examination, and immunizations, as well as additional costs.

Transferable:

- Not transferable

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- High School Diploma or Equivalency, 18 years or older upon graduation. Patient Care Hazards in ionizing radiation and blood borne pathogens

Co-Requisite:

- DA150, DA153, DA154, DA155, AND DA156

DA 163: Advanced Dental Assisting Science

2.0 Units / LEC

A continuation of introductory biomedical science as applicable to dental assisting. Preventative patient education is emphasized. Oral pathology, nutrition, and pharmacology are examined. Customary terms and proper vocabulary are practiced in preparation for clinical competency in patient care. Note: Admit-

tance in the program is required and all fall semester pre-requisites courses must be successfully completed with a 75% or above to progress to spring semester cohort.

Transferable:

- Not transferable

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- High School Diploma or Equivalency, 18 years or older upon graduation.

Prerequisite:

- DA150, DA153, DA154, DA155, DA156, DA156C

Co-Requisite:

- DA164, DA165, DA166, DA167

Student Learning Outcomes

- 1. Present treatment plans and informative patient education as recommended by the American Dental Association.
- 2. Communicate proper terminology when identifying basic pathology in the oral cavity linked to poor nutrition, oral habits, disorders, conditions, and developmental trauma.
- 3. Identify common drugs prescribed in dentistry for pre-medication, infection, and sedation for pre-operative patient care.

DA 164: Advanced Dental Assisting Functions in Dental Specialties

3.0 Units / LEC-LAB

A continuation of comprehensive dental care as applicable to dental assisting. Delivery of advanced functions and permitted duties in pedodontics, orthodontics, oral surgery, periodontics, prosthodontics, and endodontics are emphasized. Advanced functions and permitted duties are practiced to the pre-clinical level. Pit and fissure sealants are performed to clinical competency. Note: Admittance in the program is required and all fall semester pre-requisites courses must be successfully completed with a 75% or above to progress to spring semester cohort.

Transferable:

- Not transferable

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- High School Diploma or Equivalency, 18 years or older upon graduation.

Prerequisite:

- DA150, DA153, DA154, DA155, DA156, DA156C

Co-Requisite:

- DA163, DA165, DA166, DA167

Student Learning Outcomes

- 1. Identify common specialty dental instruments, materials, and set-ups used in a variety of specialty dentistry procedures.
- 2. Demonstrate competence in advanced dental assisting functions and permitted duties as allowed by the California Dental Practice Act common to specialty practices to the pre-clinical competency level as prescribed by a dentist.
- 3. Perform pit and fissure sealant placement to the clinical competence level under direct supervision of faculty in the Dental Health Center (campus facility).

DA 165: Advanced Dental Radiography

2.0 Units / LEC-LAB

A continuation of radiographic principles as applicable to dental assisting. Implementation of skill development and error analysis are emphasized in exposing both intra- and extra-oral diagnostic quality radiograph images. Clinical competency in patient care is required throughout the semester to qualify for Dental Board of California requirements for Radiation Safety Certification upon graduation. Note: Admittance in the program is required and a fall semester pre-requisites courses must be successfully completed with a 75% or above to progress to spring semester cohort.

Transferable:

- Not transferable

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- High School Diploma or Equivalency, 18 years or older upon graduation.

Prerequisite:

- DA150, DA153, DA154, DA155, DA156, DA156C

Co-Requisite:

- DA163, DA164, DA166, DA167

Student Learning Outcomes

- 1. Demonstrate clinical competence in exposing diagnostic quality full mouth series radiographs consisting of periapical and bitewing images.
- 2. Exhibit the ALARA concept when

imaging intra-orally and/or extra-orally utilizing digital radiography.

- 3. Formulate corrective measures when identifying and analyzing errors on images.
- 4. Identify anatomical landmarks on both intra-oral and extra-oral images.

DA 166: Dental Assisting Functions in Dental Practice Management

0.5 Units / LEC-LAB

A basic introduction to business office procedures used in dental assisting. Content includes communications and practice management operations to the familiarity level in day-to-day operations in dental practice management. Note: Admittance in the program is required and all fall semester pre-requisites courses must be successfully completed with a 75% or above to progress to spring semester cohort.

Transferable:

- Not transferable

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- High School Diploma or Equivalency, 18 years or older upon graduation.

Prerequisite:

- DA150, DA153, DA154, DA155, DA156, DA156C

Co-Requisite:

- DA163, DA164, DA165, DA167

Student Learning Outcomes

- 1. Identify proper business terminology in communications and practice management.
- 2. Demonstrate fundamental administrative duties to preclinical competence.

DA 167: Advanced Dental Assisting Functions and Duties (Clinical Experience)

6.0 Units / LEC-LAB

A capstone course performing fundamental chairside assisting functions and permitted duties in clinical dentistry. Students participate by assisting in patient care in the Dental Health Center and additional contracted clinical sites in the community. Faculty assess progress in both onsite and additional clinical sites to further develop competency level in patient care. Psychology of patient man-

agement, interpersonal communication, teamwork, as well as legal and ethical aspects of dentistry are emphasized. Clinical competency in patient care is required throughout the semester (270 Clinical Hours) to meet Commission on Dental Accreditation and Dental Board of California requirements. Students are graded in the clinical setting based on objective criteria and required to complete a daily timesheet. Note: Admittance in the program is required and all fall semester pre-requisites courses must be successfully completed with a 75% or above to progress to spring semester cohort. Uniform Required.

Transferable:

- Not transferable

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- High School Diploma or Equivalency, 18 years or older upon graduation.

Prerequisite:

- DA150, DA153, DA154, DA155, DA156, DA156C

Co-Requisite:

- DA163, DA164, DA165, DA166

Student Learning Outcomes

- 1. Demonstrate cooperation working in a team environment, utilizing interpersonal communication with the ability to apply directives and protocol in a timely manner.
- 2. Exhibit essential dental assisting skills, chairside dental assisting function, and advanced/expanded dental assisting functions according to the California Dental Practice Act demonstrating ethical principles and sound judgement.
- 3. Apply didactic, laboratory, and preclinical instruction to the clinical setting, applying knowledge, recollecting competency, and further developing proficiencies.
- 4. Complete a minimum of 300 clinical hours including clinical externship experience and 900 instructional program hours with specified content in didactic, laboratory, preclinical instruction and clinical laboratory hours.

Drafting Technology**DT23: Engineering Design Graphics**

3.0 Units / LEC-LAB

A study of engineering design graphics for engineers and drafters with an emphasis on technical drawings and an introduction to computer-aided design (CAD). Topics include the development of visualization skills; orthographic projections; dimensioning and tolerancing practices; and the engineering design process. Assignments develop sketching and 2-D and 3-D CAD skills. The use of CAD software is an integral part of the course.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- CIS100

Student Learning Outcomes

- Develop orthographic projections, isometrics, obliques, and perspective pictorial representations of designs using CAD and sketching.
- Present engineering drawings using current industry standard documentation and annotation techniques.
- Define terminology related to engineering graphics.
- Prepare a professional portfolio.

DT 25: Computer Aided Design and Drafting

4.0 Units / LEC-LAB

An intermediate-level study of Computer Aided Design and Drafting. Students will expand their ability to use CAD software to create, modify, and plot 2D architectural, mechanical, and civil design drawings with consideration for productivity and industry standard practices.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- DT23 OR ENGR23

Student Learning Outcomes

- Create, modify, and plot 2D technical drawings per industry standards.
- Effectively utilize CAD software to improve drafting productivity.
- Present a professional portfolio.

DT71: Architectural Drafting Fundamentals

3.0 Units / LEC-LAB

A study of architectural drafting that emphasizes the creation of building information models (BIM). Students will develop proficiency in the application of architectural CAD software to develop residential architectural plans.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisite:

- DT23 OR ENGR23

Student Learning Outcomes

- Demonstrate knowledge of architecture and architectural drafting techniques.
- Use CAD software to create 3D building information models (BIM) with consideration for common building practices, applicable codes, and CAD standards.
- Research, document, and present various aspects of architecture.

Drama

DRAMA 24: Introduction to Theatre

3.0 Units / LEC

This course focuses on the relationship of theatre to various cultures throughout history, and on the contributions of significant individual artists. This course introduces students to elements of the production process including playwriting, acting, directing, design, and criticism. Students will also survey different periods, styles and genres of theatre through play reading, discussion, films and viewing and critiquing live theatre, including required attendance of theatre productions.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: THTR 111 Introduction to Theatre
- CalGETC: Area 3A: Arts
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Define the roles of playwright, director, actor, technical designer, and audience in the dramatic process.

DRAMA30A: Acting I

3.0 Units / LEC-LAB

A course that addresses fundamental aspects of the art of acting with a focus on physical movement and gesture. Emphasis is placed on improvisation and practical exercises leading to formal scene work. The ultimate goal is to develop a firm foundation in basic acting technique.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: THTR 151 Acting I

Student Learning Outcomes

- Move freely on stage.
- Demonstrate mastery of basic diction, vocal control (including basic breathing techniques), and projection.
- Demonstrate ability to express characterization through gesture, facial expression, and body language.
- Demonstrate mastery of basic stage terminology and script notation.

DRAMA30B: Acting II

3.0 Units / LEC-LAB

Study of acting styles with emphasis on character development and script analysis, with continuing work on voice and movement.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisite:

- DRAMA30A

General Education Status

- C-ID: THTR 152 Acting II

Student Learning Outcomes

- Complete a character analysis, and apply insights gained to student's performance.
- Demonstrate the ability to remain "in character" for the duration of a scene.
- Develop a repertoire of audition techniques and approaches.

Early Childhood Education

ECE1: Principles and Practices of Teaching Young Children

3.0 Units / LEC

Historical context and theoretical perspectives of developmentally appropriate practice in early care and education. Examines the role of the early childhood educator, identification of best practices for environmental design, curriculum, and teaching strategies. Explores teacher child relationships, professional ethics, career pathways and professional standards.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

General Education Status

- C-ID: ECE 120 Principles & Practices of Teaching Young Children

Student Learning Outcomes

- Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.
- Describe the role of the early childhood educator, including ethical conduct and professional pathways.
- Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

ECE2: Child Growth & Development

3.0 Units / LEC

Examines the progression of development in the physical, cognitive, social, and emotional domains and identifies developmental milestones for children from conception through adolescence. Emphasis on interactions between biological processes and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: CDEV 100 Child Growth and Development
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Explain children's development from conception through adolescence in the physical, social, emotional, and cognitive domains.
- Identify cultural, economic, political, and historical contexts that impact children's development.
- Apply knowledge of development and major theoretical frameworks to child observations.

ECE5: The Child in the Family and in the Community

3.0 Units / LEC

The processes of socialization focusing on the interrelationship of family, school, and community. Examines the influence of multiple societal contexts. Explores the role of collaboration between family, community, and schools in supporting children's development.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: CDEV 110 Child Family and Community

Student Learning Outcomes

- Describe socialization of the child, focusing on the interrelationship of family, school, and community.
- Identify the educational, political, and socioeconomic impacts on children and families.
- Describe strategies that empower families and encourage family involvement in children's development.

ECE6: Health, Safety and Nutrition

3.0 Units / LEC

Laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in care and education settings for children from birth through middle childhood. Includes the teacher's role in prevention strategies, nutrition and meal planning, integrating health safety and nutrition experiences into daily routines, and overall risk management.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: ECE 220 Health, Safety and Nutrition

Student Learning Outcomes

- Describe strategies used to promote the health, safety, and nutrition of children and adults in care and education settings.
- Evaluate environments for both positive and negative impacts on children's and adults' health and safety.
- Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in care and education settings.

ECE7: Introduction to Early Childhood Curriculum

3.0 Units / LEC-LAB

Developmentally appropriate curriculum and environments for young children. Explores teaching strategies and curriculum development based on theoretical frameworks, observation, and assessment. Emphasizes the teacher's role in supporting development and learning across the curriculum, including all content areas. Note: This course includes four hours of field experience per week (54 hours total) at a site approved by the faculty member. Specific criteria will be required for site approval. Students enrolled in ECE-7 will require proof of immunizations or immunity for: Measles, Pertussis, and Influenza.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: ECE 130 Introduction to Curriculum

Student Learning Outcomes

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality. (LEC)
- Identify the teachers role in early childhood programs, including planning, implementing, and evaluating activities and environments. (LAB)
- Select and apply developmentally

appropriate teaching strategies and theories to curriculum and environment design. (LAB)

ECE 9: Observation and Assessment

3.0 Units / LEC

Introduces the appropriate use of assessment and observation tools and strategies to document young children's development and learning. The use of findings to inform and plan learning environments and experiences are emphasized. Recording strategies, rating systems, portfolios, and multiple assessment tools will be discussed, along with strategies for collaboration with families and professionals.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: ECE 200 Observation and Assessment

Student Learning Outcomes

- Complete systematic observations and assessments of children's development and learning using a variety of data collection methods to inform classroom teaching, environment design, interactions, and curriculum.
- Describe the ethical and professional responsibilities for educators in observing and assessing young children's development and learning.
- Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.

ECE10: Field Experience in Early Childhood Education

3.0 Units / LEC-LAB

Under guided supervision, students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice will be emphasized as student teachers design, implement, evaluate approaches and strategies, and techniques that promote development and learning. Note: This course includes eight hours

of field experience per week (108 hours total) at a site approved by the faculty member. Specific criteria will be required for site approval. Students enrolled in ECE-10 will require proof of immunizations or immunity for: Measles, Pertussis, and Influenza.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite:

- ECE1, ECE2, ECE5 AND ECE7

General Education Status

- C-ID: ECE 210 Practicum in Early Childhood Education

Student Learning Outcomes

- Design, implement, and evaluate curriculum and environments based on observation and assessment of young children. (LAB)
- Apply a variety of effective approaches strategies and techniques for teaching in an early childhood classroom. (LAB)
- Analyze personal teaching experiences to guide and inform practice.

ECE11: Infant-Toddler Care and Education

3.0 Units / LEC

Application of current theory and research to the care and education of infants and toddlers in group settings. Examines essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children from birth to 36 months. Note: This course meets the Community Care Licensing requirement for course work in Infant-Toddler Care. This course may be used to partially fulfill ECE unit requirements for the Master Teacher Child Development Permit 6-unit Specialization.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- ECE2 OR ECE31

Student Learning Outcomes

- 1. Summarize the essential policies and practices of quality infant and toddler programs.
- 2. Design strategies to promote healthy relationships in the care and

education of infants and toddlers.

- 3. Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.

ECE12: Administration I: Programs in Early Childhood Education

3.0 Units / LEC

Introduction to the administration of early childhood programs. Covers program types, budget, management, regulations, laws, development and implementation of policies and procedures. Examines administrative tools, philosophies, and techniques needed to organize, open, and operate an early care and education program. Note: This course meets the Administration requirement of Community Care Licensing and for the Child Development Permit.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- ECE2, ECE5 AND ECE7

Student Learning Outcomes

- 1. Apply administration skills in various types of early care and education programs.
- 2. Demonstrate knowledge of strategic and fiscal planning
- 3. Evaluate components of quality programs, facilities and operations.

ECE13: Administration II: Personnel & Leadership in Early Childhood Education

3.0 Units / LEC

Effective strategies for personnel management and leadership in early care and education settings. Includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program. Note: This course meets the Administration requirement of Community Care Licensing and for the Child Development Permit.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- ECE2, ECE5 AND ECE7

Student Learning Outcomes

- 1. Demonstrate effective practices for managing and leading staff and administering early care and education programs.
- 2. Implement ongoing professional development plans based on evaluation of staff and administrator needs.
- 3. Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

ECE14: Introduction to Children with Special Needs

3.0 Units / LEC

An introduction to the variations in development of children with special needs ages birth through eight and the resulting impact on families. Includes an overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process. Note: This course may be used to partially fulfill ECE unit requirements for the Master Teacher Child Development Permit 6- unit Specialization.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- ECE2

Student Learning Outcomes

- 1. Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.
- 2. Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.
- 3. Explore methods to collaborate with families and community members in supporting inclusion of children with special needs.

ECE18: Teaching in a Diverse Society

3.0 Units / LEC

Examines the historical and current perspectives on diversity and inclusion and the impact of systemic societal influences on children's development, learning, and school experiences. Strategies for developmentally, culturally, and linguisti-

cally appropriate anti-bias curriculum will be explored as well as approaches to promote inclusive and anti-racist classroom communities. Includes self-reflection on the influence of teachers' own culture and life experiences on teaching and interactions with children and families.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- ECE2

General Education Status

- C-ID: ECE 230 Teaching in a Diverse Society
- CR General Education: Area4: Social and Behavioral Sciences

Student Learning Outcomes

- Examine the impact of various societal influences on the development of children's personal and social identity.
- Describe the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.
- Identify the influence of teachers' own culture and life experiences on teaching approaches and interactions with children and families.

ECE20: Adult Supervision and Mentoring in Early Care and Education

2.0 Units / LEC

Methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and leaders. Note: This course meets the Adult Supervision requirement of the Child Development Permit.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- ECE2, ECE5 AND ECE7

Student Learning Outcomes

- 1. Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.
- 2. Demonstrate competency in

communication and reflective practices when working with diverse adult populations.

- 3. Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.

ECE23: Literacy & Language Development of Young Children

3.0 Units / LEC

Introduction to the language and literacy development domain in the California Preschool Learning Foundations and Frameworks including the strands of listening and speaking, reading, and writing. Provides practical considerations for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- ECE2

Student Learning Outcomes

- Explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten).
- Plan environments and experiences, based on observation of children, to support children's language and literacy development.
- Describe how teachers can collaborate with parents and other caregivers to support children's language and literacy development.

ECE31: Infant-Toddler Development

3.0 Units / LEC

A study of infants and toddlers from pre-conception to age three including physical, cognitive, language, social, and emotional growth and development. Applies theoretical frameworks to interpret behavior and interactions between

heredity and environment. Emphasizes the role of family and relationships in development. Note: This course meets the Community Care Licensing requirement for course work in Infant-Toddler Care. This course may be used to partially fulfill ECE unit requirements for the Master Teacher Child Development Permit 6-unit Specialization.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- 1. Demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development.
- 2. Connect observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social and emotional domains.
- 3. Analyze the multiple contextual influences on infant and toddler development including diverse family practices and environments.

ECE34: Curriculum and Strategies for Children with Special Needs

3.0 Units / LEC

Covers curriculum and intervention strategies for working with children with special needs in partnership with their families. Focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Includes the role of the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence. Note: This course may be used to partially fulfill ECE unit requirements for the Master Teacher Child Development Permit 6- unit Specialization.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- 1. Evaluate program, educational and professional policies, based on special education laws and evidence- based practices.
- 2. Design curriculum techniques based on children's individualized needs in inclusive and natural environments.

- 3. Identify strategies to establish and maintain effective partnerships with families, interdisciplinary team members, and community resource specialists.

ECE35: Guiding Young Children

3.0 Units / LEC

This course focuses on the use of developmentally appropriate practices related to child guidance for children ages 0-8 years in early care settings. Emphasis is placed on developing a personal approach to child guidance based on current scientific research and theory concerning child development. The course includes genetic, environmental, and cultural factors that impact the behavior of young children and practical strategies for intervention and prevention.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Compare and contrast guidance and punishment and articulate the impact of each on the development of young children.
- Observe and chart mistaken behaviors and teacher interventions in a preschool or early elementary school classroom.
- Discuss how children's challenging behaviors impact families and caregivers and identify techniques that foster collaboration.

Economics

ECON1: Macroeconomics

3.0 Units / LEC

An introductory course focusing on aggregate economic analysis. Topics include: market systems, aggregate measures of economic activity, macroeconomic equilibrium, money and financial institutions, monetary and fiscal policy, international economics, and economic growth.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Enrollment Limitation:

- Appropriate STEM Math placement, or Elementary Algebra (high school or college). Intermediate Algebra or equivalent Math Placement is recommended.

General Education Status

- C-ID: ECON 202 Principles of Macroeconomics
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Apply macroeconomic concepts and models to make predictions and decisions about personal, business, and social topics.
- Use macroeconomic concepts and models to formulate and evaluate arguments.

ECON10: Microeconomics

3.0 Units / LEC

An introductory course focusing on choices of individual economic decision-makers. Topics include scarcity, specialization and trade, market equilibrium, elasticity, production and cost theory, market structures, factor markets, and market failure.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Enrollment Limitation:

- Appropriate STEM Math placement, or Elementary Algebra (high school or college). Intermediate Algebra or equivalent Math Placement is recommended.

General Education Status

- C-ID: ECON 201 Principles of Microeconomics
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Apply microeconomic concepts and models to make predictions and decisions about personal, business, and social topics.
- Use microeconomic concepts and models to formulate and evaluate arguments.

Education

EDUC1: Introduction to Education

3.0 Units / LEC-LAB

An introduction to education and teaching focusing on teaching as a profession, historical and philosophical foundations, contemporary educational issues in democratic societies, and California teacher performance standards. 50 hours of structured ongoing observation and participation in locally approved school settings to provide possible entry into the teaching profession. Note: This class will require field placement sites at local TK-12 schools with approved cooperating teachers.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Materials Fee:

- \$20.00

Advisory:

- ENGL102 OR ENGL150

General Education Status

- C-ID: EDUC 200 Introduction to Elementary Classroom Teaching

Student Learning Outcomes

- Examine the critical issues for the contemporary teacher specifically regarding employment opportunities and the required knowledge base, in addition to how our changing educational system will impact future teachers.
- Describe how changes in the student population are leading to educational change and how these changes impact instructional programs and curricula, multicultural and bilingual programs, along with the changes that innovations and technology bring to the c
- Develop a personal philosophy of education based on an understanding of the historical, philosophical, and social foundations of education.

EDUC201: College of the Redwoods Tech Tools Workshop

0.0 Units

A course introducing students to the online communication tools used at College of the Redwoods (WebAdvisor, Learning Management System, and

student email). This basic orientation is a hands-on overview of how to access and effectively interact with these online tools to become a more efficient and successful student.

Transferable:

- Not transferable

Grading Options:

- Satisfactory Progress

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Demonstrate basic competency with using the tools effectively in the online Learning Management System(LMS).
- Access functions in WebAdvisor.
- Use email and download attachments from the student email account.

EDUC203: Getting Started in Online Classes with Canvas

0.0 Units

A course preparing students to be effective learners in an online environment. This course will emphasize best practices in online learning, internet etiquette, and the effective use of the Learning Management System. It is intended for students taking an online course for the first time or for those in need of an online refresher. This course also serves as a great introduction to other software used in the workplace. Note: Students must have basic computer skills and access to a computer with an internet connection to participate.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Advisory:

- EDUC201

Student Learning Outcomes

- Demonstrate competency using the tools in the Learning Management System (LMS).
- Describe best practices in online learning and how they help the student become a more effective learner.
- Demonstrate effective online communication.

EDUC207: Getting Started with Computers

0.0 Units

A course in basic computer skills development designed for students who have little or no experience using a computer. Topics include fundamental components of computer and program operation such as an introduction to internet usage, MyCR, email, and file system management and navigation.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- 1. Demonstrate confidence in using a computer for basic operations.
- 2. Save a file.
- 3. Demonstrate the use of a mouse or track pad.
- 4. Create and name a document.

EDUC210: Adult Basic Education

0.0 Units

A noncredit class at the elementary education level to help learners improve their basic reading, writing, and math skills for employment or to prepare for high school equivalency or GED classes.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Demonstrate comprehension of written material at the elementary level.
- Apply and interpret the basic arithmetic operations of addition, subtraction, multiplication and division with whole numbers, fractions, and decimals.
- Demonstrate the ability to acquire, evaluate and interpret information in order to set goals and make decisions about educational and career opportunities.

EDUC220: Career and College Foundations

0.0 Units

A course providing instruction in the core academic subject areas (Math, Language Arts, Social Sciences, and Science) at the secondary level. The emphasis is on helping students transition successfully to college or a new career. Students may work in a self-paced lab setting where content is individualized and driven by student needs. The focus is on study skills, test-taking strategies, work readiness, and exploration of career and educational pathways.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- 1. Demonstrate proficiency in academic skills at the secondary level based on individualized instructional needs.
- 2. Demonstrate skills necessary for career and/or college readiness.

EDUC225: High School Equivalency/GED Preparation

0.0 Units

A noncredit course providing an overview of the four academic subject areas that comprise the 2014 GED and other high school equivalency tests (i.e., Language Arts, Mathematics, Social Studies, and Science). Computer skills necessary for passing current high school equivalency tests will also be covered. Through the use of diagnostic pretests, course content will emphasize students' needs.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Advisory:

- EDUC210

Student Learning Outcomes

- 1. Demonstrate content knowledge in high school secondary education curricula.
- 2. Demonstrate test taking skills necessary

Engineering

ENGR23: Engineering Design Graphics

3.0 Units / LEC-LAB

A study of engineering design graphics for engineers and drafters with an emphasis on technical drawings and an introduction to computer-aided design (CAD). Topics include the development of visualization skills; orthographic projections; dimensioning and tolerancing practices; and the engineering design process. Assignments develop sketching and 2-D and 3-D CAD skills. The use of CAD software is an integral part of the course.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisite:

- MATH25

Advisory:

- CIS100

General Education Status

- C-ID: ENGR 150
Engineering Graphics

Student Learning Outcomes

- Develop orthographic projections, isometrics, obliques, and perspective pictorial representations of designs using CAD and sketching.
- Present engineering drawings using current industry standard documentation and annotation techniques.
- Define terminology related to engineering graphics.
- Prepare a professional portfolio.

English

ENGL C1000: Academic Reading and Writing

4.0 Units / LEC

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. Note: This course was previously known as ENGL 1A: College Composition.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- Placement as determined by the college's multiple measures assessment process.

General Education Status

- C-ID: ENGL 100 College Composition
- CalGETC: Area 1A: English Composition
- CR General Education: Area 1A: English Composition

Student Learning Outcomes

- Demonstrate the capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation.
- Utilize flexible strategies for writing expository and argumentative college-level essays.
- Incorporate primary and secondary sources into essays using appropriate documentation format.

ENGL C1001: Critical Thinking and Writing

3.0 Units / LEC

In this course, students receive instruction in critical thinking for purposes of constructing, evaluating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000 College Reading and Writing (C-ID ENGL 100) or similar first-year college writing course. Note: This course was previously known as ENGL 2A: Critical Thinking and Writing.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- ENGLC1000

General Education Status

- C-ID: ENGL 105 Argumentative Writing and Critical Thinking
- CalGETC: Area 1B: Critical Thinking and Composition
- CR General Education: Area 1B: Oral Communication and Critical Thinking

Student Learning Outcomes

- Write logical, well-developed, thesis-driven essays that respond to questions at issue raised primarily by nonfiction works.
- Evaluate, use, and document

evidence from primary and secondary sources to support, develop, or validate judgments.

ENGL 1S: College Composition Learning Community

0.5 - 1.0 Units / LAB

English 1S is a course for students who want additional help and practice while taking English 1A. Students will engage in collaborative and hands-on learning activities facilitated by the instructor of their English 1A class to support the work happening concurrently in English 1A.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Co-Requisite:

- ENGLC1000

Student Learning Outcomes

- Demonstrate the capacity to read and analyze a variety of texts in support of the work being done concurrently in English 1A.
- Produce researched writing that incorporates primary and secondary sources in support of the work being done concurrently in English 1A.

ENGL 2B: Critical Thinking and Writing Through Literature

4.0 Units / LEC

This course offers instruction in analytical, critical, and argumentative writing, critical thinking, research strategies, information literacy, and proper documentation through the study of literary works from major genres, while developing students' close reading skills and promoting an appreciation for the aesthetic qualities of literature. This course fulfills the requirements for both Critical Thinking and Writing (English 2A) and Why Literature Matters (English 4) by covering all significant material and objectives from both courses.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- ENGLC1000

General Education Status

- C-ID: ENGL 110 Argumentative Writing and Critical Thinking Through Literature

- CalGETC: Area 1B: Critical Thinking and Composition & Area 3B: Humanities
- CR General Education: Area 1B: Oral Communication and Critical Thinking & Area 3: Arts and Humanities

Student Learning Outcomes

- Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works.
- Evaluate, use, and document evidence from primary and secondary sources to support, develop, or validate judgments.
- Discuss the shaping influence of major historical, intellectual, and cultural contexts on literature.
- Utilize literary terms and concepts effectively in their written work.

ENGL 4: Why Literature Matters

3.0 Units / LEC

Explore representative works from major genres to learn how humans use literature in various ways, and in different historical and cultural contexts (including both oral and written traditions) to represent themselves, others, and the world around them. Develop your close reading and analytical writing skills, and gain a deeper understanding of how and why literary expression matters, culturally, historically, and aesthetically.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- ENGLC1000

General Education Status

- C-ID: ENGL 120 Introduction to Literature
- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Discuss the shaping influence of major historical, intellectual, and cultural contexts on literature.
- Utilize literary terms and concepts effectively in their written work.
- Demonstrate the ability to use close- and analytical-reading strategies in writing critically about literature.

ENGL 9: World Literature - Early Modern to 21st Century

3.0 Units / LEC

A comparative study of world literature from the 16th through the 21st century. Students will read and discuss a variety of translated and English-language works in a wide range of genres to develop the critical and analytical skills necessary for the appreciation of diverse literatures and cultures.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- Eligibility for college-level composition (C-ID ENGL 100) as determined by college assessment or other appropriate method.

Advisory:

- ENGLC1000

General Education Status

- C-ID: ENGL 145 (ENGL-LIT 185) Survey of World Literature 2
- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
- Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

ENGL 10: World Literature: Antiquity to The Early Modern Era

3.0 Units / LEC

A comparative study of world literature to the 16th century. Students will read critically and analytically in response to translated works covering a broad range of time and places, including literatures of Classical Mediterranean cultures, Asia, Africa, Latin and Native America, and the Middle East.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- Eligibility for college-level composition (C-ID ENGL 100) as determined by college assessment

or other appropriate method.

Advisory:

- ENGLC1000

General Education Status

- C-ID: ENGL 140 Survey of World Literature 1
- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
- Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

ENGL 17: American Literature: Beginnings to the Civil War

3.0 Units / LEC

A survey of early American literature from pre-conquest and early contact, up to the Civil War. Students will read critically and analytically in genres ranging from transcribed oral legends through exploration and captivity narratives, religious tracts, letters, philosophical essays, diaries, novels, short stories, and poems

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- Eligibility for college-level composition (C-ID ENGL 100) as determined by college assessment or other appropriate method.

Advisory:

- ENGLC1000

General Education Status

- C-ID: ENGL 130 Survey of American Literature 1
- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
- Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

ENGL 18: American Literature - Civil War to the Present

3.0 Units / LEC

A survey of American literature from the Civil War through the present. Students will read critically and analytically to understand ideas and historical and cultural implications of major works of American literature.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- Eligibility for college-level composition (C-ID ENGL 100) as determined by college assessment or other appropriate method.

Advisory:

- ENGLC1000

General Education Status

- C-ID: ENGL 135 Survey of American Literature 2
- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
- Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

ENGL 30: Introduction to Creative Writing

3.0 Units / LEC

An introduction to the craft of creative writing. Students read and analyze the work of professional writers and peers, practice writing in various genres, and share their work with classmates through workshops.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: ENGL 200 Introduction to Creative Writing

Student Learning Outcomes

- Demonstrate use of literary techniques in the production of

original works in different genres

- Read diverse professional and student texts actively and critically
- Use the writers' workshop and/or peer and instructor feedback to evaluate their own manuscripts as well as the manuscripts of others
- Participate in a community of writers

ENGL32: Creative Writing - Poetry

3.0 Units / LEC

A study in developing the art of writing poetry, emphasizing communication, clarity, and economy. Students read and analyze many types of poetry while they generate, develop, critique, and revise their own and others' texts.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

General Education Status

- C-ID: ENGL 200 Introduction to Creative Writing

Student Learning Outcomes

- 1. Differentiate and utilize concrete detail and abstraction in poetry.
- 2. Control grammar and punctuation to clarify ideas.
- 3. Apply a process-oriented approach to writing poetry that involves inventing, drafting, revising, and editing.
- 4. Compose original written texts, using genre-specific structures and formal conventions.

ENGL33: Creative Writing - Prose

3.0 Units / LEC

A study in developing the art of writing fiction, emphasizing communication, clarity, and economy. Students read and analyze many types of fiction while they generate, develop, critique, and revise their own and others' texts.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

General Education Status

- C-ID: ENGL 200 Introduction to Creative Writing

Student Learning Outcomes

- Differentiate and utilize concrete detail and abstraction in fiction.

- Control grammar and punctuation to clarify ideas.
- Apply a process-oriented approach to writing fiction that involves inventing, drafting, revising, and editing.
- Compose original written texts, using genre-specific structures and formal conventions.

ENGL36: Literary Magazine Production

3.0 Units / LEC

Students will learn and apply knowledge and practices to collaboratively produce a literary magazine. This co-curricular course uses project-based learning to develop knowledge and skill in several literary magazine development and production areas. These areas include concept creation, solicitation, text selection, layout, design, and distribution. This course welcomes students with differing interests and tastes to co-construct a cohesive final project of value that will appeal to diverse audiences.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Establish criteria for evaluating literary texts and apply it through commentary on submissions
- Develop a literary discourse community that celebrates diverse voices
- Choose and apply conventions of proof-reading, editing, layout, and design to the literary magazine production process

ENGL40: Independent Study (English)

1.0 - 2.0 Units / IND

Individual research and special projects in English. Specific projects to be determined in consultation with instructor. Note: All independent study projects must be approved by instructor, and an approved independent study contract must be on file before the independent study section is created.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Perform specialized tasks and demonstrate skills acquired as a result of individualized work.

ENGL 60: Introduction to British Literature: Beginnings through the 18th Century

3.0 Units / LEC

This course surveys the literature written in the British Isles up to the last quarter of the 18th century. Through a broad study of influential and significant works, representative genres and important critical approaches within historical and cultural contexts, this course builds students' close reading skills and offers instruction in analytical, critical, and argumentative writing within the field of literary studies. Students will practice literary analysis, disciplinary research strategies, and proper documentation while developing an appreciation for the aesthetic qualities of British literature.

Transferable:

- Transferable to both UC and CSU
- Grading Options:
- Letter Grade Methods

Prerequisite:

- Eligibility for college-level composition (C-ID ENGL 100) as determined by college assessment or other appropriate method.

Advisory:

- ENGLC1000

General Education Status

- C-ID: ENGL 160 Survey of British Literature 1
- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
- Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

ENGL 61: Introduction to British Literature: Romanticism to the Present

3.0 Units / LEC

This course surveys British literature from the late eighteenth century to contemporary British and post-colonial texts. Through a broad study of influential and significant works, representative genres and important critical approaches within historical and cultural contexts, this course builds students' close reading skills and offers instruction in analytical, critical, and argumentative writing within the field of literary studies. Students will practice literary analysis, disciplinary research strategies, and proper documentation while developing an appreciation for the aesthetic qualities of literature written by British and post-colonial writers.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- Eligibility for college-level composition (C-ID ENGL 100) as determined by college assessment or other appropriate method.

Advisory:

- ENGLC1000

General Education Status

- C-ID: ENGL 165 Survey of British Literature 2
- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
- Apply knowledge of historical, intellectual, and cultural contexts in interpreting the significance of literary texts.

English As Second Language

ESL200: Fundamental English as a Second Language (ESL) - Low Beginning

0.0 Units

Develop basic listening and speaking skills for low beginning ESL students. Introduce essential reading and writing skills. Provide instruction in the fundamental components of English that are necessary for effective communication in situations common to ESL learners.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Students will be able to respond adequately to simple questions about present situations in spoken English for listener comprehension.
- Students will be able to fill out an information sheet soliciting basic personal information.
- Students will be able to read simple texts and write simple, comprehensible phrases about present situations, abilities, intentions, and needs.

ESL201: Fundamental English as a Second Language (ESL) - High Beginning

0.0 Units

Enrich essential listening skills and survival speaking skills through vocabulary development for high beginning ESL students. Develop essential reading and writing skills. Learning is placed in the most common and important English language contexts where effective communication is needed.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Advisory:

- ESL200

Student Learning Outcomes

- Students will be able to respond to questions about present situations in spoken English with correct grammar and pronunciation.
- Students will demonstrate competency in English language skills essential to using important services in the community.
- Students will be able to read simple texts and write simple phrases about present situations, abilities, intentions, and needs with good sentence mechanics and spelling.

ESL205: Fundamental Career and Educational Vocabulary for ESL Students

0.0 Units

Introduce students to contextual vocabulary of community college practices, career options and job requirements, educational pathways and resources available to them. Students use this knowledge to set career and education goals.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Advisory:

- ESL200

Student Learning Outcomes

- 1. Identify important information in job descriptions such as required skills, education, and experience.
- 2. Set specific, measurable, attainable, realistic, and timely (SMART) career and education goals.
- 3. Identify next steps to attain employment in desired career.

ESL210: Intermediate English as a Second Language (ESL) - Low

0.0 Units

A course for Low Intermediate ESL Students that develops listening, speaking, reading, and writing skills. Students will work on improving their conversation skills and their ability to write a focused paragraph. They will learn strategies for understanding authentic English texts and writing compound sentences.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Advisory:

- ESL201

Student Learning Outcomes

- Participate in increasingly extended conversations in spoken English in familiar contexts.
- Interpret meaning in shorter simplified or authentic texts with some unfamiliar words on familiar topics.
- Write a short note or brief report

with relevant ideas and appropriate details in a short cohesive paragraph.

- Write simple and compound sentences with some consistency in mechanics and punctuation.

ESL211: Intermediate English as a Second Language (ESL) - High

0.0 Units

Develop English language skills for High Intermediate ESL students. Cultivate competence and confidence in reading and writing, sentence and paragraph structure, verbal communication skills, and comprehension of everyday spoken English. Students will learn to interpret meaning in more advanced texts, and engage in specialized conversations such as an interview. Students will learn how to approach multi-paragraph writing with consistent control of grammatical patterns, mechanics and punctuation.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Advisory:

- ESL210

Student Learning Outcomes

- Engage in conversations or interviews on more specialized topics using appropriate syntax and level of formality.
- Interpret meaning in longer simplified or authentic texts on familiar topics with some unfamiliar words.
- Write a clearly organized, brief composition or report.
- Demonstrate consistent control of basic grammatical patterns, mechanics and punctuation.

ESL215: Intermediate Career and Educational Vocabulary for ESL Students

0.0 Units

Presents students with career options, educational pathways and resources available to them, and develops target contextual vocabulary. Students make decisions needed for formation of Student Education Plan and are afforded opportunities to engage in conversations with professionals and students in fields of interest.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Advisory:

- ESL200, ESL201 AND ESL205

Student Learning Outcomes

- 1. Analyze information regarding job and educational opportunities and resources in order to make informed decisions about which opportunities to pursue.
- 2. Set specific, measurable, attainable, realistic and timely (SMART) job and educational goals.
- 3. Identify next steps to further education and/or to attain employment in desired career.

ESL220: English for Reading and Writing

0.0 Units

A course for low-intermediate to high-intermediate ESL students which develops reading and writing skills in English. Students will read for main idea and claim, reason and evidence. Students will pre-write and organize ideas to write about their experiences at the paragraph level. Students will learn strategies for understanding and responding to written English for self-expression.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Write thematic paragraphs with consistency in mechanics and punctuation.
- Use organized writing to communicate something of personal value.
- Identify the main idea and supporting details in authentic texts.
- Revise writing for punctuation, verb tense, spelling and organization.

ESL221: English for Reading and Writing II

0.0 Units

A course for upper-intermediate to advanced ESL students that uses English

as a medium of inquiry. Students will use flexible reading, writing and research strategies to address questions at issue in their communities which result from college-level readings.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited

Prerequisite:

- ESL220

Student Learning Outcomes

- Differentiate fact from opinion in texts.
- Demonstrate the ability to evaluate evidence for a claim in a reading.
- Write an argument with a claim, reason and evidence in response to an issue.
- Find, evaluate and incorporate secondary sources in support of a claim.
- Revise writing and the writing of others for clarity of argument and disruptive errors in English grammar, usage, and punctuation.

ESL224: English Grammar

0.0 Units

A course for intermediate to advanced ESL students that provides an overview of English grammar. Students will examine sentence structure, verb tenses, punctuation, modifiers, and connectors within varying and relevant contexts. Students will be introduced to common patterns of English usage that go beyond the most basic patterns, and will use these patterns effectively in their speech and writing. Students will apply grammar concepts to real-world situations.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Advisory:

- ESL201

Student Learning Outcomes

- Modify subject and verb phrases within a meaningful context to accurately produce grammatically correct sentences in a variety of tenses and aspects.
- Use correct punctuation in simple

and compound sentences to communicate effectively in writing.

- Connect words, phrases, and clauses appropriately within a meaningful context to express subordination, coordination, and correlation.

ESL225: Popular English

0.0 Units

A course for intermediate to advanced ESL students that explores the English language in the context of informal and popular topics of communication. Students will expand vocabulary and develop fluency with the English language in the context of current U.S. and global culture. They will gain the language skills needed to communicate about, analyze, and discuss popular subjects such as entertainment, current events, arts, online trends, sports, health and wellness, and politics.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Advisory:

- ESL201

Student Learning Outcomes

- Speak or write about a topic of local, national, or international interest such as sports, entertainment, current events, arts, online trends, health and wellness, or politics with sufficient grammatical accuracy to produce clear communication.
- Recognize figurative uses of English and use context to decipher meaning when an idiom is unfamiliar.
- Describe a cultural difference and how that difference can be navigated to avoid miscommunication.

ESL230: English for Listening, Speaking, and Pronunciation I

0.0 Units

A course for beginning and intermediate ESL students that develops their ability to understand and produce spoken English in everyday life. Students will receive direct pronunciation instruction and participate in controlled pronunciation practice. They will listen to input on topics relevant to their everyday lives, and

develop their vocabulary based on what they hear. Students will practice speaking to ask for clarification and to clearly communicate important information. All course concepts will be applied to the development of students' oral communication skills in authentic situations.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Retakes

Student Learning Outcomes

- Students will be able to respond comprehensibly to simple, unrehearsed questions soliciting personal information for authentic oral communication.
- Students will be able to ask simple, unrehearsed questions and understand common responses in order to gather new information in everyday situations.
- Students will be able to apply techniques like circumlocution and asking for repetition to repair breakdowns in oral communication.
- Students will be able to respond comprehensibly to simple, unrehearsed questions about present situations for authentic oral communication.

ESL231: English for Listening, Speaking, and Pronunciation II

0.0 Units

A course for intermediate to advanced ESL students that develops their ability to understand and produce spoken English in everyday life, as well as in professional and educational settings. Students will receive focused instruction and practice in American English pronunciation. They will also practice listening to varied English accents in formal and informal settings. Finally, students will practice speaking to clearly communicate important information such as feelings, needs, and ideas on a range of topics.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited retakes.

Prerequisite:

- ESL230

Student Learning Outcomes

- Students will be able to respond comprehensibly and in detail to questions about past, present, and future situations in spoken English.
- Students will be able to repair communication breakdowns in everyday, academic, and professional situations.
- Students will be able to ask questions and understand responses in order to gather detailed information in everyday, academic, and professional situations.

Environmental Science

ENVSC 10: Introduction to Environmental Science

4.0 Units / LEC-LAB

Introduction to environmental issues from a scientific perspective, focusing on physical, chemical, and biological processes within the Earth system, the interaction between humans and these processes, and the role of science in finding sustainable solutions. Topics include ecological principles, biodiversity, climate change, sustainability, renewable and non-renewable energy, water resources, air and water pollution, and solid waste management. Note: Field trips are required and transportation is not provided.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: ENVS 100 Introduction to Environmental Science
- CalGETC: Area 5B: Biological Science & Area 5C: Laboratory
- CR General Education: Area 5: Natural Sciences

Student Learning Outcomes

- Apply the process of science to analyze major environmental issues at a variety of scales, identify potential solutions for these issues, and evaluate the viability of these solutions.
- Analyze and interpret quantitative data and visual

representations of data describing an environmental issue.

- Describe relationships between human actions and environmental issues and predict potential outcomes of these interactions.
- LAB: Analyze and interpret human influences on an ecosystem in the field.

ENVSC11: Environmental Ethics

3.0 Units / LEC

An examination of issues arising out of ethical considerations related to the general environment and specific ecosystems, life forms, and places. Students will engage scientific, philosophical, and cultural concepts of nature and explore the social and personal ramifications for current ethical choices regarding local, regional, national, and global issues.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- College of the Redwoods General Education: C - Humanities
- CSU General Education: C2 - Humanities
- IGETC: 3B - Humanities

Student Learning Outcomes

- 1. Apply methods of inquiry to shape useful questions regarding current environmental problems, claims, arguments, and/or cultural values.
- 2. Analyze questions of ethics to arrive at reasoned responses to environmental issues and how they impact a diverse global community.

ENVSC12: Earth's Changing Climate

3.0 Units / LEC

A planet-scale examination of the Earth's atmosphere and climate. This course will include an in-depth look at the factors controlling climate, its changes over time, and the timeline of global climatic changes. This course is an interdisciplinary introduction to the Earth's climatic systems and interactions.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- College of the Redwoods General

- Education: A - Natural Science
- CSU General Education: B1 - Physical Science
- IGETC: 5A - Physical Sciences

Student Learning Outcomes

- Provide examples of positive and negative feedback mechanisms that relate to natural systems.
- Critically analyze climate change on the Earth.
- Present both the pros and cons of a particular climatic interpretation, reflecting the complexity of the application of the scientific method to natural systems.
- Examine the human-induced variations on Earth's natural systems in the context of a well-organized and scientifically valid discussion of a climate-related issue.

Ethnic Studies

AFAM 1: Introduction to African American Studies

3.0 Units / LEC

This course is an introduction to African American Studies that includes an interdisciplinary critical examination of the African American experience. This course assesses and analyzes the historical, political, cultural, and artistic issues concerning people of African descent in the United States. Through an Ethnic Studies lens, students will learn about theories and concepts inherent to the field of African American Studies particularly by mapping the resolutions and movements put forward by African Americans in their responses to the legal and societal uses of social constructs such as race, ethnicity, citizenship and other forms of identity in America. In this course, students will examine the historical and cultural experiences of African Americans from the beginning of the Transatlantic Slave Trade to the emerging and ongoing Black Lives Matters Movement. Furthermore, students will interpret how the dominant society impacts people of African descent in America, including such factors as racism, classicism, and the current social and economic status of African Americans. With a particular emphasis on the impact of African

American contributions to, and interpretations of, civil rights in the United States, students will develop an understanding of the vital roles of activism, knowledge production, and resistance in African American history and culture. This course concludes by discussing new directions in African-American Studies including diasporic studies, Pan-Africanism, and post-colonial studies. The ultimate objective of the course is to give students an academic foundation that will help them develop critical thinking when considering questions and resolutions on the topics of democracy and inequality in the United States.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, sexism, feminism, and anti-racism as analyzed in African American Studies.
- Apply theory and knowledge produced by African American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of that group with a particular emphasis on agency and group-affirmation.
- Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, language, and/or age in African American communities.
- Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in African American communities to build a just and equitable society.

AFAM 2: African American Experience to 1877

3.0 Units / LEC

This African American Studies course offers a survey of the political, economic, and cultural history of people of African descent in the United States from the

colonial period to the completion of Reconstruction. Students will review and gain insight into the multiple challenges and contributions that people of African descent in America faced in transforming American society into a more equitable and inclusive nation particularly through their roles in social justice movements that reshaped the U.S. Constitution and federal government. This course approaches these concepts through an Ethnic Studies lens particularly by mapping the challenges that African Americans faced due to the legal and societal uses of social constructs such as race, ethnicity, citizenship and other forms of identity from the colonial period through Reconstruction. Most importantly, students will learn and use a social constructionist approach to understanding how the formulation and use of race as a marker of identity and difference was used to solidify systems of power meant to exclude BIPOC communities at the onset of America's founding. This course will address the multiple methods, movements, community practices, and literature that African Americans constructed and utilized in order to challenge and abolish policies, systems, and societal beliefs that held and promoted anti-Black sentiments and practices. The ultimate objective of the course is to give students an academic foundation that will help them develop critical thinking when considering questions and resolutions on the topics of democracy and inequality in the United States.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.
- Analyze and assess the merits of various historical interpretations.
- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, sexism, feminism, and anti-racism as analyzed in African American Studies.
- Students will develop the awareness, social justice methods, and conversational skills needed

to contribute to local and global communities. This outcome indicates if students recognize ways to collaboratively contribute to their communities and by harnessing the value of effectively engaging in cross-cultural environments.

AFAM 3: African American Experience 1865-Present

3.0 Units / LEC

This course offers a survey of the political, economic, and cultural histories of people of African descent in the United States from the end of the Civil War to the present. Students will review and gain insight into the multiple challenges and contributions that people of African descent in America faced in transforming American society into a more equitable and inclusive nation particularly through their roles in social justice movements that reshaped the U.S. Constitution, government, and culture. This course approaches these concepts through an Ethnic Studies lens particularly by mapping the multiple resistance and intellectual movements spearheaded by Black Americans in response to the failures of Reconstruction. These include religious resistance movements in the South, Black women's grassroots organizing at the turn of the twentieth century, the emergence of Civil Rights organizations like the NAACP, the cultivation and production of Black art as expressed by the Harlem Renaissance, various antiwar and student protests, and the eventual successes of the Civil Rights era and the end of legal discrimination, leading to modern descendants like the Black Lives Matters and Me Too movements that address continuing structural problems in society. Throughout this course, students will consider how race solidified systems of power meant to exclude Black communities during America's many phases as an imperialist nation up to the present. Thus, this course will address the multiple methods, movements, community practices, and literature that African Americans constructed as a means to challenge and abolish policies, systems, and societal beliefs that held and promoted anti-Black sentiments and practices in America and beyond. The ultimate objective of the course is to give students an academic foundation that will help them develop critical thinking when considering questions and resolutions on the topics of democracy and

inequality in the United States.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.
- Analyze and assess the merits of various historical interpretations.
- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, sexism, feminism, and anti-racism as analyzed in African American Studies.

ASAM 1: Introduction to Asian American Studies

3.0 Units / LEC

This course offers an interdisciplinary approach to the field of Asian American Studies that includes a critical examination of the Asian American experience. This introductory course assesses and analyzes the historical, political, and cultural issues concerning people of Asian descent in the United States. Students will examine the diverse historical and cultural experiences of Asian, Native Hawaiian, Pacific Islander, and Desi Americans from the beginning of America's colonial period (Filipino sailors landing at Morro Bay, 1587) to the emerging and ongoing Stop AAPI Hate Movement. Furthermore, students will explore the diverse histories, cultures, communities, and contemporary realities of Asian America. Students will have an opportunity to develop a greater understanding of the complexities of Asian American experiences that historically have been affected by factors such as colonialism, racism, xenophobia, sexism, citizenship, and more. With a particular emphasis on the impact of Asian American contributions to, and interpretations of, civil rights and racial justice in the United States, students will develop an understanding of the Asian American identity as rooted in activism, resistance, and community throughout Asian American history to the present. The ultimate objective of the course is to give students an academic foundation that will

help them develop critical thinking when considering questions and resolutions on the topics of democracy and inequality in the United States.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, language, and/or age in Asian American communities.
- Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Asian American communities to build a just and equitable society.
- Apply secondary and/or primary source material to construct written and oral, logical, historical arguments to better understand the issues facing Asian American communities.
- Students will develop the awareness, social justice methods, critical thinking, and conversational skills needed to contribute to local and global communities. This outcome indicates if students recognize ways to collaboratively contribute to their communities and by harnessing the value of effectively engaging in cross-cultural environments.

ASAM 2: Asian American Studies: Contemporary Issues of Asian Americans

3.0 Units / LEC

ASAM 2: Contemporary Issues of Asian Americans, offers a review and critical analysis of the multiple movements and struggles of Asian Americans from the Civil Rights Era to present day. ASAM 2 provides students with multiple insights to the many legacies and transformations that the broader Asian American community (including Southeast Asian, East Asian, South Asian, Native Hawaiian, and Pacific Islanders) has experienced in the last century and their impact in anti-war movements, labor movements, the ongoing fight for Ethnic Studies, and much more. Furthermore, students will review these historical issues and movements from a variety of intersectional and critical frameworks including but

not limited to feminism, transnationalism, abolitionism, and anti-racism as we discuss the effects and cultural notions of gender, race, and sexuality and how those topics of identity have further contextualized the intergenerational issues Asian American communities face. Above all, this course will provide a roadmap of how we can learn and reflect on previous movements so that we may continue to build our own activist framework that promotes social justice for all.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, language, and/or age in Asian American communities.
- Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Asian American communities to build a just and equitable society.
- Apply secondary and/or primary source material to construct written and oral, logical, historical arguments to better understand the issues facing Asian American communities.
- Students will develop the awareness, social justice methods, critical thinking, and conversational skills needed to contribute to local and global communities. This outcome indicates if students recognize ways to collaboratively contribute to their communities and by harnessing the value of effectively engaging in cross-cultural environments.

LCAM 1: Introduction to Latine and Chicanx Studies

3.0 Units / LEC

This course offers a survey of the political, societal, and cultural contributions of communities of Chicana/o/x and Latine/a/o/x descent in America from an Ethnic Studies framework. This introductory-level course is designed to acquaint students with social, political, economic, and historical aspects of the Chicana/o/x and Latina/o/e/x experience in the United States, utilizing models and paradigms developed within the inter-

disciplinary field of Chicanx and Latine American Studies. Students will learn about key historical and contemporary issues that impact Mexican-origin and other Latina/e/o/x American communities as well as their many influences in the formation and societal transformations of the United States since the pre-colonial period to the present. Multidisciplinary examination of representation, ideologies, and material conditions of Chicanas/os/x and Latina/e/o/x, includes issues related to colonialism, race, labor, immigration, poverty, assimilation, gender, queerness, Indigeneity, immigration, diaspora, and civil rights. This course will engage students' critical reading and writing skills as they analyze and reflect on Chicana/o/x and Latine American literature, cultural productions, and the movements they spearheaded in order to: 1. Understand how the diverse experiences of Chicana/o/x and Latine Americans contributed to, and were shaped by, philosophical, political, economic, cultural and societal ideologies and policies in the United States. 2. Examine the heterogeneity and cultural diversity within past and present Chicana/o/x and Latine American communities in the United States. 3. Review past, present, and future solutions to social injustices and discrimination against Chicana/o/x and Latine American communities.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Chicana/o/x and Latine American Studies.
- Apply theory and knowledge produced by Chicana/o/x and Latine American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of that group with a particular emphasis on agency and group-affirmation.
- Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, language,

and/or age in Chicana/o/x and Latine American communities.

- Describe and actively engage with anti-racist and anti-imperialist issues and the practices and movements in Chicana/o/x and Latine American communities to build a just and equitable society.
- Demonstrate ability to critically analyze and identify historical systems of oppression in the US.

Fire Technology

FT121: CALFIRE Firefighter Basic Academy

9.0 Units / LEC-LAB

A course that teaches students about basic wildland and structural firefighting. It will provide students with entry-level knowledge and skills that firefighters use in wildland and structural firefighting. This course, in combination with the additional courses identified in the CALFIRE Basic Firefighter Certificate program, is required for all CALFIRE firefighters. Note: Weekend field exercises may be required. This course includes 16 hours of field exercises that are physically strenuous. Students need to be physically fit and should consult their doctor before engaging in firefighter training. Students will be expected to perform in claustrophobic spaces while wearing a breathing apparatus and a facepiece.

Transferable:

- Not transferable

Grading Options:

- Letter Grade Methods
- Other

Student Learning Outcomes

- Describe wildland and structure fire strategies and tactics.
- Identify potentially dangerous situations and conditions and describe how to avoid or mitigate them.

Forestry & Natural Resources

FNR1: Introduction to Forestry and Natural Resources

3.0 Units / LEC-LAB

An introduction to forest and natural resource issues and management. The lectures and discussion cover three general areas: goods and services derived from forests; basic management strategies for natural resources; and the development and application of relevant policies and regulations, including historical perspectives. Weekly field exercises introduce students to basic techniques for field work and how different management approaches are applied in the woods. Note: Field trips are required and the College does not provide transportation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- College of the Redwoods General Education: B - Social Science

Student Learning Outcomes

- Describe the goods, services, and benefits derived from utilizing natural resources.
- Explain the basic components of forest ecosystems and use critical thinking to determine how management affects these ecosystems.
- Discuss the historic, economic, and political framework of natural resource utilization.
- Lab Specific Outcome: Demonstrate safety protocols and common field techniques used in natural resources at a basic level.

FNR3: Seminar in Forestry and Natural Resources

1.0 Units / LEC-LAB

An exploration of careers available and skills needed for being successful in the forestry and natural resource professions. Seminars on basic job application skills, talks from area professionals, and practical demonstrations of topics such as woods safety and common practices will help prepare students for a career in the field.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Discuss common workplace etiquette.
- Analyze the safety requirements of different job tasks.

- Identify the range of career tracks, job titles, and skills common in the discipline.

FNR5: Forest Ecology and Management

3.0 Units / LEC-LAB

An introduction to the basic theories of forest ecology and best management practices. This course focuses on disturbance, competition, and regeneration ecology of forests and how these relate to environmental factors such as climate, soils, and biota. Laboratory exercises provide collaborative and experiential learning opportunities in the field where the linkages between theory and application are explored.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Discuss the use of ecological knowledge in forest management.
- Analyze the application of silvicultural techniques in achieving different forest outcomes.
- Describe the life cycle of trees and the interaction of trees and the environment.
- Lab Specific Outcome: Measure and analyze ecological characteristics of the forest.

FNR10: Introduction to Forest Operations

3.0 Units / LEC-LAB

A lecture, discussion, and field laboratory course exploring the practical application of timber harvesting techniques and forest operations in the framework of the California Forest Practices Act. Students will learn basic forest operations including elements of road layout and design, harvesting design and limitations, and operational equipment use and limitations. A major focus will include silvicultural prescriptions used to meet various land management goals. The field exercises will focus on application of these principles on the ground and will include field trips to active timber harvesting operations. Note: Lab has a significant field component in rough terrain and adverse weather with off-campus travel required.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- FNR1 AND FNR51

Student Learning Outcomes

- (LEC) Discuss general types of forest operations and specific applications to timber harvesting including forest road development and use.
- (LEC) Analyze case studies of forest operations, including harvesting operations and forest road design, in the context of practical, legal, and ethical requirements.
- (LAB) Demonstrate practical application of terms and concepts in examples of harvesting operations.

FNR17: Conclave: Intercollegiate Forestry Activities

1.0 Units

All majors welcome! Students will learn beginning through advanced skills in competitive forms of traditional forestry activities such as axe throwing, birling (log rolling), buck sawing, wood chopping, tree climbing, and technical events (tree ID, wood ID, cruising, and traverse). This course is designed for students to receive hands-on instruction in the safe use of specialized equipment in order to participate in local and regional forestry conclave competitions and conferences. All students enrolled in this course must participate in competition(s).

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Repeatability:

- R3: Students may enroll in this course multiple semesters, 3 retakes assumes it takes students 4 semesters to complete an AS degree or transfer.

Student Learning Outcomes

- Demonstrate ability to perform and practice use of tools/equipment in a safe manner.
- Practice leadership skills in a team environment.
- Demonstrate knowledge about a variety of forestry-related non-athletic events through local, state and regional conclave competitions with other forestry schools.

FNR31: Geospatial Concepts

3.0 Units / LEC-LAB

An introduction to geospatial concepts. Students will learn the theory and application of GPS technology, cartography, GIS software, and remote sensing techniques.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Discuss acquisition and utilization of geospatial data from various sources and integration into geographic information systems.
- Discuss common geospatial characteristics of maps including projection systems, landmarks and features, scales, and frame of reference.
- Analyze strengths and weaknesses of global positioning system (GPS) data and discuss basic operational parameters of the various systems in current use.
- Lab Specific Outcome: Use software to develop maps from data acquired from various sources.
- Apply discipline-specific vocabulary, principles, methodologies and ethics to social science inquiry and identify connections between social, political and economic events.

FNR32: Geographic Information Systems

3.0 Units / LEC-LAB

(GIS). Students will learn the basic theory and application of spatial data and develop skills with computer software to analyze and display locational data. After completion of this course students will be able to answer complex spatial and aspatial questions.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Prerequisite:

- FNR31

Student Learning Outcomes

- Explain fundamental GIS concepts, principles, and define technical terms.
- Acquire, import, reference, and analyze geographic data and

communicate findings via maps.

- Discuss application of GIS techniques to solve natural resource problems.
- Lab specific outcome: Utilize specific software tools to manage and analyze spatial data and develop map products.

FNR33: Introduction to Remote Sensing

3.0 Units / LEC-LAB

An introduction to the interpretation and use of aerial photographs, electronically generated imagery, and remote-sensing data. Students will learn the theory and practice of gathering and examining remote-sensing data, the classification of land areas, and the measurement of ground-based objects from aerial and space derived data.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Prerequisite:

- FNR31

Advisory:

- Students will have difficulty with the reading without college level reading and writing skills. Students will have difficulty with the mathematics associated with measurements from aerial and space derived data without an understanding of elementary algebra.

Student Learning Outcomes

- Discuss theory and application of remote sensing data in natural resource management.
- Calculate, interpret, and analyze relevant data from aerial and space derived data.
- Lab Specific Outcome: Develop analyses and maps from remotely sensed data sources.

FNR40: Independent Study FNR

0.5 - 3.0 Units / IND

A course of independent study developed under faculty supervision in a specific area of interest in forestry and natural resources with the goal of producing a professional-level report or presentation. Note: Students taking an independent study course must have an approved contract on file.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Develop and present a report on a specific area of interest in forestry and natural resources.

FNR42: FNR Occ Work Experience

0.5 - 8.0 Units / WEX

A course designed to assist students in planning and accomplishing meaningful learning objectives relevant to a career in forestry and natural resources. The purpose of this experience is to reinforce and expand curricular learning and allow students to experience working conditions of typical employers. Variable 0.5 to 8.0 units based upon 30-600 total work "lab" hours per semester. Note: Students should take primary responsibility in finding a work experience opportunity. Students must consult with the FNR Instructor before enrolling in the class. Students should be advised that a maximum of 9 units can be applied toward their degree and in all cases shall not exceed 16 units of total. Field trips are required and the college does not provide transportation.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Enrollment Limitation:

- Students must consult with the FNR Instructor before enrolling in the class.

Student Learning Outcomes

- Find, secure, and maintain a work experience learning opportunity.
- Explain or apply three processes, concepts, or skills they have learned from their work experience that are relevant to the student's occupational or educational goals.

FNR46: Technology and Applications in Natural Resources

1.0 Units / LAB

Lab-based overview of current technology and applications commonly used in forestry and natural resource professions. Students will explore the rapidly-changing technology used in the field and office and the software applications used to operate and manage the technology.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Student Learning Outcomes

- Demonstrate the practical utilization of common software applications.
- Identify which application is most appropriate for specific tasks.
- Discuss integration between different applications including developing presentation figures and graphs from quantitative data.

FNR 51: Dendrology: the Identification and Study Of Woody Plants

3.0 Units / LEC-LAB

The identification and classification of woody plants that occur in regional forest communities. Discussions will cover the technical language of plant taxonomy and nomenclature as well as botanical and ecological characteristics of trees. Lectures will also include important forest species found outside the region and across the U.S. Note: Field trips are required; the College does not provide transportation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

Student Learning Outcomes

- Explain the basic concepts of taxonomy as they apply to woody plants.
- Identify the major factors affecting identification and classification including habitats, sources of variation, and morphology.
- Discuss the major groups of trees of economic importance in the U.S.
- Lab Specific Outcome: Identify and assign scientific names to regionally important trees and shrubs both in and out of class.

FNR52: Introduction to Surveying

3.0 Units / LEC-LAB

An introduction to the various techniques for planning and conducting land surveys. Lab exercises progress from compass and pacing through the use of

Total Stations. Basic mapping exercises are conducted using field data. Discussions cover the theory of surveying, associated math principles, and the various methods of legal property description.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Read and use various kinds of maps and boundary descriptions and be able to calculate the appropriate parameters for specific surveying problems.
- Lab Specific Outcome: Use common surveying equipment to gather appropriate field data.
- Lab Specific Outcome: Analyze field data and generate appropriate maps and reports.
- Solve basic land surveying problems using critical thinking to arrive at the appropriate answers.

FNR54: Introduction to Natural Resource Inventory Techniques

4.0 Units / LEC-LAB

An introduction to various techniques used in the measurement and inventory of natural resources. Topics include map reading and drawing, land navigation, tree measurement, sampling methods, and data analysis. Students will work with a variety of biometric devices in field settings and gain practical experience in their application and use.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Explain the principles of land descriptions and develop and use functional maps of forest stands that include those land descriptions.
- Explain common measurement techniques used in natural resource inventories and their strengths and limitations.
- Use critical thinking to derive appropriate solutions to natural resource inventory problems.
- Lab specific outcome: Conduct field inventories, analyze field data, and develop useful reports.

FNR60: Forest Health and Protection

3.0 Units / LEC-LAB

A survey of forest health theory and application in local and regional ecosystems. Discussion topics include pest identification and pest complexes, disease symptoms and recognition, identification of abiotic disorders, and prevention strategies to protect forest values. Field trips will showcase local forest health problems and protection techniques. Note: Weekend field trips required; the College does not provide transportation.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Advisory:

- FNR1 AND FNR51

Student Learning Outcomes

- (LEC) Articulate a meaningful definition of forest health.
- (LEC) Describe the tools, techniques, and organizations involved in forest protection.
- (LEC) Discuss the life history characteristics of pests and diseases.
- (LAB) Identify common forest health threats in different forest types.

FNR 77: Introduction to Wildland Fire

3.0 Units / LEC-LAB

An introduction to wildland fire ecology, behavior, and management. Topics include the role of fire in ecosystems; fuels, weather and fire behavior; suppression, safety, tools, and strategies; organizational structures and wildland fire careers.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Explain the relationships between fuels management, fire behavior, and fire ecology.
- Describe basic concepts of wildland fire management including common fire and fuel measurements and classification systems.
- Discuss the role of historical fire policy in current and future fire management issues.
- Lab: Investigate the effects and behavior of fire

FNR 80: Introduction to Watershed Management

2.0 Units / LEC-LAB

An introduction to hydrology and the science of managing watersheds, water resources and environmental issues. Explore the processes that control water supply to ecosystems, habitat and to human civilizations. Topics include atmospheric inputs, run-off and erosion, storm-flow components, evapotranspiration impacts and groundwater use, the hydrologic cycle, groundwater, threats to water supply and quality, and the effects of global climate change on water resources. Students participate in hands-on field exercises on the evaluation and measurement of water resources with an emphasis on local forested watersheds.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Describe and classify features and hydrologic processes of watersheds.
- Explain potential impacts of management activities on streamflow, groundwater storage, sediment production, and water quality.
- Analyze the relationships between climate, weather, and vegetation and how these factors affect the movement of water through watersheds.
- Lab specific outcome: Assess the physical and biological characteristics of watersheds.

FNR87: Introduction to Wildlife Ecology and Management

2.0 Units / LEC-LAB

An introduction to the theories and applications of wildlife ecology and conservation. Lectures and discussions will include population dynamics, habitat requirements, animal behavior, and human interactions with wildlife. Field exercises include identifying wildlife species and habitat, as well as other common wildlife techniques.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- (LEC) Describe and analyze the factors affecting wildlife populations including habitat relationships, species ecology, and human impacts.
- (LEC) Discuss the impacts of forest management, agriculture, and other human endeavors, including policy decisions, on wildlife.
- (LEC/LAB) Conduct basic level research into wildlife questions and write a scientifically-oriented paper.
- (LAB) Measure and analyze various components of wildlife habitat and discuss how different species utilize habitat.

FNR88: Trail Building and Maintenance

2.0 Units / LEC-LAB

An introduction to the principles of sustainable trails that touches on each aspect of trail maintenance in order to assess trail needs, prescribe maintenance solutions, and execute basic trail maintenance. This course provides the broad overview of the different types of trails, surfaces, locations, user types, difficulty levels, and experiences. Students will understand the general goals of trail design principles. No prior experience in trail building is needed. Includes coordinated lab experience.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- Course enrollment limited to 15 for Safety.

Student Learning Outcomes

- Apply knowledge of trail construction and maintenance to make informed decisions about their personal lives, career or educational choices, and the communities in which they live.
- Acquire, articulate, create and convey knowledge and understanding on the subject of trail construction and maintenance using a variety of methods of communication.
- Identify and examine field examples of concepts explored in coursework and their implications for the study of trail construction and maintenance.

French

FRNC1A: Elementary French I

4.0 Units / LEC

A beginning course that presents the fundamentals of French and provides the tools for students to acquire elementary linguistic proficiency. The course emphasizes the communicative use of all language skills: listening, speaking, reading and writing. Special emphasis is placed on providing insights into the cultural diversity of the French-speaking world. Note: This course is not appropriate for students who have taken and passed two or more years of French within the past three years.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- (1) Comprehend basic spoken French and use appropriate beginning level vocabulary and grammar to express oneself and communicate in the target language orally.
- (2) Comprehend basic (oral or written) questions in French and answer in writing, demonstrating accuracy and control of fundamental grammatical concepts.
- (3) Comprehend, and answer questions about, the content of short, basic texts in French.
- (4) Demonstrate a basic knowledge of the diverse cultures that make up the Francophone World.

FRNC1B: Elementary French II

4.0 Units / LEC

Continuation of French 1A. This course presents the fundamentals of French and provides the tools for students to acquire elementary linguistic proficiency. The course emphasizes the communicative use of all language skills: listening, speaking, reading, and writing. Special emphasis is placed on providing insights into the cultural diversity of the French-speaking world. Note: This course

is not appropriate for students who have taken and passed two or more years of French within the past three years.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisite:

- FRNC1A

General Education Status

- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- (1) Comprehend basic spoken French and use appropriate beginning to intermediate level vocabulary and grammar to expand ability to express oneself and communicate in the target language orally.
- (2) Comprehend beginning to intermediate level (oral or written) questions in French and answer in writing, demonstrating accuracy and control of fundamental grammatical concepts.
- (3) Comprehend, and answer questions about, the content of short, basic texts in French.
- (4) Demonstrate a basic knowledge of the diverse cultures of the Francophone World, in areas that could include topics such as geography, diet, history, lifestyles, traditions and customs.

General Studies

GS 1: College Success

3.0 Units / LEC

This course introduces students to the social, psychological, and physical aspects of self-development including the personal, interpersonal, and academic skills required to successfully set and achieve one's goals in college and throughout life. The course emphasizes the development of the critical self-awareness, resiliency, and integrity necessary to face the inevitable challenges of academic, personal, and career pursuits. Additional topics will include developing college-level study skills, utilizing campus resources, engaging in student education planning, and forming a compassionate attitude towards self and others in the context of a diverse

society and campus learning community.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Identify the common challenges that students face throughout their college experience and the services available on campus to support them.
- Explore college culture, expectations, and processes to create a comprehensive individual career and academic plan.
- Practice essential student skills such as interpersonal communication skills, emotional intelligence, time management, effective study techniques, research methods, and self-advocacy.
- Explain the value of self-reflection and life-long learning as it relates to college, career and personal fulfillment.
- Engage in dialogue regarding cultural humility, inclusivity, and the benefits of a college experience that includes working with peers and instructors from diverse backgrounds

GS7: My Future, My Plan

3.0 Units / LEC

An interactive course leading students to the development of informed and thoughtful plans for career, academic, personal, and financial goals based on each individual's personal skills, interests, aptitudes, and values. Students will use research, self-exploration, and guided exercises to develop informed educational, financial, and contingency plans to build a clear path and vision for success for college, career, and beyond.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

General Education Status

- CSU General Education: E - Lifelong Learning and Self-Development

Student Learning Outcomes

- 1. Identify careers that align with personal interests, aptitudes, values, and skills.
- 2. Develop a 10-year personal plan to outline the academic qualifications

and typical educational preparatory courses for chosen a career path.

- 3. Develop a prospective personal budget based on industry and sector information.

Geography

GEOG 1: Introduction to Physical Geography

3.0 Units / LEC

An introductory study of the Earth's physical systems, including the atmosphere, hydrosphere, and lithosphere. Students will study Earth's energy balance, climate, and landforms, and examine relationships between physical features and natural processes. Interactions between human endeavors and natural systems are explored to understand the influence of the environment and society on each other.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: GEOG 110 Introduction to Physical Geography
- CalGETC: Area 5A: Physical Science
- CR General Education: Area 5: Natural Sciences

Student Learning Outcomes

- Apply the scientific method and scientific reasoning to critically evaluate natural phenomena and the development of land forms.
- Evaluate and apply spatial information to describe interactions within a natural system.
- Describe how energy is transferred between different elements of the Earth's systems.
- Demonstrate an understanding of how changes in natural systems influence society by relating elements of climate, the hydrosphere, and/or plate tectonics to specific human impacts.

GEOG2: Cultural Geography

3.0 Units / LEC

An introduction to the spatial distribution and organization of human activity.

This includes an investigation of the relationship between cultural development and environmental influences. Students will explore the relationships of physical geography to the customs, arts, social institutions, and achievements of cultures. Topics include migration, population growth, economic development, urbanization, and energy demands.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- College of the Redwoods General Education: B - Social Science
- CSU General Education: D - Social Sciences
- IGETC: 4 - Social & Behavioral Sciences
- C-ID: GEOG 120 Introduction to Human Geography

Student Learning Outcomes

- Demonstrate an understanding of the distribution of the human population and the processes (both historical and contemporary) that shape this distribution.
- Demonstrate an understanding of the origins, diversity, and distribution of basic cultural patterns, with particular attention given to: language, religion, urbanization, political and economic patterns, and human-environment interactions.
- Demonstrate an understanding of basic concepts used in the geographic study of human patterns including: diffusion, cultural landscapes, cultural ecology, and cultural regions.

maps, and field studies. Students will explore principles of mineral and rock formation, landform development, plate tectonics, volcanism, folding and faulting, and related topics. Note: Field Trips are required for this course. The college does not provide transportation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: GEOL 101 Physical Geology with Lab
- CalGETC: Area 5A: Physical Science & Area 5C: Laboratory
- CR General Education: Area 5: Natural Sciences

Student Learning Outcomes

- Describe how the scientific method is used to understand natural phenomena.
- Describe the basic elements of plate tectonic theory, including how internal processes help shape the Earth.
- Apply classification systems to organize and identify igneous, sedimentary, and metamorphic rock specimens and mineral specimens, and demonstrate how these classification systems are used to understand Earth processes.
- Apply geologic principles to describe how earth materials and landscapes change over time, including description of how interaction of Earth systems result in geologic change.

GEOL2: Historical Geology with Lab

4.0 Units / LEC-LAB

An introduction to the geologic history of Earth, including past positions of tectonic plates, changes in the composition and structure of Earth's crust and the development of environments and organisms. Concepts of age dating, sedimentary analysis and the analysis of sedimentary rocks and the fossils they contain are used to understand environmental and evolutionary changes throughout Earth's history. The laboratory component includes the study of rocks, fossils, geologic maps, and paleogeography to interpret ancient environments, tectonic settings, and geologic history. Age dating, the geologic time scale, extinction events, sedimentary environments, and correlation

of rock and time units are also explored in the laboratory as a means of understanding the 4.6 billion years of Earth history. Note: Field Trips are required for this course. The college does not provide transportation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- GEOL1

General Education Status

- C-ID: GEOL 111 Historical Geology with Lab
- CalGETC: Area 5A: Physical Science & Area 5C: Laboratory
- CR General Education: Area 5: Natural Sciences

Student Learning Outcomes

- Describe how the scientific method is used to understand natural phenomena.
- Apply rock and fossil classification systems to organize and identify key indicators of Earth's evolution and history, as well as the major evolutionary stages and extinctions present in the fossil record.
- Describe the fundamental components, energy transfer, and landforms involved in plate tectonics. Use these principles to describe the supercontinent cycle.
- Explain the basis of the geologic time scale and recount the milestone events in Earth history.

GEOL10: Environmental Geology

3.0 Units / LEC

An introductory study of earth systems, earth materials and how earth processes impact human activities and how human activities influence the geological environment. Students will investigate geologic hazards, including landsliding, earthquakes, and volcanic activity, and make decisions concerning mitigating action. Students will also learn about water, mineral, and energy resources within the context of earth systems and consider issues of sustainability.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: GEOL 130 Environmental Geology

Geology

GEOL1: Physical Geology with Lab

4.0 Units / LEC-LAB

An introductory study of physical geology with an emphasis on geologic principles and processes. The course explores the internal structure, processes, and origin of the Earth, and the processes of water, wind, gravity, and plate tectonics that contribute to the formation of the Earth's surface. The laboratory component focuses on the identification of rocks and minerals, the reading and interpretation of topographic and geologic

- CalGETC: Area 5A: Physical Science
- CR General Education: Area 5: Natural Sciences

Student Learning Outcomes

- Describe how the scientific method is used to understand natural phenomena.
- Assess the geologic principles, consequences, and corrective/adaptive options related to specific earth hazards, such as earthquakes, floods, and landslides.
- Describe the origin of geologic resources (such as groundwater, fossil fuels, and minerals) and the consequences of resource management choices.

GEOL15: Earthquakes and Plate Tectonics

3.0 Units / LEC

An investigation of geologic and plate-tectonic processes and their relationships to earthquake activity and other natural disasters. The course explores historic and prehistoric geologic disasters such as earthquakes, tsunami, and volcanic eruptions. Students will learn about hazard forecasting, preparedness, and societal responses to living within a dynamic geologic environment.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

General Education Status

- CalGETC: Area 5A: Physical Science
- CR General Education: Area 5: Natural Sciences

Student Learning Outcomes

- 1. Apply the scientific method and scientific reasoning to critically evaluate geologic phenomena.
- 2. Communicate the basic elements of plate tectonic theory and apply these concepts in describing the frequency and location of earthquakes or other geologic hazards.
- 3. Describe the impact of earthquakes or other natural disasters on both humanity and the natural environment.
- 4. Apply physical science principles to describe how energy is stored, released and transferred, preceding and during an earthquake or other natural hazard event.

Guidance

GUID8: Career Planning

2.0 Units / LEC

A career planning course focusing on the development and exploration of career and major options. Students acquire skills in professional planning including job search techniques, resume writing and interviewing. Emphasis is on individual self-assessment, self-reflection, career information, research skills, decision-making and goal setting. This course is helpful to students who are undecided about a college major/career or considering a career change.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Student Learning Outcomes

- Identify career/major options using online databases and self-assessment results.
- Set short- and long-term career goals.
- List the training or education preparation for a specific career.
- Implement appropriate resume writing and interview techniques

GUID47: Leadership Development

2.0 Units / LEC

In this course, students embark on paths of personal leadership development by learning and applying leadership skills in a hands-on practical way. Students will become familiar with different techniques of exercising leadership, their own strengths and weaknesses, and how they can best work with others in a leadership context. This course analyzes and evaluates the role of leadership in history and today's society and how it applies in real world contexts.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- 1. Define the characteristics of effective leaders and leadership.

- 2. Analyze and evaluate the role of leadership in history and today's society.
- 3. Understand and develop the skills needed to lead successfully.
- 4. Create a Personal Leadership Plan.

GUID143: Individualized Assessment and Academic Planning

0.5 Units / LEC-LAB

An in-depth evaluation of learning disability as it is defined by Title V of the California Education Code for community colleges. Students will be assessed using psychometric tools to determine eligibility for accommodations and services. The course involves analysis and understanding of learning differences, the importance of the selection and application of effective learning strategies and the critical role of self-advocacy in persons with a learning disability.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Student Learning Outcomes

- Reflect upon personal effective learning strategies for an academic setting.
- Compose a Measurable Progress Document using accurate personal academic skills.
- Reflect on their ability to make appropriate decisions regarding academic goals.

GUID 145: Applied Study Skills and Strategies

1.0 - 2.0 Units / LEC-LAB

Development and application of adaptive study strategies. Students receive one-on-one and small-group instruction in study strategies designed to enhance success in mainstream coursework. Strategy-based learning is stressed in an effort to address a student's learning disability and/or learning difference. Independence and self-advocacy are stressed throughout this course. This course is open to all students, but registration with Student Accessibility Support Services (SASS/DSPS) is required to repeat the course. Note: Student must be enrolled in at least one academic class to be eligible

to take this class.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Course is repeatable only with permission and rationale from SASS office.

Student Learning Outcomes

- Compare and contrast two or more adaptive learning strategies and apply them in another course in order to determine their effectiveness.
- Compose a Measurable Progress Document using accurate personal academic skills.
- Improve study skills by critiquing their use of adaptive strategies.

GUID 146: Applied Study Skills & Strategies for English

1.0 - 2.0 Units / LEC-LAB

Development and application of adaptive study strategies in English. Students receive one-on-one and small-group instruction in study strategies designed to enhance success in mainstream coursework in English and the humanities. Strategy-based learning is stressed in an effort to address a student's learning disability and/or learning difference. Independence and self-advocacy are stressed throughout this lecture/lab course. This course is open to all students, but registration with Student Accessibility Support Services (SASS/DSPS) is required to repeat the course. Note: Student must be enrolled in at least one academic class to be eligible to take this class.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Course is repeatable only with permission and rationale from SASS office.

Student Learning Outcomes

- Improve study skills by critiquing their use of adaptive strategies for reading and writing.
- Compose a Measurable Progress Document to outline personalized English skills goals.
- Compare and contrast two or more adaptive learning strategies for writing and apply them

in another course in order to determine their effectiveness.

GUID 147: Applied Study Skills & Strategies for Math

1.0 - 2.0 Units / LEC-LAB

Development and application of adaptive study strategies for math. Students receive one-on-one and small-group instruction in study strategies designed to enhance success in mainstream math-related coursework. Strategy-based learning is stressed in an effort to address a student's learning disability and/or learning difference. Independence and self-advocacy are stressed throughout this course. This course is open to all students, but registration with Student Accessibility Support Services (SASS/DSPS) is required to repeat the course. Note: Student must be enrolled in at least one academic class to be eligible to take this class.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Course is repeatable only with permission and rationale from SASS office.

Student Learning Outcomes

- Compare and contrast two or more adaptive learning strategies for math and apply them in another course in order to determine their effectiveness.
- Compose a Measurable Progress Document to outline personalized math skills goals.
- Improve study skills by critiquing their use of adaptive strategies for math.

GUID 148: Applied Study Skills & Strategies for Science

1.0 - 2.0 Units / LEC-LAB

Development and application of adaptive study strategies for science. Students receive one-on-one and small-group instruction in study strategies designed to enhance success in mainstream chemistry or biology coursework. Strategy-based learning is stressed in an effort to address a student's learning disability and/or learning difference. Independence and self-advocacy are stressed throughout this course. This course is

open to all students, but registration with Student Accessibility Support Services (SASS/DSPS) is required to repeat the course. Note: Student must be enrolled in at least one academic class to be eligible to take this class.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Course is repeatable only with permission and rationale from SASS office.

Student Learning Outcomes

- Develop Measurable Progress Document outlining personalized learning strategy goals.
- Compare and contrast two or more adaptive learning strategies for science and apply them in another course in order to determine their effectiveness.
- Improve study skills by critiquing their use of adaptive strategies for science.

GUID205: Supervised Tutoring

0.0 Units

A course that provides individual, supervised tutoring and learning support to supplement course-based learning activities in a variety of academic disciplines. Note: Students register in Supervised Tutoring after referral by a counselor or an instructor on the basis of an identified learning need.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- 1. Analyze and demonstrate an ability to comprehend and reason through the requirements for various assignments in all courses.
- 2. Demonstrate completion of assignments at a mastery level.

GUID206: Basic Computer Skills for Students with Disabilities

0.0 Units

A course designed for students with developmental or learning disabilities. Students will learn skills necessary

for computer use.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- 1. Describe the purpose of different computer programs.
- 2. Demonstrate the ability to operate computer programs.
- 3. Demonstrate the ability to utilize the Internet, websites, and search engines.

GUID207: Life Management & Career Preparation for Students with Disabilities

0.0 Units

A course geared for students with developmental or learning disabilities. Students will learn to promote independence by learning everyday-living skills in such areas as nutrition, personal development, mental health, safety, and career preparation.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Describe the basic steps in getting a job.
- Describe two ways of being safe at home or in the community.
- Identify two community resources and explain what they have to offer.

GUID208: Functional Money Skills for Students with Disabilities

0.0 Units

A noncredit course designed for students with developmental or learning disabilities. Students learn skills necessary for performing accurate money exchanges, including counting money and solving real-life shopping and budgeting problems involving money.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Identify currency in terms of value, coins and bills.
- Apply money skills in a shopping experience at a store.
- Count money and solve money related math problems.

GUID209: Social Opportunities for Students with Disabilities

0.0 Units

A course designed to help students with disabilities learn how to create social lives for themselves. Students learn how to meet people, engage in discussion, make friends, identify low-cost activities, participate in age-appropriate games with guests, practice social manners, as well as plan and carry out a social event.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Demonstrate appropriate social behaviors for a variety of settings.
- Demonstrate knowledge of appropriate and low-cost activities.
- Demonstrate how to host a party/get-together.

GUID210: Survival Vocabulary & Basic Literacy for Students with Disabilities

0.0 Units

A noncredit course designed for adults with disabilities to learn survival vocabulary, reading, and writing skills.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Demonstrate an increase in vocabulary.
- Demonstrate an improved level of writing skills.
- Demonstrate an improved level of reading skills.

GUID211: Community Resources for Students with Disabilities

0.0 Units

A noncredit class for students with developmental or learning disabilities. Students will learn skills necessary to independently take part in typical community activities by traveling to various area locations. Lessons learned in the classroom will be practiced in the community. Students will provide their own transportation on fieldtrips.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Demonstrate ability to participate appropriately in community activities.
- Demonstrate ability to take public transportation.
- Demonstrate ability to use a simple map or directory.

GUID212: Ready, Set, Go to College

0.0 Units

A course designed to assist students in their educational planning and determination of academic direction. Students will learn about college services and programs that will help them succeed in meeting their educational goals, and will identify specific steps for attaining these goals.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Demonstrate knowledge of college services and programs.
- Identify next steps for attaining educational goals.

GUID213: Explore Your Career Options

0.0 Units

A course for students who are undecided about their career path and would like guidance to discover good academic choices. Students will survey their inter-

ests and skills, and connect that information to career options. Researching and using campus resources, students will evaluate options and create a noncredit student education plan.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Develop a career goal.
- Identify next steps required to attain employment in selected career.

GUID 214: College Orientation

0.0 Units

A course designed to help new students transition successfully to a college environment. Students will explore their opportunities and responsibilities as a college student. They will learn about student supportive programs and services and important factors required to build the foundation to a successful college experience. Specific topics include how to utilize student technology portals, available academic programs, degrees and transfer pathways, course registration, and how to effectively read course syllabi and communicate with instructors. Students will develop an educational goal and a student education plan outlining the academic requirements to reach their goal.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Fully log in to Canvas, WebAdvisor, and student email.

GUID 215: Educational Goal Development

0.0 Units

A course preparing students to develop an educational goal specific to their chosen career or major. Students will explore career options and their related major or transfer pathways at College of the Redwoods. Topics include major and career exploration, major preparation,

and familiarization with online academic resources and college catalogs.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Identify a major that leads to chosen career.
- List major courses required to reach academic goal at College of the Redwoods.

GUID 220: Success Strategies in College

0.0 Units

A course providing students with important information and strategies on how to maintain good academic standing in college. Students will learn about academic and progress probation, academic dismissal, building an action plan to return to good standing, and general tips for success. The focus is on understanding the obstacles and challenges in order to build a plan for success.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Distinguish the differences between academic probation, progress probation, and academic dismissal.
- Identify 2 student service programs that provide academic support.
- List the requirements to return to good academic standing from academic probation, progress probation, and academic dismissal.

GUID244: Living Well on Any Income

0.0 Units

This course provides students the necessary information and techniques to set priorities, budget, manage debt and develop a realistic financial plan to live well on any income.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- 1. Demonstrate understanding of personal finance principles.
- 2. Identify and construct short- and long-term financial goals.

GUID245: Feel Good and Stay Healthy

0.0 Units

A course in personal health and wellness. Topics such as diet, exercise, sleep habits, illness prevention, stress management, sexual health, emotional well-being and how to stay safe will be discussed and explored.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Identify personal health habits and modify behavior in areas of nutrition, exercise, stress, and relationships.

GUID 246: Applied Study Skills and Strategies

0.0 Units

A noncredit course designed to teach adaptive study strategies. Students receive one-on-one and small-group instruction in study strategies designed to enhance success in mainstream coursework. Strategy-based learning is stressed in an effort to address a student's learning disability and/or learning difference. Independence and self-advocacy are stressed throughout this lecture/lab course. Note: Students must be enrolled in at least one academic class to be eligible to take this class.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass
- Satisfactory Progress

Repeatability:

- Unlimited repeatability

Student Learning Outcomes

- 1. Compare and contrast two or more adaptive learning strategies and apply them in

another course in order to determine their effectiveness.

- 2. Compose a Measurable Progress Document using accurate personal academic skills.

GUID252: Communication through Adapted Art

0.0 Units

A course for students with disabilities that focuses on how art can be used to communicate ideas and feelings. Projects are presented at a level commensurate with individual student abilities. A variety of media and the proper use of art materials is explored both in one-on-one and small group settings.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- UL-Unlimited retakes

Student Learning Outcomes

- 1. Interact with students and express ideas in class.
- 2. Use materials and equipment correctly and appropriately.
- 3. Create 2D and 3D art representations.
- 4. Plan and create artwork using knowledge of color.
- 5. Explain or demonstrate how art functions as communication.

Health Education

HE 1: Health Education

3.0 Units / LEC

An introduction to a broad range of lifestyle components and personal choices which have a direct relationship to the student's overall lifetime wellness. Students will explore, analyze, personalize, and discuss the following issues as they relate to the essential components of health and wellness: nutrition, physical activity/exercise/fitness, weight control, eating disorders and body image, media influences, mental health, stress, substance use/abuse, sexuality and sexual orientation, sexually transmitted infections, reproductive choices/contraception, relationships, disease prevention, environment, health care, aging, and

general public health issues.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- 1. Recognize the signs and symptoms of major diseases, identify the controllable and non-controllable risk factors related to gender, race/ethnicity, age, and genetics; and apply nutritional and exercise strategies to prevent disease development.
- 2. Modify behavior based on personal assessment of the Dimensions of Wellness (physical, psychological, social, intellectual, environmental, and spiritual).
- 3. Analyze and critically evaluate current media information related to health and wellness through writing and/or oral classroom communication.
- 4. Apply principles of a healthy personal relationships to a real-life relationship by critically evaluating through personal reflection writing.

HE7: Emergency Response: First Aid/CPR/AED

3.0 Units / LEC

A course designed to teach theory and detailed demonstration of the first aid/CPR/AED care of the injured. This includes an assessment and intervention of an individual's condition and incorporation of proper treatment. Standard American Red Cross first aid, CPR, and AED certification granted upon successful completion of requirements. Note: In order to receive a course completion certification from the American Red Cross, students need to be physically able to properly perform and demonstrate rescue skills.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

General Education Status

- C-ID: KIN 101 First Aid and CPR

Student Learning Outcomes

- Assess victims of injury and medical emergencies and apply

emergency action plan.

- Describe the signs and symptoms and demonstrate the first aid care that is needed in common medical emergencies.
- Demonstrate cardiopulmonary resuscitation and the use of AED.
- Explain care for special situations and demonstrate emergency rescue moves, bandaging, and splinting.

HE8: Emergency Response: First Aid/CPR/AED Recertification

0.5 Units / LEC

This course is designed to recertify individuals who have already received the necessary training to become certified in First Aid/CPR/AED. Participants will be asked to demonstrate proper skills required during emergency medical situations. Note: In order to receive a course completion certification from the American Red Cross, students need to be physically able to properly perform and demonstrate rescue skills.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass

Student Learning Outcomes

- Assess victims of injury and medical emergencies and apply proper emergency action plan.
- Describe the signs and symptoms and demonstrate proper first aid care in common medical emergencies.
- Demonstrate proper skills required for cardiopulmonary resuscitation and use of the AED.
- Perform proper care for special situations such as first aid, bandaging, and splinting.

Health Occupations

HO15: Nutrition

3.0 Units / LEC

A study of nutrient requirements for healthy living in adults. Course covers digestion, absorption, metabolism and function of macronutrients, micronutrients and alcohol. This course covers nutritional needs across the life span, the health implications associated with nutrition, food safety concerns and controver-

sial aspects of human nutrition.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods
- Advisory: English writing skills and basic math skills are recommended for the course.

General Education Status

- CSU General Education: E - Lifelong Learning and Self-Development
- C-ID: NUTR 110 Introduction to Nutrition Science

Student Learning Outcomes

- Identify nutrients in foods and explain the digestion, absorption and metabolism of these nutrients.
- Relate nutrition to health, fitness and disease.
- Analyze and evaluate the adequacy of one's own personal diet by applying the dietary guidelines and current nutrition recommendations.

HO 51: Medical Terminology

3.0 Units / LEC

An introduction to medical terminology and the structure of medical words including prefixes, suffixes, roots and combining forms. Course includes study of pronunciation, spelling and definitions of medical terms as well as anatomical, pathological and surgical terminology as related to the body systems. Note: Course is open to non-majors.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Materials Fee:

- None

General Education Status

- Not approved for General Education

Student Learning Outcomes

- Build a professional vocabulary of medical words from Greek and Latin origins using prefixes, suffixes, root words and combining forms.
- Recognize and correctly define medical terms and abbreviations.
- Acquire basic knowledge of body systems and the medical tests used for diagnosis and treatment.

HO110: Basic Patient Care

6.0 Units / LEC-LAB

A course in providing safe, effective,

and efficient direct patient care, emphasizing the role of the nurse assistant as a member of the health care team. The components of the course are as required by the regulations and include asepsis, infection control, and assisting the nurse to provide holistic care to the client(s). Upon completion of the course, if all other external requirements are met, the student will be eligible to take the nurse assistant certification exam in California. Note: 1) Physical exam clearance, including required immunizations and evidence of no communicable disease completed on the approved CR forms. 2) Must attend course orientation and complete all required admission paperwork prior to beginning course. 3) Background check required. 4) Drug screening may be required by clinical sites. 5) Must be 16 years of age.

Transferable:

- Not transferable

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Demonstrate skills needed to function as a nurse assistant in a clinical setting.
- Communicate knowledge and requirement of the roles and responsibilities of the nurse assistant as a member of the health care team.

HO159: Emergency Medical Technician

6.0 Units / LEC-LAB

A study of basic prehospital emergency medicine to meet State of California requirements for EMT training. Students will learn to properly assess, stabilize, treat, and transport patients experiencing medical and trauma emergencies in the prehospital setting. This course includes clinical observation experience with an ambulance service and in a hospital emergency department. Course completion will allow students to take the National Registry examination for EMT certification. Note: Requirements include: Proof of communicable disease immunity; background check clearance; urine drug screening; and American Heart Association BLS for Healthcare Providers, American Red Cross BLS for Healthcare Providers, American Safety & Health Institute BLS, or equivalent CPR certification. Off-campus meetings are

required. Must be 18 years old to be eligible for National Registry and state certification. May take the state certification exam within two years of course completion. Fees for National Registry testing and state certification are additional.

Transferable:

- Not transferable

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Characterize the roles and responsibilities of the Emergency Medical Technician (EMT).
- Apply fundamental knowledge required to properly assess, stabilize, treat, and transport patients experiencing medical and trauma emergencies in the prehospital setting.
- Demonstrate safe and effective psychomotor skills competence as outlined by the National EMS Scope of Practice model and state Scope of Practice at the EMT level.

HO170A: North Coast Paramedic Program 1

11.0 Units / LEC-LAB

The first course in a comprehensive study of pre-hospital emergency medicine to meet State of California requirements for an Emergency Medical Technician-Paramedic license. The course meets accreditation requirements of the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP). The course will teach pre-hospital emergency medical care at the advanced life support (ALS) level in accordance with the National Highway Traffic Safety Administration's National EMS Education Standards. Note: To be eligible to enter a paramedic training program an individual shall meet the following requirements: (1) Possess a high school diploma or general education equivalent; and (2) possess a current basic cardiac life support card according to the Guidelines 2010 for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care at the healthcare provider level; and (3) possess a current EMT-I certificate or NREMT registration; or possess a current Advanced EMT certificate in the State of California; or be currently registered as an EMT-Advanced with the National Registry of Emergency Medical Technicians. (4) pass an entrance exam which evaluates knowledge and skills at the EMT-I level

Transferable:

- Not transferable

Grading Options:

- Letter Grade methods

Prerequisite:

- HO159

Student Learning Outcomes

- Apply the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients and communicate the findings to others.
- Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for a medical patient with respiratory or cardiac complaints.
- Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for a trauma patient.

HO170B: North Coast Paramedic Program 2

13.0 Units / LEC-LAB

The second course in a comprehensive study of pre hospital emergency medicine to meet State of California requirements for an Emergency Medical Technician-Paramedic license. The course meets accreditation requirements of the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP). The course will teach pre-hospital emergency medical care at the advanced life support (ALS) level in accordance with the National Highway Traffic Safety Administration's National EMS Education Standards.

Transferable:

- Not transferable

Grading Options:

- Letter Grade methods

Prerequisite:

- HO170A

Student Learning Outcomes

- Apply the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients and communicate the findings to others.
- Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment

- plan for a trauma patient.
- Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for a medical patient.
- Manage the scene of an emergency safely and efficiently.

HO170C: North Coast Paramedic 3

1.0 - 4.0 Units

The third course in a comprehensive study of pre-hospital emergency medicine to meet State of California requirements for a paramedic license. Under the direct supervision of a licensed paramedic, students will begin a field internship experience on a designated advanced life support unit. This course allows the student patient care experience in the pre-hospital environment.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Prerequisite:

- HO170B

Student Learning Outcomes

- Describe the roles and responsibilities of a paramedic within an EMS (Emergency Medical Services) system.
- Apply the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients and communicate the findings to others.
- Integrate pathophysiological principle, kinematics of trauma and assessment findings to formulate a field impression and implement the treatment plan for trauma patients.
- Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for medical patients.
- Function as a member of a team delivering out of hospital emergency care.

HO170D: North Coast Paramedic 4

1.0 - 8.0 Units

The fourth and final course in a comprehensive study of pre-hospital emergency medicine to meet State of California requirements for a paramedic license.

Under the direct supervision of a licensed paramedic, students will complete a field internship experience on a designated advanced life support unit. This course allows the student patient care experience in the pre-hospital environment

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Prerequisite:

- HO170C

Student Learning Outcomes

- Demonstrate the ability to comprehend, evaluate and apply information relative to the role of an entry level paramedic.
- Demonstrate technical proficiency in all of the skills necessary to fulfill the role of an entry level paramedic.
- Demonstrate personal behaviors consistent with professional and employer expectations for the entry level paramedic.

HO250: Medical Scribe

0.0 Units

A course preparing students with the knowledge and skills necessary to be a medical scribe. Medical scribes work in high-demanding patient care settings. The course will cover the duties and responsibilities of the job, medical terminology, HIPAA compliance, electronic health records, and the basics of coding and billing. Note: Students will complete 50 hours of clinical training to meet the requirements of the American College of Medical Scribe Specialists and will be eligible to take the Medical Scribe Certification and Aptitude Test (MSCAT).

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Advisory:

- HO151

Student Learning Outcomes

- Correctly document orally provided history and physical exams dictated by a physician.
- Describe the skills and competencies required of a medical scribe.

H0261: Home Health Aide

0.0 Units

A short-term course providing training and instruction in the skills required to be a Home Health Aide. The course prepares active Certified Nursing Assistants to deliver safe and appropriate health care services to clients in a home or assisted living environment. The focus is on personal care services, interpreting physical and emotional needs, housekeeping, nutrition, and meal-planning.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Enrollment Limitation:

- Student must have current California certification as a Nursing Assistant

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Explain the role and responsibilities of the certified Home Health Aide.
- Deliver personal care and nutritional services to the client in the home setting.

History

HIST4: Western Civilization to the Reformation

3.0 Units / LEC

An exploration of the evolution of civilization in the greater Mediterranean region from the development of Paleolithic and Neolithic societies in the Ancient Near East through the Renaissance/Reformation in Europe. Students will examine the multicultural roots of basic institutions, practices, and ideas of Western civilization, such as monotheism, the scientific method, capitalism, and colonialism. Special attention will be paid to changing configurations of political, social, economic, and ideological power, and the region's developing ties to the Atlantic world.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: HIST 170 Western Civilization I
- CalGETC: Area 3B: Humanities

- CR General Education: Area 3: Arts and Humanities & Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Analyze and assess the merits of various historical interpretations.
- Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST5: Western Civilization ca. 1600 to the Present

3.0 Units / LEC

An introduction to the development of the "West" from the era of Absolutism to the present. A central theme will be how a weak and fragmented western Europe became a major influence in the world, strongly identified with modernity, technology, and expanding economic, political, cultural, and social systems. Students will investigate the increasing power of the nation-state and systems of empire, and the ways in which ideas of race, class, and gender played a part in this evolution. Special attention will be paid to the evolution of ideologies, such as capitalism, imperialism, communism, and globalization.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: HIST 180 Western Civilization II
- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities & Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Analyze and assess the merits of various historical interpretations.
- Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST8: US History Through Reconstruction

3.0 Units / LEC

An exploration in the history of the United States from the original inhabitants of the North American continent to the end of the Reconstruction period after the American Civil War. Of special importance is how the social, political, diplomatic, cultural, ethnic, economic,

and technological/scientific relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during the historical time periods investigated in the class.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: HIST 130 United States History to 1877
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Analyze and assess the merits of various historical interpretations.
- Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST9: US History Reconstruction to the Present

3.0 Units / LEC

An exploration in the history of the United States from the Reconstruction period after the Civil War to the present. Of special importance is how the social, cultural, political, diplomatic, technological/scientific, and economic relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during the historical time periods investigated in the class.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: HIST 140 United States History from 1865
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Analyze and assess the merits of various historical interpretations.
- Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST11: History of Women in America: Pre- Contact to 1877

3.0 Units / LEC

A historical study of the social, cultural, political, and economic developments in North America from the perspective of women, from the period just prior to European contact through the end of Reconstruction. Special emphasis is placed upon the varying ways in which women of diverse classes, races, and ethnicities have both contributed to and been affected by the larger historical patterns in U.S. history. The course will introduce students to the nature of historical interpretation, enable students to interpret sources written during the historical time periods investigated in the class, and familiarize students with gender-related issues in the American past.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- 1. Analyze and assess the merits of various historical interpretations.
- 2. Apply secondary and/or primary source material to construct written, oral, logical, and historical arguments.

HIST12: History of Women in America: 1877- Present

3.0 Units / LEC

A historical study of the social, cultural, political, and economic developments in the United States from the perspective of women, from Reconstruction to the present. Special emphasis is placed upon the varying ways in which women of diverse classes, races, and ethnicities have both contributed to and been affected by the larger historical patterns in U.S. history.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- CalGETC: Area 4: Social and Behavioral Sciences

- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Analyze and assess the merits of various historical interpretations.
- Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST20: World History: Prehistory to 1500 CE

3.0 Units / LEC

An overview of the world from prehistory to 1500 CE. This course examines the cultures, social structures, politics, religions, and economic development of human societies throughout the world. Particular attention is paid to human migrations, to the effects of cultural adaptation and diffusion, and to the evolution of civilizations around the globe.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: HIST 150 World History to 1500
- CalGETC: Area 3B: Humanities & Area 4: Social and Behavioral Sciences
- CR General Education: Area 3: Arts and Humanities & Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Analyze and assess the merits of various historical interpretations.
- Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST21: World History: 1500 CE - Present

3.0 Units / LEC

An overview of world history from 1500 CE to the present. The cultures, politics, religions, and economic development of societies and civilizations throughout the world are examined. Particular attention is paid to the effects of colonialism and nationalism on the world stage, and the periodic crises that reshaped the links among societies and within civilizations.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- C-ID: HIST 160 World History since 1500
- CalGETC: 3B-HUMANITIES & 4-SOCIAL AND BEHAVIORAL SCIENCES
- CR General Education: Area 3: Arts and Humanities & Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Analyze and assess the merits of various historical interpretations.
- Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

HIST 22: Colonial Latin American History

3.0 Units / LEC

A survey of Colonial Latin American history from before European contact to 19th century independence movements. The course will focus on the importance of indigenous societies and the population collapse, racial dynamics, the construction of colonial society, and the lasting impacts and cultural complexities of Spanish and Portuguese colonization. In addition, the course will provide students with the tools to interpret primary sources written during the historical period covered.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Analyze and assess the merits of various historical interpretations.
- Apply secondary and primary source material to construct logical arguments about the past.

HIST 23: Modern Latin American History

3.0 Units / LEC

A survey of Modern Latin American history from the early 19th century independence to the present. The course will focus on the creation and evolution of independent nation-states and the

importance of social revolutions in the region-- most notably in Mexico, Cuba, and Nicaragua. Special emphasis will be placed on the region's historical relationship to the United States and the many associated relevant themes in contemporary society. In addition, the course will provide students with the tools to interpret primary sources written during the historical period covered.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- 1. Analyze and assess the merits of various historical interpretations.
- 2. Apply secondary and primary source material to construct logical arguments about the past.

Hupa

HUPA1A: Elementary Hupa 1A

4.0 Units / LEC

An interactive, beginning course that builds vocabulary and presents the fundamentals of Hupa conversation. The course teaches interpersonal, communicative use of all language skills, but places a particular emphasis on listening and speaking. Note: This course is not appropriate for students who have taken and passed three or more years of Hupa within the past three years.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Comprehend, and answer questions about, the content of short, basic texts.
- Use the Hupa alphabet to compose simple, written communication.
- Comprehend basic spoken Hupa and use appropriate beginning level vocabulary and grammar to express oneself and communicate

using cultural awareness.

HUPA1B: Elementary Hupa 1B

4.0 Units / LEC

An interactive, beginning course that builds vocabulary and presents the fundamentals of Hupa conversation. The course teaches interpersonal, communicative use of all language skills, but places a particular emphasis on listening and speaking. The course expands on inflecting Hupa verbs for the six tenses: imperative, perfective, customary, optative, progressive and warning. Utilizes written texts to practice literacy, speaking and exploring the many patterns of this Athabaskan language. Note: This course is not appropriate for students who have taken and passed four or more years of Hupa within the past four years.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- HUPA1A

General Education Status

- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Comprehend, and answer questions about, the content of short, basic texts.
- Use the Hupa alphabet to compose simple, written communication.
- Comprehend basic spoken Hupa and use appropriate beginning level vocabulary and grammar to express oneself and communicate using cultural awareness.

Industrial Technology

IT25: OSHA General Industrial Safety Management

3.0 Units / LEC

A study of the principles and practices of safety in the work place. Coverage includes the components of safety programs plus federal and state laws/standards enacted to improve the safety of workers, the work place, and the environment. Note: Students who successfully complete this course receive the OSHA 30-Hour General Safety completion card

from the Department of Labor.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade Methods

Student Learning Outcomes

- Describe the major requirements of OSHA General Industry standards.
- Explain the role of the employer and the employee with regard to the OSHA standards.
- Critically analyze and identify General Industry safety hazards.

IT60: Basic Blueprint Reading

3.0 Units / LEC

A course in basic industrial blueprint reading with emphasis on the interpretation of engineering drawings that are used in the visualization, production, and inspection of objects and structures depicted in standardized drawings. This is a survey-level course intended to include fundamental concepts in the graphic communication of dimensional information used for understanding and working on buildings, facilities, machine installations, mechanical systems, and manufactured objects that are produced with a variety of processes such as machining and welding. This course includes topics such as relevant mathematical calculations, sketching, measuring, welding symbols, and Geometric Dimensioning and Tolerancing (GD&T).

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Use information from graphical representations to find dimensions, calculate locations, and solve problems that arise in blueprint reading.
- Research and report on industrial topics.

IT70: Fundamentals of Industrial Maintenance

3.0 Units / LEC-LAB

An introductory course in standard methods and procedures used by technicians performing common maintenance and repair tasks. Students will learn the fundamentals of power transmission

through the following systems: mechanical, fluid power, and basic electrical. This course focuses on maintenance operations that include the set-up, preventative maintenance, troubleshooting, and repair of a wide range of industrial machinery.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- Perform common machine maintenance procedures using hand and power tools.
- Describe the function of electrical, hydraulic, and pneumatic power transmission systems.
- Analyze and troubleshoot industrial systems to optimize processes and remedy malfunctions.

IT125: OSHA Ten Hour General Industry Safety

0.5 Units / LEC

A ten hour awareness course in General Industry safety. Using OSHA standards as a guide, students will receive instruction in General Industry safety and health principles. Special emphasis is placed on those areas that are the most hazardous. Topics Include but are not limited to: OSH Act, Focus Four, Fall Protection, Personal Protective Equipment, Stairs and Ladders, Blood-borne Pathogens, Medical and First Aid, Walking and Working Surfaces, Hazard Communications and Occupational Health. Note: Students that successfully complete this course will receive an OSHA 10 hr. card from the U.S. Department of Labor.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- Describe the major requirements of OSHA General Industry standards.
- Explain the relationship between the employer and the employee with regard to the OSHA standards.
- Identify the "Focus Four" areas of greatest concern to OSHA as well as other General Industry safety hazards.

IT152: Technical Computer Applications Lab

1.0 Units / LAB

A special studies course related to computer applications in applied technology courses. This lab will provide individualized instruction in a self-paced lab environment. Coursework specific to a student's program of study will be assigned and evaluated.

Transferable:

- Not transferable

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Demonstrate competence in computer applications aligned with an individual student's program of study.
- Develop a portfolio of program-specific work.
- Solve technical computer application problems using appropriate technical references.

IT225: OSHA 10 Hour General Industry Standards

0.0 Units / LEC

A course that satisfies the 10 hour OSHA awareness requirement in general industry standards. Using OSHA standards as a guide, students will receive instruction in general industry safety and health principles. Special emphasis is placed on those areas that are the most hazardous. Topics include OSH Act, Focus Four, fall protection, personal protective equipment, bloodborne pathogens, first aid, walking/working surfaces, hazard communications and occupational health. Note: Students who successfully complete this course are eligible to receive an OSHA 10 Hour card from the U.S. Department of Labor. The cost of this optional card is approximately \$7.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Describe the major requirements of OSHA General Industry standards as related to the employee and employer.

- Identify general industry safety hazards and the "Focus Four" areas of greatest concern to OSHA.

IT252: Technical Computer Applications Lab

0.0 Units

A course related to computer applications in applied technology courses. This lab will provide individualized instruction in a self-paced lab environment. Coursework specific to a student's area of study will be assigned and evaluated.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Develop a portfolio of work demonstrating competency in computer applications.
- Solve technical computer application problems using appropriate technical references.

IT260: Design and Production of a Solid Body Electric Guitar

0.0 Units

A course designed to guide students through the design and construction of a custom solid body electric guitar. Students will learn to use CAD tools, manual and CNC woodworking processes, specialty luthier tools, testing and measurement processes, and electronics assembly to complete their own custom guitar. The tools and procedures for proper guitar setup and adjustment will be covered. Students do not need to know how to play guitar. Note: The course fee will cover standard materials, finishes, and components of the guitar. Students who do not complete their guitar are not entitled to a refund of any part of the fee.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Materials Fee:

- \$230.00

Student Learning Outcomes

- Select and safely use woodworking hand tools, power tools, and specialty luthier tools.
- Employ the technologies of Computer Aided Design and Computer Numerical Control to automate design and manufacturing tasks.
- Apply appropriate math, science, and technology concepts in the production and set up of a guitar.

Kinesiology

KINS 42: KINS Work Experience Education

0.5 - 14.0 Units

A course designed to assist students in accomplishing learning objectives directly related to their Kinesiology career goals or college course work in a supervised work environment that extends classroom-based occupational learning to an on-the-job learning situation. To participate in this course, the student's placement and course objectives must be related to their career goals or college course work. Note: Students should take primary responsibility for finding a work experience opportunity. Students can enroll in a minimum of 0.5 units (27 hours) to a maximum of 14 units (756 hours) for all Work Experience Education courses in which they are enrolled in a single semester. Students cannot exceed a total of 14 units (756 hours) for all Work Experience Education credit each semester.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Enrollment Limitation:

- "Students must consult with Kinesiology faculty before enrollment"

Repeatability:

- Unlimited repeats/retakes

Student Learning Outcomes

- 1. Successfully complete objectives created with faculty and/or supervisor that are related to goals and degree requirements.
- 2. Demonstrate job retention skills identified by supervisor and/or faculty as crucial to success.

KINS63: Personal Training Principles

3.0 Units / LEC

Introductory course to prepare students for national certification in personal training. Includes learning and applying client physical fitness and nutritional assessments to various exercise populations and abilities. Offers knowledge in exercise science principles and fitness components with an application emphasis on conditioning and fitness program design. Note: Upon completion of the course, the certification exam is optional and students make their own arrangements in registering and completing the exam. A student can take this course even if they have no desire to earn the national certification.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Advisory:

- HE7 AND KINS66

Student Learning Outcomes

- Develop initial cardiovascular endurance and strength training FITT Principle exercise prescriptions based on a client's goals, medical history, and assessment results.
- Initially assess and continually evaluate the components of health and/or skill-related physical fitness to establish baseline values, set goals, and develop individualized programs.
- Demonstrate specific exercise mechanics and create specific exercise workouts within the client's FITT exercise prescription.

KINS64: Concepts of Strength Training

3.0 Units / LEC

A science-based application and examination of strength training with an emphasis on designing individual strength training programs. Students will explore and examine how the body responds and adapts to various strength training lifts, programs and modalities of instruction.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass

- Letter Grade methods

Student Learning Outcomes

- 1. Identify and manipulate acute program variables to design individualized strength training programs.
- 2. Describe the various types of training programs to maximize muscle strength, power, hypertrophy, and muscle endurance.
- 3. Select appropriate exercises to train every major muscle group in the body.
- 4. Describe the various types of strength training modalities and the advantages and disadvantages of each.

KINS65: Foundations of Kinesiology

3.0 Units / LEC

A course designed to familiarize students with the fields of kinesiology, exercise science, and sport studies. Students will examine the systems, dynamics, and principles involved in human development and physical activity within the context of society. An emphasis will be placed on relevant experience, research, and professional practice. In addition, students will discuss current issues and areas of career opportunities. Note: This course is a CSU lower division requirement for any sub-field within the Kinesiology discipline.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: KIN 100 Introduction to Kinesiology
- CSU General Education Breadth: E-Lifelong Learning and Self-Development

Student Learning Outcomes

- Identify and describe the sub-disciplines of kinesiology, the professional qualifications required in kinesiology careers, and how personal values and skill sets play a determining factor in which subdiscipline to consider for a career.
- Describe past and current issues and trends in kinesiology and the challenges they present in providing opportunities in health, recreation and athletic programs.
- Understand the history of sport and the history of Olympic games

and apply the understanding to current political, social, and educational issues and trends.

KINS66: Concepts of Physical Fitness and Exercise

3.0 Units / LEC

A course designed to introduce the principles of cardiorespiratory fitness, body composition, flexibility, and muscular strength/endurance. Physiological adaptations to exercise and reduction to disease risk are studied as is the basic principles of nutrition and how nutrition affects performance and fitness.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CSU General Education: E - Lifelong Learning and Self-Development

Student Learning Outcomes

- Create, analyze, and perform personal fitness goals in the areas of cardiorespiratory fitness, body composition, flexibility, muscular strength, and muscular endurance.
- Create and analyze various exercise prescriptions related to the F.I.T.T. (Frequency, Intensity, Time, & Type) Principle while incorporating other principles of exercise.
- Explain assessment techniques of resistance training, cardiorespiratory fitness, body composition measurements, and flexibility.
- Explain the combined role of nutrients and exercise physiology in energy expenditure, weight management, and degenerative diseases.

KINS68: Care and Prevention of Sports Injuries

3.0 Units / LEC

A course in the care and prevention of sports injuries. Intended for exercise enthusiasts and students interested in coaching, physical education, athletic training and the fitness profession, this course provides basic information on a variety of topics relating to health care for physically active and competitive athletes.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- 1. Identify and analyze the steps used for initial assessment and treatment of sports injuries and apply the appropriate criteria used in making decisions towards the proper care or referral.
- 2. Assess the appropriate application PRICE (Protect, Rest, Ice, Compression, and Elevation) in the initial care of musculoskeletal injuries.
- 3. Identify the basic components and goals of a sport injuries prevention program and a rehabilitation from sport injuries program.
- 4. Demonstrate recognition of injury and apply appropriate taping/wrapping techniques for specific injuries (including upper and lower body).

Library

LIBR5: Research Skills

1.0 Units / LEC

Introduction to academic research skills and practice. Students will learn how to find, evaluate, use, analyze, and correctly cite information in a variety of print and online formats. This class is designed to teach and strengthen lifelong research and information literacy skills. Students will learn research skills required for term papers or presentations for transfer-level classes or for personal research projects.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Student Learning Outcomes

- Identify a research need and develop a topic based on that need.
- Find information effectively and efficiently by using a variety of search techniques, and extract the needed information in multiple publication formats.
- Evaluate the quality and relevance of information sources.
- Recognize several ethical and legal issues related to the use of information.

Licensed Vocational Nursing

VNC101: Fundamental Vocational Nursing Concepts

11.5 Units / LEC-LAB

This course provides an introduction to nursing and roles of the nurse in micro- and macro-systems; as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care for patients across the lifespan along the wellness-illness continuum, specifically incorporating the concepts of concept-based learning, professionalism, evidence, safety, technology and informatics, patient education, culture, health promotion, development, functional ability, elimination, and glucose regulation. The theoretical foundation for basic assessment, pharmacological principles, and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in a laboratory setting. An introduction to the nursing process and evidence-based practice provides the student with a beginning framework for decision making. Clinical experiences across the lifespan and simulation experiences will assist students to integrate course concepts. Active learning strategies employed in this course will promote the development of leadership skills and self-directed lifelong learning. Note: Enrollment is limited to those accepted into the Vocational Nursing Program through a lottery process. A physical examination, immunizations, drug testing, and background check are required prior to full admission to the course.

Transferable:

- Not transferable

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- Enrollment is limited to those accepted into the Vocational Nursing Program through a lottery process.

Prerequisite:

- BIOL8 AND HO15

Student Learning Outcomes

Demonstrate the role of the nurse, scope of practice, and ethical and legal prin-

ciples related to an established code of ethics, nurse practice acts, and professional regulations.

Apply knowledge of fundamental concepts (professionalism, ethical-legal, clinical judgment, communication, safety, culture, health promotion, patient education, evidence, technology and informatics, development, functional ability, elimination, and glucose regulation) related to the provision of safe, quality, patient-centered care supporting a patient's psychosocial and physiologic needs within a concept-based framework.

Demonstrate basic vocational nursing skills of assessment, data collection, medication administration, documentation, and the nursing process related to a patient's physiological, psychological, sociological, cultural, and spiritual dimensions using proper techniques and measures that ensure patient safety

VNC102: Intermediate Vocational Nursing Concepts

17.5 Units / LEC-LAB

This course builds upon fundamentals concepts in the care of patients across the lifespan. Emphasis is placed on common health problems as well as mental health concerns along the wellness - illness continuum, along with associated pharmacologic agents, specifically incorporating the concepts of fluid & electrolyte balance, tissue integrity, thermoregulation, sensory perception, cognition, mood & affect, anxiety, psychosis, addiction, interpersonal violence, perfusion, and infection. Clinical, laboratory, and simulation experiences provide the opportunity to apply theoretical concepts and implement safe patient care to patients in selected settings. Active learning strategies employed in this course will promote the development of leadership skills and self-directed lifelong learning.

Transferable:

- Not transferable

Grading Options:

- Letter Grade Methods

Prerequisite:

- VNC101

Student Learning Outcomes

- Perform a focused health assessment that addresses the physiological, psychological, and

sociological needs of patients across the lifespan, identifying and reporting significant health related deviations and concerns of patients.

- Apply knowledge of pharmacology, pathophysiology, and nutrition while using information technology to access evidence-based literature to assist in the development of an evidence-based plan of care that includes cultural, spiritual, and developmentally appropriate interventions related to health promotion, common problems of patients, and to identify the health education and safety needs of patients and reinforce education provided by members of the health care team.
- Use communication and information technology (verbal, nonverbal, documentation) that promotes caring, therapeutic relationships with patients and professional relationships with members of the health care team in a secure and timely manner.
- Demonstrate the nurse's role ethically, legally, and within professional standards in supporting a patient's psychosocial and physiological needs integrating knowledge within a concept-based framework (fluid and electrolyte balance, tissue integrity, thermoregulation, sensory perception, cognition, mood and affect, anxiety, psychosis, interpersonal violence, perfusion, infection) to provide safe, patient-centered care to adults, older adults, and children, including those with mental health concerns while maintaining accountability and responsibility for care.
- Use organizational and priority-setting skills when providing care to patients across the lifespan.

VNC103: Advanced Vocational Nursing Concepts

17.5 Units / LEC-LAB

This course focuses on the care of patients across the lifespan related to acute and chronic health problems, as well as the care of the perinatal patient and her family. This course is designed to facilitate the student's acquisition of knowledge, skills, and behaviors necessary to providing safe and quality care to patients in a variety of settings and

to providing leadership for the interprofessional healthcare team. Emphasis is placed on physiological disorders and associated pharmacologic agents that require management, specifically incorporating the concepts of inflammation, immunity, reproduction, pain, clotting, gas exchange, intracranial regulation, acid base, leadership, collaboration, care coordination, healthcare quality, and healthcare organizations. Leadership and Management concepts are addressed with an emphasis on the role of the LVN as leader. Clinical, lab, and simulation experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care in selected acute care settings. Active learning strategies employed in this course will promote the development of leadership skills and self-directed lifelong learning. Note: A physical examination, immunizations, drug testing, and background checks are required as necessary for participation in the clinical setting prior to admission to the course.

Transferable:

- Not transferable

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- Enrollment is limited to the those meeting the continued requirements of participation in the Vocational Nursing Program.

Prerequisite:

- VNC102

Student Learning Outcomes

- Perform a focused health assessment on patients, including newborns and women with perinatal healthcare concerns to assist in the development of an evidence-based plan of care that includes cultural, spiritual, and developmentally appropriate interventions, including educational and safety needs and identifying deviations from normal.
- Use communication and information technology (verbal, nonverbal, documentation) that promotes caring, therapeutic relationships with patients and professional relationships with members of the health care team in a secure and timely manner.
- Analyze the variety of health care organizations, the health care teams within those organizations, and the role of vocational nurse utilizing the principles of leadership,

supervision of unlicensed assistive personnel, care coordination, time-management, and priority-setting skills in activities that promote performance improvement.

- Demonstrate the nurse's role within a concept-based framework (inflammation, immunity, reproduction, pain, clotting, gas exchange, intracranial regulation, and acid base) while applying of knowledge of pharmacology, pathophysiology, and nutrition in supporting a patient's psychosocial and physiologic needs to provide safe, patient-centered care to adults, older adults, children, newborns, and women with perinatal healthcare needs while adhering to ethical, legal, and professional standards maintaining accountability and responsibility for the care provided to these patients and their families.

Mathematics

MATH 3: Introduction to Computational Methods Using Python and Fortran

4.0 Units / LEC-LAB

This is an introductory course in computational methods primarily using the Python programming language. Students will use the concepts of variables, functions, conditionals, and loops in conjunction with the powerful Python mathematics packages NumPy and Pandas to explore the ideas of iteration, recursion, algorithms, and simulation. Students will analyze self-collected data sets utilizing code within the Python framework. The course includes coverage of the interplay of software with the physical world and will be compliant with the standards of the Association for Computing Machinery (ACM). Note: A term project will be required and may include the use of the Raspberry Pi computer system.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisite:

- MATH30

Advisory:

- MATH25, CIS1 AND ENGL150

General Education Status

- C-ID: COMP 112 Introduction to Programming Concepts and Methodologies

Student Learning Outcomes

- Complete independent work and research with respect to programming problems.
- Communicate effectively, both in oral and written presentations.
- Apply knowledge of basic science, mathematics, and engineering principles to solve computing and information processing problems.
- Write correct, efficient, and well-documented programs.

MATH 4: MATLAB Programming

3.0 Units / LEC

An introduction to programming in MATLAB, with emphasis on programming applications in science, mathematics, and engineering. The MATLAB programming language is designed to efficiently perform many computational tasks that are specifically associated with many STEM disciplines, and is widely used by many employers in the STEM industry. Note: Students may work in campus computer labs to complete their assignments. Students wishing to work on assignments on their home computers must purchase the Student Edition of MATLAB.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- MATH25 AND MATH30

Advisory:

- MATH50A

General Education Status

- CR General Education: Area 2: Mathematical Concepts and Quantitative Reasoning

Student Learning Outcomes

- Complete independent work and research on scientific programming problems.
- Communicate effectively, both in oral and written presentations.
- Apply knowledge of basic science, mathematics, and engineering principles to solve computing and information processing problems.
- Write correct, efficient, and well-documented programs.

MATH 5: Contemporary Mathematics

3.0 Units / LEC

An introduction to mathematics for students not pursuing science, business, and math majors. Surveys selected topics with a focus on history, utility, and artistry to promote appreciation and critical understanding of the foundational importance of mathematics to contemporary society.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

General Education Status

- CR General Education: Area 2: Mathematical Concepts and Quantitative Reasoning

Student Learning Outcomes

- 1. Demonstrate critical thinking skills through analyzing mathematical ideas in the context of contemporary society.
- 2. Use mathematical skills and techniques when arguing a position on a contemporary issue.

MATH 10: Contemporary Mathematics for Technical Fields

3.0 Units / LEC

A mathematics course designed to develop the computational skills needed in many Career Education programs. Topics include geometry, measurement, number sense, estimation, basic statistics, trigonometric functions, and algebraic thinking. Note: Students are advised to review the requirements for their program and/or consult with an Academic Advisor or CE Faculty to ensure this course is appropriate for your educational goals.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

General Education Status

- CR General Education: Area 2: Mathematical Concepts and Quantitative Reasoning

Student Learning Outcomes

- 1) Demonstrate proficiency with arithmetic, estimation, and basic algebraic skills focused on applications.
- 2) Employ geometry to analyze and solve application problems.

- 3) Employ trigonometry to analyze and solve application problems.
- 4) Interpret statistical information to make decisions.

MATH 15S: Support for Statistics

1.0 Units / LAB

A support course for Math 15, "Introduction to Statistics." Through hands-on activities and group work, students learn skills and explore concepts crucial for success in transfer-level statistics. Note: This course is intended for students concurrently enrolled in Math 15, "Introduction to Statistics."

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Co-Requisite:

- STATC1000

Student Learning Outcomes

- Engage productively in real-time interactive collaboration (small group and whole group) through conversation and application to explore statistical concepts.
- Apply numerical and algebraic techniques to understand and evaluate statistical formulas.
- Implement effective learning strategies for academic and affective domain challenges.

MATH 25: College Trigonometry

4.0 Units / LEC

A course for students studying in science, technology, engineering, and mathematics (STEM) fields. Both Math 25 and Math 30 (College Algebra), are prerequisites for Math 50A (Differential Calculus). Topics include: A study of trigonometric functions, radian measure, solutions of right triangles, graphs of trigonometric functions, inverse trigonometric functions, trigonometric identities and equations, Law of Sines, Law of Cosines, solutions of oblique triangles, polar coordinates, complex numbers in trigonometric form, De Moivre's theorem, and an introduction to vectors. Note: Graphing technology may be required in this course.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Prerequisite:

- Intermediate Algebra or appropriate placement based on AB 705 mandates.

Advisory:

- Recommended preparation: Geometry experience is helpful because trigonometric functions are defined in terms of angles, triangles and circles. These geometric concepts are integral to meeting the course learning outcomes. Note: This advisory is in agreement with the C-ID descriptor.

General Education Status

- CR General Education: Area 2: Mathematical Concepts and Quantitative Reasoning

Student Learning Outcomes

- Apply the mathematics of trigonometric functions to real-world problems and applications.
- Create and analyze graphs of trigonometric functions and polar curves.
- Write solutions to mathematical exercises in trigonometry using sound mathematical reasoning with appropriate use of numerical, graphical, and symbolic representations.

MATH 30: College Algebra

4.0 Units / LEC

A course for students studying in science, technology, engineering, and mathematics (STEM) fields and some areas of business. Math-30 or Math-31 and Math-25 (Trigonometry) are prerequisites for Math 50A (Differential Calculus). Topics include: polynomial, rational, radical, exponential, absolute value, and logarithmic functions; systems of equations; theory of polynomial equations; analytic geometry; arithmetic and geometric sequences and series. Note: Students without experience in Algebra II or Intermediate Algebra are strongly recommended to take Math-31: College Algebra with Support.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- Appropriate placement based on AB 705 and AB 1705 of completion of Intermediate Algebra.

General Education Status

- C-ID: MATH 151 College

Algebra for STEM

- CalGETC: Area 2: Mathematical Concepts and Quantitative Reasoning
- CR General Education: Area 2: Mathematical Concepts and Quantitative Reasoning

Student Learning Outcomes

- 1. Analyze and investigate functions and equations graphically, algebraically, and verbally.
- 2. Solve equations, systems of equations, and inequalities.
- 3. Apply functions and other algebraic techniques to model real-world applications.

MATH 30S: Support for College Algebra

1.0 Units / LAB

A support course for Math 30 College Algebra. Through contextualized examples, collaborative practice, and hands-on activities, students learn skills and explore concepts crucial for success in Math 30 College Algebra. Note: This course is intended for students concurrently enrolled in Math 30, "College Algebra."

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Co-Requisite:

- MATH30

Student Learning Outcomes

- Engage productively in real-time interactive collaboration (small group and whole group) through conversation and application to explore algebraic concepts.
- Implement effective learning strategies.

MATH 31: College Algebra with Support

5.0 Units / LEC-LAB

A course for students studying in science, technology, engineering, and mathematics (STEM) fields and some areas of business. Both Math 30 (or MATH 31) and Math 25 (Trigonometry), are prerequisites for Math 50A (Differential Calculus). Topics include: polynomial, rational, radical, exponential, absolute value, and logarithmic functions; systems of equations; theory of polynomial equations; analytic geometry; arithmetic and geometric sequences and series. Students receive

extra support by engaging in hands-on activities and group work through which they learn necessary algebraic skills and explore concepts crucial for success in transfer-level algebra.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- Intermediate Algebra or appropriate placement based on AB 705 mandates.

Advisory:

- Ability to solve linear, quadratic, polynomial, rational, radical, exponential, and logarithmic equations analytically, graphically, numerically, and verbally in real-world settings. Ability to use technology in the study of these functions.

General Education Status

- CalGETC: Area 2: Mathematical Concepts and Quantitative Reasoning
- CR General Education: Area 2: Mathematical Concepts and Quantitative Reasoning

Student Learning Outcomes

- Analyze and investigate functions and equations graphically, algebraically, and verbally.
- Solve equations, systems of equations, and inequalities.
- Apply functions and other algebraic techniques to model real-world applications.
- Engage productively in real-time interactive collaboration (small group and whole group) through conversation and application to explore algebraic concepts.
- Implement effective learning strategies.

MATH 32: Precalculus and Trigonometry

6.0 Units / LEC

Preparation for calculus: the study of polynomial, absolute value, radical, rational, exponential, and logarithmic functions, analytic geometry, and polar coordinates. The study of trigonometric functions, their inverses and their graphs, identities and proofs related to trigonometric expressions, trigonometric equations, solving right triangles, solving triangles using the Law of Cosines and

the Law of Sines, and introduction to vectors. Note: Technology will be utilized throughout the course.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- Intermediate Algebra with a C or better or appropriate placement according to AB 705/1705.

Student Learning Outcomes

- 1. Analyze and investigate functions and equations algebraically, verbally, and graphically.
- 2. Solve equations, systems of equations, and inequalities.
- 3. Apply functions and other algebraic and trigonometric techniques to model real-world applications.

MATH 45: Linear Algebra

4.0 Units / LEC

A course which develops the techniques and theory needed to solve and classify systems of linear equations. Solution techniques include row operations, Gaussian elimination, and matrix algebra. Properties of vectors are investigated in two and three dimensions, leading to the notion of an abstract vector space. Vector space and matrix theory are presented including topics such as inner products, norms, orthogonality, eigenvalues, eigenspaces, and linear transformations. Selected applications of linear algebra are included. Note: Calculators and computer software may be employed to further explore concepts.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- MATH50A

Advisory:

- MATH50B

General Education Status

- C-ID: MATH 250 Introduction to Linear Algebra

Student Learning Outcomes

- Solve systems of linear equations using Gaussian elimination and matrix algebra, and apply these techniques to real world applications. Interpret the value of a determinant geometrically

and use the value to determine the singularity of a matrix.

- Determine the dimension of a vector space (e.g. the null space, the column space, and the row space of a matrix) and find a basis for the vector space.
- Determine the matrix of a linear transformation and analyze the geometric action of the transformation and its inverse (if it exists).
- Determine the eigenvalues and eigenvectors of a matrix and find bases for the eigenspaces. Interpret the definition of eigenvalues and eigenvectors geometrically. Use orthonormal bases to solve problems in linear algebra.

MATH 50A: Calculus I: Single Variable Calculus

4.0 Units / LEC

A study of limits, continuity, and derivatives of algebraic, transcendental, and trigonometric functions. Applications of the derivative include optimization, related rates, examples from the natural and social sciences, and graphing of functions. The course introduces the integral and the connection between the integral and derivative and is the first in the series of three calculus courses. Note: Technology will be utilized throughout the course.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- MATH25 AND (MATH30, MATH31 or MATH32)

General Education Status

- C-ID: MATH 210 Single Variable Calculus I Early Transcendentals
- CalGETC: Area 2: Mathematical Concepts and Quantitative Reasoning
- CR General Education: Area 2: Mathematical Concepts and Quantitative Reasoning

Student Learning Outcomes

- Evaluate limits and use the results to interpret information about functions.
- Use differentiation to compute derivatives and to solve relevant applications.
- Create and interpret graphs of functions using methods of calculus.

- Apply the Fundamental Theorem of Calculus and interpret results.

MATH 50AS: Support for Math-50A

1.0 Units / LAB

A support course for 50A: Differential Calculus. Through contextualized examples, collaborative practice, and hands-on activities, students learn skills and explore concepts crucial for success in Math 50A: Differential Calculus. Note: This course is intended for students concurrently enrolled in Math 50A: Differential Calculus

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Co-Requisite:

- MATH50A

Student Learning Outcomes

- Engage productively in real-time interactive collaboration (small group and whole group) through conversation and application to explore algebraic concepts.
- Implement effective learning strategies.

MATH 50B: Calculus II: Single Variable

4.0 Units / LEC

The second in the series of three calculus courses. Calculus II: Single Variable Calculus develops a set of advanced symbolic and numerical integration techniques, building on skills developed in the first course in the series, Calculus I: Single Variable Calculus. The course includes applications of integration, sequences and series, and the use of the Taylor polynomial to approximate functions. Students are introduced to parametric and polar equations. Note: Technology will be utilized throughout the course.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- MATH50A

General Education Status

- C-ID: MATH 220 Single Variable Calculus II Early Transcendentals

Student Learning Outcomes

- Evaluate definite, indefinite, and improper integrals.
- Apply integration to areas,

volumes, and other applications.

- Apply convergence tests to sequences and series and represent functions as power series.
- Graph, differentiate and integrate functions in polar and parametric form.

MATH 50C: Calculus III: Multivariable Calculus

4.0 Units / LEC

The third in the series of three calculus courses. Multivariable Calculus applies the techniques and theory of differentiation and integration to a thorough study of vectors in two and three dimensions, vector-valued functions, calculus of functions of more than one variable, partial derivatives, multiple integration, Green's Theorem, Stokes' Theorem, Divergence Theorem; includes motion in two and three dimensions, curves and surfaces. Note: Extensive computer visualization is an integral component of this course.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- MATH50A AND MATH50B

General Education Status

- C-ID: MATH 230 Multivariable Calculus

Student Learning Outcomes

- Formulate equations of lines including a tangent plane to a surface at a point.
- Evaluate partial derivatives, and two and three-dimensional integrals. Apply techniques to real-world problems.
- Apply vector operations. Differentiate and integrate vector-valued functions.
- Determine for a function of several variables: the limit at a point, differentiability, local extrema and test for saddle points. Compute arc length. Solve constraint problems using Lagrange multipliers.
- Find the divergence and curl of a vector field. Apply Greens', Stokes', and the Divergence Theorems.

MATH 55: Differential Equations

4.0 Units / LEC

A study of ordinary differential equations and solutions, equations of first and sec-

ond order, linear differential equations, systems of equations, phase plane analysis, existence and uniqueness theorems, applications and modeling, and techniques for obtaining solutions, including series solutions and Laplace transforms. Note: Computer exploration is an integral component of this course.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisite:

- MATH50B

General Education Status

- C-ID: MATH 240 Ordinary Differential Equations

Student Learning Outcomes

- Identify the type of a given differential equation and then find exact analytical solutions for first- and second-order differential equations, and systems of differential equations, including the existence and uniqueness of solutions.
- Apply the mathematics of differential equations to real-world problems and applications such as circuits, mixture problems, population modeling.
- Apply the use of computer technology to solve differential equations and systems, explore mathematical concepts, and verify results.
- Compare solutions obtained by use of power series with numerical solutions.
- Determine the Laplace and inverse Laplace Transform of functions and use these to solve ordinary differential equations.

MATH 204: Algebra Review for Introduction to Chemistry

0.0 Units / LAB

A noncredit review course covering material from algebra and geometry that students will need to be successful in Chemistry 2, "Introduction to Chemistry." Additionally, students will be able to practice new math skills used in Chemistry, such as unit conversions and significant figures. Note: Students are encouraged to take this course the same semester they take Chemistry 2, "Introduction to Chemistry."

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- UN-Unlimited retake policy

Student Learning Outcomes

- 1. Review and apply algebraic skills for application in chemistry.

MATH207: Math Review for the TEAS Exam, Non-Credit Version

0.0 Units / LEC

A noncredit math review course designed for pre-nursing students to review mathematics concepts in preparation for the Test of Essential Academic Skills (TEAS), a pre-entrance exam for applicants to the Nursing Program. Math content includes: review of arithmetic operations involving fractions, decimals, and signed numbers; review of problem-solving strategies for problems involving ratios, percents, and geometry; review of basic algebra concepts; review of techniques for simplifying algebraic expressions and solving linear equations and formulas; review of measurements, conversions, data interpretation, and graph reading. Note: Extensive work on a computer homework system will be required.

Transferable:

- Not transferable

Grading Options:

- Satisfactory Progress

Repeatability:

- Unlimited number of retakes are allowed.

Advisory:

- This course is for pre-nursing students pursuing a Registered Nursing (RN) program as passing the TEAS Exam is frequently a requirement for applicants. *Note: Students going into the LVN program at College of the Redwoods are not currently required to take the TEAS Exam although nursing programs at other colleges may have that requirement.

Student Learning Outcomes

- Apply algebraic and geometric skills to solve application problems.

MATH230: Precalculus Preparation

0.0 Units / LAB

A non-credit course designed for students entering math-intensive fields who would like to learn elements of elementary and intermediate algebra that provides additional preparation for course work in precalculus (college algebra and trigonometry). This course will include the following topics: algebraic equations and functions involving linear, absolute value, polynomial, rational, radical, exponential, and logarithmic expressions; along with associated graphs, modeling, and applications.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass
- Satisfactory Progress

Repeatability:

- Unlimited repeats

Student Learning Outcomes

- Identify and apply appropriate techniques to simplify and evaluate expressions and also while solving equations and inequalities.
- Evaluate and interpret general functions symbolically, numerically, and graphically.
- Use mathematical modeling and graphical techniques to solve problems.

STAT C1000: Introduction to Statistics

4.0 Units / LEC

This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. Note: This course was previously known as MATH 15: Introduction to Statistics. Students desiring more support should register for STAT-C1000E. STAT-C1000E meets 3 hours per week longer allowing for more group-work to practice foundational mathematical skills.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.

General Education Status

- C-ID: MATH 110 Introduction to Statistics
- CalGETC: Area 2: Mathematical Concepts and Quantitative Reasoning
- CR General Education: Area 2: Mathematical Concepts and Quantitative Reasoning

Student Learning Outcomes

- Accurately communicate statistical ideas using correct statistical notation, graphs, and vocabulary.
- Use descriptive and inferential statistics to better understand real-world problems.
- Demonstrate appropriate use of technology in making decisions based upon real-world data.
- Read and interpret information that contains statistical analysis and be able to communicate these results.
- Judge the validity of research reported in the mass media and peer reviewed journals.

STAT C1000E: Introduction to Statistics

5.0 Units / LEC-LAB

This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. This course has embedded support. Note: This course was previously known as MATH 16: Introduction to Statistics with Support. Students receive extra support in this course through hands-on activities. If you do not desire support and the 3 extra hours of class time each week,

please register for STAT-C1000.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.

General Education Status

- C-ID: MATH 110 Introduction to Statistics (Pending)
- CalGETC: Area 2: Mathematical Concepts and Quantitative Reasoning
- CR General Education: Area 2: Mathematical Concepts and Quantitative Reasoning

Student Learning Outcomes

- Accurately communicate statistical ideas using correct statistical notation, graphs, and vocabulary.
- Use descriptive and inferential statistics to better understand real-world problems.
- Demonstrate appropriate use of technology in making decisions based upon real-world data.
- Read and interpret information that contains statistical analysis and be able to communicate these results.
- Judge the validity of research reported in the mass media and peer reviewed journals.
- Engage productively in real-time interactive collaboration (small group and whole group) through conversation and application to explore statistical concepts.
- Implement effective learning strategies for academic and affective domain challenges.

Medical Assistant

MA201: Medical Assistant Training Program I

0.0 Units / LEC-LAB

This is the didactic portion of a 14-week course focused on preparing the student to work as a Medical Assistant in private or public medical offices, clinics, hospital based-clinics, specialty offices, and other health care facilities. The course covers basic medical office procedures. It also

includes medical terminology, point of care testing, (CLIA) waived laboratory testing, documentation, including electronic health records, and equipment management. The course requires: Physical exam by a qualified provider, Immunization records, and a background check. Other testing, such as Covid-19 testing may be required.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Co-Requisite:

- MA201A

Student Learning Outcomes

- The student will demonstrate knowledge of and the ability to perform front and back office medical procedures.
- The student will be able to demonstrate learning through scoring on quizzes and tests showing they have the knowledge to successfully pass the national Clinical Certified Medical Assisting (CCMA) examination.
- The student will demonstrate through testing and skills demonstration that they are a viable candidate for employment in a medical/health care facility.

MA201A: Medical Assistant Training Program Externship

0.0 Units / LAB

This is the Externship portion of the 14-week course, MA 201, focused on preparing the student to work as a Medical Assistant in private or public medical offices, clinics, hospital based-clinics, specialty offices, and other health care facilities. The course covers basic medical office procedures. It also includes medical terminology, point of care testing, (CLIA) waived laboratory testing, documentation, including electronic health records, and equipment management.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Co-Requisite:

- MA201

Student Learning Outcomes

- The student will demonstrate knowledge of and the ability to perform front and back office medical procedures.

- The student will be able to demonstrate the skills needed to perform the work of a medical assistant in a medical office or clinical setting.
- The student demonstrate through skills that they are a viable candidate for employment in a medical/health care facility.

Music

MUS1: Introduction to Music

3.0 Units / LEC

An introduction to the fundamentals of music theory, notation, and performance. The course addresses rhythm notation; note reading on the treble, bass, alto, and tenor staves; the keyboard; scales; the circle of fifths; and key signatures. The course also includes clapping exercises, recorder playing, and review writing.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

General Education Status

- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Identify durational symbols; correctly write durational symbols; identify durational equivalencies; identify the kind of note that equals one beat, and one beat division, in a given time signature; supply count symbols for, and clap, rhythm patterns in a variety of time signatures in simple and compound time.
- Identify, by pitch name and octave designation, notes on the treble, alto, tenor, and bass staves; write notes on the treble, alto, tenor, or bass staff, or locate the correct key on the keyboard, when given pitch name and octave designation.
- Write the pitch a half step or whole step above or below a given pitch; write chromatic and whole-tone scales, one octave, ascending and descending, beginning on a given pitch.
- Identify how many sharps or flats a given major or minor key contains, and which pitches in that key are sharp or flat; write the key signature of any major or minor key on the treble and bass

- staffs; write major scales and the three forms of the minor scale.
- Demonstrate the ability to play simple melodies on a recorder, and to carry a part in a recorder ensemble.
- Write a critical analysis of a performance and/or a recording.

MUS 2A: Beginning Harmony and Musicianship I

4.0 Units / LEC

An introduction to diatonic harmony and musical form. Topics addressed include intervals and their inversions, triads and their inversions, part-writing procedures, figured bass symbols, roman numeral analysis, and part writing involving the primary triads. The course also includes sight-singing and ear training.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- MUS1

General Education Status

- C-ID: MUS 120 Music Theory I & MUS 125 Musicianship I

Student Learning Outcomes

- Identify the scalar degrees of a given key and the scalar content of a given melody using the recognized terminology; transpose melodies from one key to another; take dictation of diatonic melodies.
- Identify harmonic and melodic intervals by type and quality, both aurally and in notated music; supply the pitch a given interval above or below a given pitch, both vocally and via notation; identify triads by type, both aurally and in notated music; construct any of the four triad types, in root position or inversion, on a given bass pitch.
- Distinguish between simple and compound meters, and the time signatures and counting schemes appropriate to each, in performance and dictation exercises.
- Enumerate correct part-writing procedures; complete part-writing exercises using primary triads in root position and inversion demonstrating correct part-writing procedures and familiarity with figured bass symbols; take dictation of short four-part passages using primary triads in

root position and inversion.

- Conduct Roman numeral analysis of music that uses primary triads, identifying cadence types and phrases and periods.

MUS2B: Beginning Harmony and Musicianship II

4.0 Units / LEC

A study of diatonic harmony and musical form. Topics addressed include secondary triads, non-harmonic tones, seventh chords, common chord modulation, and the composition and harmonization of short diatonic melodies. The course also includes part-writing exercises, analysis exercises, sight-singing, and ear training.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- MUS2A

General Education Status

- C-ID: MUS 130 Music Theory II & MUS 135 Musicianship II

Student Learning Outcomes

- Compose and harmonize easily singable, clearly-tonicized melodies that use AB, AAB, and/or AABA phrase structure, at least one of which demonstrates common chord modulation to a new key in an interior phrase and back to the original key in the final phrase; transpose melodies from one key to another; sing on sight, and take dictation of, diatonic melodies, major and minor, in both simple and compound meters featuring beat divisions.
- Enumerate correct part-writing procedures; complete part-writing exercises using primary and secondary triads and seventh chords in root position and inversion, with or without non-harmonic tones, demonstrating correct part-writing procedures and familiarity with figured bass symbols; take dictation of short two- and four-part passages using primary triads and secondary triads and seventh chords in root position and inversion, with or without non-harmonic tones.
- Conduct Roman numeral analysis of short compositions (including compositions in two-part counterpoint) in a variety of forms (including binary and ternary forms)

that use primary and secondary triads and seventh chords in root position and inversion, identifying non-harmonic tones by type, common chord modulations, and subsections within larger forms.

MUS3A: Intermediate Harmony and Musicianship I

4.0 Units / LEC

An introduction to the chromatic vocabulary and to extended forms. Topics addressed include secondary dominant and diminished seventh chords, augmented sixth, neapolitan, and borrowed chords, pedal points, and abrupt modulation. The course also includes the composition and harmonization of melodies, part-writing exercises, analysis of compositions, sight-singing, and ear training.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- MUS2B

General Education Status

- C-ID: MUS 140 Music Theory III & MUS 145 Musicianship III

Student Learning Outcomes

- Compose and harmonize melodies that use AABA or ABCA phrase structure that include chromatic passing tones and that modulate from, and back to, the tonic key, demonstrating the ability to effect modulations using common chords, enharmonic pivots, and sequences; sing on sight, and take dictation of, melodies that include chromatic alterations and modulations, in both simple and compound meters, featuring beat subdivisions, triplets, duplets, and syncopation.
- Enumerate correct part-writing procedures; complete part-writing exercises, and take dictation, of two- and four-part progressions that use secondary dominant and diminished seventh chords, chromatic subdominant substitutions (augmented sixths, Neapolitans), borrowed chords, and pedal points featuring a variety of modulatory approaches, demonstrating mastery of accepted part-writing procedures and familiarity with figured bass symbols.
- Conduct Roman numeral analysis of short compositions (including

compositions in two-part counterpoint) in a variety of forms (including binary and ternary forms and extended forms such as sonata-allegro, rondo, sonata-rondo, and rounded binary form) that use secondary dominant and diminished seventh chords, chromatic predominant chords (augmented sixths, Neapolitans), borrowed chords, and pedal points, identifying non-harmonic tones by type, identifying subsections within larger forms, and identifying to what key, and by what approach, modulations are effected.

MUS3B: Intermediate Harmony and Musicianship II

4.0 Units / LEC

An introduction to the post-functional vocabulary of the late nineteenth and twentieth centuries, and a continued study in extended forms. Topics addressed include ninth, eleventh, thirteenth chords; chord symbols and jazz lead sheet notation; the diatonic modes; pentatonic and symmetrical scales; pitch sets; parallelism, bitonality, and non-tertian sonorities; free atonality; and serialism. The course also includes short composition exercises, part-writing exercises, analysis of compositions, sight-singing, and ear training.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- MUS3A

General Education Status

- C-ID: MUS 150 Music Theory IV & MUS 155 Musicianship IV

Student Learning Outcomes

- Demonstrate mastery of part-writing procedures appropriate to the upper dominant discords (ninth, eleventh, and thirteenth chords), as well as post-functional part-writing approaches such as parallelism, bitonality, and non-tertian sonorities; complete part-writing exercises, and take dictation of, four-part progressions that use ninth, eleventh, and thirteenth chords, demonstrating mastery of accepted part-writing procedures and familiarity with figured bass symbols; convert standard notation to jazz lead sheet notation, and

vice-versa; harmonize a given melody using the pitches of the diatonic mode, pentatonic scale, or symmetrical scale from which the melody is drawn; take dictation of short progressions based in one or more of the diatonic modes.

- Analyze compositions (including compositions in two-part counterpoint) in a variety of forms (including binary and ternary forms and extended forms such as sonata-allegro, rondo, sonata-rondo, and rounded binary form) that use the upper dominant discords, the diatonic modes, the pentatonic scale, the symmetrical scales, and non-functional part-writing approaches such as parallelism, bitonality, atonality, and non-tertian sonorities, identifying subsections within larger forms, and identifying to what key and by what approach modulations are effected, if applicable.

MUS 10: Music in History

3.0 Units / LEC

A survey of Western art music from the Middle Ages through the twentieth century. The course addresses basic musical terminology and concepts, traces changes in styles, genres, and forms through successive historical periods, introduces major composers and representative instruments, and explores the changing social contexts of music in Western culture.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: MUS 100 Music Appreciation
- CalGETC: Area 3A: Arts
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Define basic musical terminology and concepts.
- Identify the historical periods of Western music history by name and date; the characteristic aspects of musical style of each historical period; the characteristic genres, instruments, and performance forums of each historical period; and the major composers of each historical period, including region

of origin and/or activity, typical genres, and important innovations.

- Aurally identify musical excerpts by historical period, and, when applicable, by genre.
- Analyze relationships between music of a given period and contemporaneous art, architecture, and literature, both in regards to aesthetics (i.e. common stylistic properties) and worldview (common values/belief systems conveyed).
- Analyze the social context of music of a given period/region, including (but not limited to) its role in liturgy, its subject matter, its modes of dissemination (publication, live performance, etc.), the patronage issues surrounding it (who financed and consumed it, and for what purposes), and the manner in which its innovations in musical form and vocabulary encapsulate shifts in worldview and values systems.
- Analyze and evaluate musical performances.

MUS 12: American Popular Music

3.0 Units / LEC

A survey of the major American popular music traditions ca. 1840-2000, including popular song and musical theater; the blues-ragtime-jazz axis; country-and-western; rock music; and the soul-funk-disco-hip-hop axis. Addresses the evolution of the music industry and music-related media and technology, and the role of race, class, region, and gender in music's production, dissemination, and consumption.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CalGETC: Area 3A: Arts
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Define basic musical terminology and concepts.
- Identify important features of the major American popular music traditions 1840-2000, including period and (when applicable) region of popularity, primary audience demographic, characteristic performance practices, and cultural values conveyed through the music; analyze interrelationships between

the major American popular music traditions, and the significance of stylistic changes that took place over time in these traditions.

- Identify, and evaluate the importance of, major figures within these traditions.
- Identify and describe important aspects of the commercial music institutions surrounding American popular music 1840-2000; analyze the strategies of these institutions; and evaluate changes in technology on the creation, production, and dissemination of the music.
- Aurally distinguish the music of different American popular music traditions, and different styles and/or eras within given traditions.
- Analyze and evaluate musical performances.

MUS22B: Beginning Band Instruments - Brass

1.0 Units / LAB

Class instruction in the fundamentals of performance on brass instruments commonly used in a concert band setting. Note: Student must own or rent an instrument.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- 1. Demonstrate sufficient mastery of valve (or slide) positions to play chromatically from lowest to highest commonly-used notes on a given brass instrument.
- 2. Demonstrate employment of correct embouchure and breath support techniques through the production of acceptable tone and the ability to play the various partials.
- 3. Accurately read basic music notation, including commonly-used pitch, rhythm, and expression symbols, and hold one's part in band music at the Class D junior high/middle school level.

MUS22P: Beginning Band Instruments: Percussion

1.0 Units / LAB

Class instruction in the fundamentals of performance on percussion instru-

ments commonly used in a concert band setting.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- 1. Demonstrate correct sticking technique in order to play chromatically from lowest to highest commonly-used notes (mallet percussion instruments); demonstrate the ability to accurately change drumhead pitch through pedal movement (timpani); play essential snare drum rudiments (snare drum).
- 2. Demonstrate acceptable tone production (all percussion instruments).
- 3. Accurately read basic music notation, including commonly-used pitch, rhythm, and expression symbols, and hold one's part in band music at the Class D junior high/middle school level.

MUS22W: Beginning Band Instruments: Woodwind

1.0 Units / LAB

Class instruction in the fundamentals of performance on woodwind instruments commonly used in a concert band setting. Note: Student must own or rent an instrument.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- 1. Demonstrate sufficient mastery of key positions to play chromatically from lowest to highest commonly-used notes on a given woodwind instrument.
- 2. Produce acceptable tone on a given woodwind instrument through employment of correct embouchure and breath support techniques.
- 3. Accurately read basic music notation, including commonly-used pitch, rhythm, and expression symbols, and hold one's part in band music at the Class D junior high/middle school level.

MUS24A: Beginning Class Piano I

1.0 Units / LEC-LAB

A course of instruction in piano in both group and individual formats. The course introduces students to the keyboard, rhythm notation and counting, note reading in the grand staff, fingering technique, simple chord patterns, basic elements of interpretation (tempo, dynamics, phrasing), and development of two-hand independence.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Accurately realize pitch and rhythm content from grand staff notation in performance while maintaining a steady tempo.
- Distinguish between legato and detached articulation directives in performance while demonstrating correct fingering technique and the ability to follow fingering instructions.
- Demonstrate sufficient right hand/left hand independence to simultaneously maintain separate rhythms in the two hands, project the melody louder than the accompaniment, and maintain different articulations in the two hands when so directed.
- Exhibit sensitivity to dynamics indications in performance.

MUS24B: Beginning Class Piano II

1.0 Units / LAB

A course in the continued development of piano skills in both group and individual formats. Use of the damper pedal, simple two-part polyphony, extended hand positions, and beat divisions in simple time are introduced. Course fosters further development of finger technique, hand-to-hand independence, and subtlety of articulation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- MUS24A

Student Learning Outcomes

- Maintain a steady tempo and rhythmic accuracy in performance, including passages in simple time with beat divisions and dotted rhythms.
- Accurately realize damper

- pedal instructions.
- Demonstrate progressive hand-to-hand independence, including accurately performing two-part polyphony involving either imitation or contrary motion between the hands.
- Exhibit progressive sensitivity to tempo, dynamics, and articulation directions.

MUS25A: Intermediate Class Piano I

1.0 Units / LAB

Continued development of piano skills. Major scales, secondary triads, shifting and extended hand positions, additional articulation symbols, rolled chords, and swing eighths are introduced. Further development of finger technique, hand-to-hand independence, and subtlety of articulation through a repertoire encompassing all periods. Note: Course includes recitals.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- MUS24B

Student Learning Outcomes

- Exhibit progressive development of finger technique, including the ability to perform major scales, ascending and descending, and the ability to apply shifting and extended hand positions in a variety of keys.
- Accurately realize a variety of legato and detached articulations, including staccato and accent marks, and exhibit sensitivity to dynamics indications.
- Accurately realize damper and sostenuto pedal directions.
- Exhibit progressive development in knowledge of performance practices appropriate to specific styles and historical periods, and critical discrimination in the application of specific performance conventions to specific repertoire.

MUS25B: Intermediate Class Piano II

1.0 Units / LAB

Continued development of piano skills. Minor scales, shifting and extended hand

positions in a variety of keys, and performance practices appropriate to specific periods and styles are introduced. Further development of finger technique, hand-to-hand-independence, and subtlety of articulation through a repertoire encompassing all periods. Note: Course includes recitals.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- MUS25A

Student Learning Outcomes

- Exhibit progressive development of finger technique, including the ability to perform melodic minor scales, ascending and descending, and the ability to apply shifting and extended hand positions in a variety of keys.
- Accurately realize damper and sostenuto pedal directions, and exhibit critical discrimination in the employment of the pedals in passages that contain no explicit pedal markings.
- Accurately realize a variety of legato and detached articulations; exhibit sensitivity to dynamics indications; exhibit critical discrimination in the choice of articulation and dynamics shadings in passages that contain no explicit articulation and/or dynamics markings.
- Perform simple pieces of the baroque, classic, and/or romantic period, as assigned; recognize and exercise critical discrimination in applying performance conventions appropriate to each.

MUS26A: Beginning Class Voice I

1.0 Units / LEC-LAB

Group instruction at the beginning level in the development of solo vocal techniques. Breathing techniques, tone quality, and stage presence are covered in a variety of musical styles

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Using effective posture and breathing techniques, develop a vocal range of one and a half octaves.

- Recognize, and realize in performance, expression directions.
- Carry a vocal part individually in an a cappella round or with piano accompaniment.
- Sing foreign language songs with correct diction.

MUS26B: Beginning Class Voice II

1.0 Units / LAB

A continued development of vocal skills in a group format. Emphasis is placed on further development of solo voice techniques, practice skills, and performance approaches in various musical styles. Note: Students enrolling should be able to read music and be aware of basic techniques of breathing, tone quality, and stage presence.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- MUS26A

Student Learning Outcomes

- Using effective posture and breathing techniques, develop a vocal range of two octaves.
- Demonstrate mastery of performance practices appropriate to specific vocal genres, including specific approaches to phrasing, dynamics, and diction.
- Demonstrate presentation and characterization skills in the context of live performance.
- Demonstrate the ability to carry a vocal part in a duet.

MUS27A: Intermediate Class Voice I

1.0 Units / LAB

A continued development of vocal skills in a group format. Emphasis is placed on further development of solo voice techniques, practice skills, and performance approaches in various musical styles. The international phonetic alphabet is introduced. Note: Students enrolling should be able to read music and be aware of the techniques of breathing, tone quality, and stage presence taught in Music 26B.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- MUS26B

Student Learning Outcomes

- Demonstrate mastery of performance practices appropriate to specific vocal genres, including specific approaches to phrasing, dynamics, and diction.
- Through an analysis of song structure and lyrics, create and convey a convincing presentation and characterization in the context of live performance.
- Demonstrate the ability to carry a part in a vocal quartet.
- Demonstrate mastery of international phonetic alphabet (IPA).

MUS27B: Intermediate Class Voice II

1.0 Units / LAB

Continued development of vocal skills in a group format. Emphasis is placed on further development of solo voice techniques, practice skills, and performance approaches in various musical styles. Further work with the international phonetic alphabet. Note: Students enrolling should be able to read music and be aware of techniques of breathing, tone quality, and stage presence as taught in Music 27A.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- MUS27A

Student Learning Outcomes

- Through an analysis of style, genre, and historical period, apply appropriate performance practices, including specific approaches to phrasing, dynamics, and diction.
- Through an analysis of song structure and lyrics, create and convey a convincing presentation and characterization in the context of live performance.
- Demonstrate the ability to carry a part in a vocal ensemble.
- Demonstrate mastery of international phonetic alphabet (IPA).
- Perform an audition repertoire that includes an up tempo song and a ballad.

MUS29A: Beginning Class Guitar I

1.0 Units / LEC-LAB

A course of group instruction in guitar at the beginning level. Course includes familiarization with the fretboard, fundamental rhythm notation, chord symbols, simple chord progressions, and melodic notation in the treble staff.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- 1. Fluently locate a given pitch on any string on which that pitch is playable.
- 2. Accurately play all first position triads and seventh chords from chord symbol notation.
- 3. Accurately perform melodies from treble staff notation.
- 4. Accurately hold a part in a guitar ensemble.

MUS29B: Beginning Class Guitar II

1.0 Units / LAB

Continued development of guitar skills in both group and individual formats. Students develop progressive reading and fretting skills, and begin barre chords and major scales.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- MUS29A

Student Learning Outcomes

- Accurately perform major scales.
- Accurately perform repertoire requiring barre chords.
- Accurately hold a part in a guitar ensemble.

MUS29C: Intermediate Class Guitar

1.0 Units / LAB

Continued development of guitar skills in both group and individual formats. Students develop progressive reading and fretting skills, and begin minor and pentatonic scales.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- MUS29B

Student Learning Outcomes

- Realize progressively more challenging chord symbols and formations.
- Demonstrate progressive fluency in playing major scales.
- Accurately perform selected minor and pentatonic scales.

MUS40: Independent Study in Music

0.5 - 2.0 Units / IND

Individual research and special projects in Music. Specific projects to be determined in consultation with instructor. Note: All independent study projects must be approved by instructor, and an approved independent study contract must be on file before the independent study section is created.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Student Learning Outcomes

- 1. Formulate specific objectives in conjunction with the instructor.
- 2. Demonstrate the fulfillment of the objectives upon the completion of the individual project.

MUS59: Chorale

1.0 Units / LAB

The study and performance of literature for choral ensemble. Course addresses vocal techniques, development of sight reading skills, and historical background.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Repeatability:

- R3 - May enroll 4 times for credit

Advisory:

- MUS26A

General Education Status

- C-ID: MUS 180 Major Ensemble

Student Learning Outcomes

- Demonstrate an acceptable standard of vocal technique, as well as rhythmic and pitch accuracy, in performance.
- Identify and combine appropriate interpretative nuances and

- conventions in performance.
- Exhibit effective collaborative skills within the ensemble.

MUS61: Concert Band

1.0 Units / LAB

The study and performance of traditional and contemporary concert band literature. Course addresses rehearsal techniques, development of sight reading and public performance skills, and historical background.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Repeatability:

- R3 - May enroll 4 times for credit

Advisory:

- MUS22B, MUS22P OR MUS22W

General Education Status

- C-ID: MUS 180 Major Ensemble

Student Learning Outcomes

- Demonstrate an acceptable standard of instrumental technique, as well as rhythmic and pitch accuracy, in performance.
- Identify and combine appropriate interpretative nuances and conventions in performance.
- Exhibit effective collaborative skills within the ensemble.

MUS62: Jazz Orchestra

1.0 Units / LAB

An advanced-level performing ensemble that focuses on Big Band jazz repertoire from all eras. Course addresses development of sight reading, public performance, and improvisation skills.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Advisory:

- MUS22B, MUS22P OR MUS22W

General Education Status

- C-ID: MUS 180 Major Ensemble

Student Learning Outcomes

- Demonstrate an acceptable standard of instrumental technique, as well as rhythmic and pitch accuracy, in performance.
- Identify and combine appropriate interpretative nuances and conventions in performance.

- Exhibit effective collaborative skills within the ensemble.

Native American Studies

NAS 1: Introduction to Native American Studies

3.0 Units / LEC

An introduction to the interdisciplinary field of Native American Studies, exploring the complexity and diversity of the Indigenous Peoples of the lands now called North America, with an emphasis on the lands now called the United States. It is centered on perspectives from Native North American Indigenous People and their Nations directly, gaining further insight from 'Western' academic fields such as the bio-physical sciences, humanities, social sciences, and critical social theory, such as the study of race, power, and class. Connecting Indigenous traditions with the work Indigenous Nations have and continue to do across the past, present, and future will be emphasized, especially around resistance and resilience, decolonization, environmental management, and sovereignty-building.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CalGETC: Area 4: Social and Behavioral Sciences & Area 6: Ethnic Studies
- CR General Education: Area 4: Social and Behavioral Sciences & Area 6: Ethnic Studies

Student Learning Outcomes

- Explain the interdisciplinary nature of Native American Studies and identify its major component parts.
- Identify historical, economic, political, and social situations influencing Native American life.
- Identify Native Americans as inheritors of multiple and complex cultures rather than as one homogeneous ethnic or "racial" group.

NAS 21: Native American History

3.0 Units / LEC

A critical review and analysis of Indige-

nous Peoples, their Tribal Nations and their communities, from the deep past to the present in the lands now called North America. Central importance is given to Indigenous Peoples telling their own histories. First examined are the intellectual and structural traditions and contributions from across the variety of Native American cultures, prior to the invasion of settler-colonials. Critical analysis is applied to the role of these traditions in both the struggles and successes of Native Americans in fighting off the sustained colonization and neo-colonization by Europeans and non-Native Americans. Forms of protest and resistance and strategies for personal and tribal liberation are examined. The successive phases of colonialism and the paradigms, practices, and policies of settler-colonials are articulated. Then they are deconstructed using a range of decolonizing and anti-racist approaches. In this, the racialization of Native Americans by Eurocentric cultural and structural elements is critically analyzed. Also analyzed is how this racialization intersects with capitalism and imperialism, particularly through genocide of Native Americans and the seizure of their lands. Both theory and knowledge produced by the Indigenous Peoples are put at the center: ranging from Western academic writing by Indigenous scholars to oral histories to written accounts of lived experiences. A focus throughout is the critical articulation and analysis of agency, adaptation, and resilience by Native Americans to increase their sovereignty and right to self-determination.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CalGETC: Area 4: Social and Behavioral Sciences & Area 6: Ethnic Studies
- CR General Education: Area 4: Social and Behavioral Sciences & Area 6: Ethnic Studies

Student Learning Outcomes

- Explore and analyze major social, political, economic, environmental, and cultural developments by Native American societies as well as those impacting Native American societies, across historical contexts.
- Use diverse sources of information and diverse frameworks, especially those produced by Native Americans, to analyze economic,

environmental, political, religious, and social situations from Native American histories currently driving or influencing contemporary Native American lives.

- Analyze how Native American histories have been interpreted and reported from Native and non-Native perspectives, highlighting the application of decolonizing theory and practice.
- Articulate and analyze the enduring struggle and resistance of Native Americans and their societies to colonization.

of safe, quality patient care.

- Demonstrate basic nursing skills using proper techniques and measures to promote safe, quality patient-centered care.
- Integrate knowledge within a concept based framework for application to patient care.
- Demonstrate the nurse's role in supporting a patient's psychosocial needs, functional ability, pain, perfusion, fluid and electrolyte balance.
- Apply knowledge of pharmacology, pathophysiology and nutrition, as well as established evidence, to the care of patients.

application to patient care.

- Integrate patient education and developmental concepts related to the provision of safe, quality, patient-centered care.
- Demonstrate specialized and advanced nursing skills using proper techniques and measures to promote safe, quality, age-appropriate patient-centered care.
- Demonstrate the nurse's role in supporting a patient's psychosocial and physiologic needs: reproduction, sexuality, gas exchange, acid base, glucose regulation, elimination, thermoregulation.

Nursing

NURS 1: Nursing Science and Practice Concepts I

9.5 Units / LEC-LAB

Introduction to nursing and roles of the nurse in micro (work unit) and macro (health care facility) systems, as well as profession-related and patient care concepts. Concepts include professionalism, safety, communication, culture, functional ability, perfusion, evidence, informatics and technology, fluid & electrolytes, thermoregulation, pain, elimination and health promotion. Develop basic assessment and nursing skills. Nursing process and evidence-based practice provide a decision-making framework to develop clinical judgment skills. Note: Admission to the Nursing Program requires passing a background check, a complete physical exam including immunizations and drug screening.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- Incomplete application, missing pre-requisites, positive drug screen, probation

Prerequisite:

- BIOL2, BIOL6, BIOL7 AND ENGLC1000

Student Learning Outcomes

- Integrate fundamental concepts related to the provision of safe, quality, patient-centered care: health promotion, culture, evidence, informatics, professionalism, communication and safety.
- Apply selected concepts related to professionalism, including the nursing process, to the provision

NURS 2: Nursing Science and Practice Concepts II

9.5 Units / LEC-LAB

Integrative, family-centered approach to care of mothers, newborns and children as well as the care of adults and older adults with health alterations, specifically incorporating the concepts of development, reproduction, patient education, gas exchange, sexuality, glucose regulation, acid-base balance and cellular regulation. Nursing process and evidence-based practice provide a decision-making framework to further develop clinical judgment skills.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Prerequisite:

- NURS1

Student Learning Outcomes

- Develop a patient-centered, age-appropriate plan of care utilizing the nursing process.
- Integrate knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based practices and concepts when caring for patients across the lifespan.
- Use healthcare information technology and best current evidence to mitigate error, and communicate relevant information with members of the healthcare team.
- Adhere to ethical, legal, and professional standards while caring for patients across the lifespan.
- Integrate knowledge within a concept-based framework for

NURS 3: Nursing Science and Practice Concepts III

9.0 Units / LEC-LAB

Care of adult and older adult patients with complex medical/surgical health problems, as well as patients experiencing mental health and behavioral disorders. Implementation of care coordination and exploration of health care organizations. Concepts of healthcare organizations, care coordination, mood and affect, anxiety, addiction, interpersonal violence, psychosis, cognition, mobility, sensory perception, tissue integrity are integrated. Emphasis on communication, advocacy and clinical reasoning and judgment.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- Admission to the RN or LVN/ Paramedic to RN Career Mobility or LVN/Paramedic to RN 30-Unit Option track.

Prerequisite:

- NURS2 OR NURS20

Student Learning Outcomes

- Perform mental and behavioral health assessments on patients using standardized protocols and tools.
- Implement strategies that allow for the provision of a safe environment and promote coordination of quality care for patients across healthcare settings.
- Develop an individualized, evidence based plan of care that demonstrates and incorporates teaching-learning strategies, health-promoting behaviors and recovery principles.
- Collaborate with members of

the inter professional health care team while acting as a patient advocate in the provision of safe, quality care for patients.

- Demonstrate clinical decision making and judgement when participating in the provision of care to patients.
- Apply knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based practices in the provision of care for patients.
- Integrate concepts related to provision of safe, quality, patient-centered care: health care organizations and care coordination.
- Use verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families.
- Adhere to ethical, legal and professional standards while recognizing ethical dilemmas affecting patient care.
- Demonstrate the nurses role in supporting a patients psychosocial and physiologic needs: Psychosis, Mood and Affect, Anxiety, Addiction, Interpersonal Violence, Sensory Perception, Cognition, Tissue Integrity and Mobility.

NURS 4: Nursing Science and Practice Concepts IV

10.0 Units / LEC-LAB

Care of adult and older adult patients with complex medical/surgical health problems, as well as patients with acute and chronic health alterations living in the community. Exploration and implementation of leadership and management roles. Concepts of clotting, intracranial regulation, infection, inflammation, immunity, leadership, collaboration, health policy, healthcare quality, ethical-legal, clinical judgment are integrated. Emphasis on quality, collaboration and ethical and legal issues.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Prerequisite:

- NURS3

Student Learning Outcomes

- Demonstrate clinical judgment and reasoning when providing holistic evidence based care that integrates knowledge of

pharmacology and pathophysiology for adults and older adults experiencing complex alterations in health in a variety of settings.

- Collaborate with members of the inter professional health care team while acting as a patient advocate in leading the provision of safe, quality care for adult and older adult patients with complex health alterations in a variety of settings.
- Appraise the use of health information systems and patient care technologies that allow for the provision of a safe environment and promote coordination of quality care for patients across the healthcare settings.
- Use organizational, time management, priority-setting and decision-making skills in the provision of care to patients with complex health alterations in a variety of settings.
- Analyze strategies that provide a safe environment for patients, self, and others while supporting quality improvement initiatives.
- Promote ethical, legal, and professional standards in the provision of care to adults and older adult patients with complex health alterations in a variety of settings.
- Evaluate the nurses role in supporting a patient's psychosocial and physiologic needs: infection, inflammation, immunity, intracranial regulation, clotting.
- Analyze the impact that the microsystem and macrosystem, including health policy, leadership and the Nurse Practice Act, have on patient care and the profession of nursing.

NURS 20: RN Transitional Concepts

3.0 Units / LEC-LAB

Preparation for entry into the ADN program of study. Develop assessment and nursing IV therapy skills. Concepts include concept-based learning, communication, clinical judgment, professionalism, ethical-legal and patient education are integrated. Nursing process and evidence-based practice provide a decision-making framework to further develop clinical judgment skills.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- Admission to LVN/Paramedic to RN Career Mobility, or to the LVN-RN 30 Unit Option

Prerequisite:

- BIOL2, BIOL6, BIOL7 AND ENGLC1000

Student Learning Outcomes

- Integrate knowledge within a concept-based framework for application to patient care.
- Construct a framework regarding professionalism in the transition to the role of the registered nurse.
- Provide patient education to a variety of patients.
- Demonstrate competencies that serve as a foundation for practice as a registered nurse.
- Demonstrate proficiency in nursing skills: urinary catheterization, IM/SQ injections, IVPB, IVP, and IV starts, central lines, and blood administration.
- Incorporate concepts of holism (i.e. culture, sexuality, developmental level) in providing patient centered care.

Oceanography

OCEAN 10: Introduction to Oceanography

3.0 Units / LEC

An introduction to the Earth's ocean including marine environments, geology, plate tectonics, fundamental chemical and physical properties of seawater, atmospheric-oceanic relationships, oceanic circulation, coastal environments and biological productivity.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CalGETC: Area 5A: Physical Science
- CR General Education: Area 5: Natural Sciences

Student Learning Outcomes

- Use the scientific method as an inquiry-based tool to critically evaluate oceanic phenomena.
- Describe how energy is transferred between different elements of the Earth's geologic, oceanic, atmospheric and biological systems.
- Apply oceanographic principles

to describe how coastal materials and landscapes change over time.

- Apply concepts of physics and chemistry to quantitatively explain variations in the characteristics of the oceanic environment.

OCEAN 10L: Laboratory in Oceanography

1.0 Units / LAB

An exploration of the conceptual material presented in OCEAN 10. Students will acquire practical laboratory and field experience using oceanographic skills, tests, and procedures. Laboratory exercises focus on chart reading, measurements of seafloor movement, seawater chemistry, wave celerity, and microscopic analysis. Field experience includes examination of coastal geology, wave and beach processes, habitats and marine organisms. Note: This course includes field trips to various marine and coastal areas. The College does not provide transportation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Co-Requisite:

- OCEAN10

General Education Status

- CalGETC: Area 5C: Laboratory

Student Learning Outcomes

- Use the scientific method as an inquiry-based tool to critically evaluate oceanic phenomena.
- Demonstrate the skills necessary to utilize basic instruments, tools, and tests used in oceanography.
- Apply classification systems to organize and identify marine features and organisms.

OCEAN 12: Environmental Oceanography

3.0 Units / LEC

A study of the fundamental principles of oceanography and the resources available from the sea. The basic concepts of physical, chemical, geologic, and biological oceanography will be explored in discussions on marine mineral resources, ocean energy, living resources of the sea, marine pollution, and ocean management.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CalGETC: Area 5A: Physical Science
- CR General Education: Area 5: Natural Sciences

Student Learning Outcomes

- Use the formal methodology of the scientific method as an inquiry-based tool to critically evaluate oceanic phenomena.
- Describe the transfer of energy between different elements of the Earth's, geologic, oceanic, atmospheric and biological systems.
- Analyze changes to the global ocean and climate systems in the context of anthropogenic influence and societal impacts.
- Describe the origin of oceanic resources (such as marine life, energy resources, and minerals) and the consequences of resource management choices.

Philosophy

PHIL 1: Critical Thinking

3.0 Units / LEC

A study of thinking and its qualities with a focus on effective decision making and practical reasoning skills. Students will practice evaluating arguments and gathering and analyzing information and reasoning to justify a conclusion. The course examines the uses of language, formal and informal fallacies, argument forms, deductive and inductive logic, and methods for evaluating arguments.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- 1. Analyze and evaluate complex arguments about philosophical, cultural, or aesthetic issues from a variety of oral and written sources.
- 2. Construct a logical, coherent argument with a justified conclusion.

PHIL 2: Introduction to Political Philosophy

3.0 Units / LEC

A course examining the key texts and political thinkers of western political thought from Plato to the present. Students will be introduced to: (1) historical and contemporary debates about the most desirable cultural values, political regimes, institutional forms, economic systems, and laws to achieve "the good life;" and (2) political theorists' answers to contentious questions about the nature of justice, freedom, and equality.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities & Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Identify the core concepts and contributions of thinkers such as Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Mill and Marx.
- Compare and contrast modern political ideologies, such as liberalism, conservatism, Marxism, and feminism.
- Apply the perspectives of thinkers from different eras to contemporary political problems.

PHIL 10: Introduction to Philosophy

3.0 Units / LEC

An introduction to the central and enduring philosophical problems and the arguments historical and contemporary philosophers have made about them. Topics to be addressed include epistemology; metaphysics; the relation between the mind and the body; the nature of free will; the existence of God; the foundations of morality; aesthetics; and justice. Emphasis is on using methods of philosophic inquiry to develop and defend responses to perennial questions.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: PHIL 100 Introduction to Philosophy
- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Apply the methods of philosophical inquiry to philosophical questions.
- Evaluate the theories and arguments of major philosophers in response to central and enduring philosophic questions.

PHIL 12: Introduction to Logic

3.0 Units / LEC

An introduction to the nature of argument with emphasis on deductive logic. Students will practice deductive reasoning and learn to use Venn diagrams, squares of opposition, and truth tables to assess ordinary language arguments encountered in daily life and symbolic arguments. Topics such as justification, validity, language and thought, and formal fallacies will be discussed.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: PHIL 110 Introduction to Logic
- CR General Education: Area 1B: Oral Communication and Critical Thinking

Student Learning Outcomes

- Evaluate complex arguments for validity and soundness.
- Translate natural language arguments into symbolic form.

PHIL 13: History of Ancient Philosophy

3.0 Units / LEC

An introduction to the development of Western philosophy focusing on its beginnings in ancient Greece and its development into the philosophy of the Medieval era (500BCE-1500CE). Emphasis is on the explication of primary philosophical texts by the Pre-Socratics, Plato, and Aristotle.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: PHIL 130 History of Ancient Philosophy
- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Critically evaluate the arguments, assumptions, principles, and

methods of pre-Socratic philosophers, Socrates, Plato, Aristotle, and some of the major Hellenistic and medieval philosophers within their historical and cultural contexts.

PHIL 14: History of Early Modern Philosophy

3.0 Units / LEC

An introduction to the major philosophers of the Western tradition from the Renaissance through the Enlightenment (@1500-1800). Students will examine the problem of knowledge, reality, truth, freedom, agency, morality, and value theory. Emphasis is on the explication of primary texts by Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, and Kant.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: PHIL 140 History of Modern Philosophy
- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Explicate Renaissance and Enlightenment era primary philosophical texts within their historical and cultural contexts to evaluate the arguments, assumptions, principles, and methods of early modern philosophers.

PHIL 15: Religions of the World

3.0 Units / LEC

An introductory examination of religious thought, experience, and expression associated with living religions of the world. Religions that may be studied include Hinduism, Jainism, Buddhism, Confucianism, Taoism, Sikhism, Zoroastrianism, Judaism, Christianity, Islam, and Primal.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CalGETC: Area 3B: Humanities
- CR General Education: Area

3: Arts and Humanities

Student Learning Outcomes

- 1. Describe the historical, intellectual, and cultural contexts of various religious traditions and texts.
- 2. Analyze the philosophical and religious ideas that underlie and are reflected in the practices and sacred texts of various religions, including concepts of nature, ultimate reality, cosmology, and ethics.

PHIL 16: Introduction to the Philosophy of Religion

3.0 Units / LEC

An introduction to the major philosophical issues related to religion and to the arguments offered in response to these issues by historical and contemporary philosophers. Using philosophical methods of inquiry, students will study issues such as the arguments for and against theism, the relationship between God and language, the problem of evil, the cognitive components of religious experience, the relationship between God and morality, and the distinctions between faith and reason. Emphasis is on the explication of traditional and contemporary primary philosophical works, including historical philosophers such as Boethius, Anselm, Aquinas, Leibniz, Hume, Calvin, Luther, Erasmus, Kierkegaard, and Kant and contemporary philosophers such as William Lane Craig, Richard Swineburne, Alvin Plantinga, Sam Harris, and Christopher Hitchens.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- 1. Apply the key concepts and methods of philosophical inquiry in response to philosophical texts and problems pertaining to religion.

PHIL 20: Introduction to Ethics

3.0 Units / LEC

An introduction to major ethical theories and the practice of moral reasoning and decision making. Students will practice using ethical theories and methods of moral reasoning to reach justified ethical

conclusions in response to a variety of current ethical issues. Topics may include ethical issues related to artificial intelligence, the treatment of animals and the environment, political violence, freedom of speech, abortion, etc.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: PHIL 120 Introduction to Ethics
- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Use the principles of major ethical theories to develop and defend ethical conclusions.

Physical Education

PE 8A: Beginning Golf

1.0 Units / LAB

This course is designed to introduce students to the basic golf fundamentals of the grip, stance and swing. The basics in scoring and etiquette will be emphasized for a standard round of golf. Note: Students will be expected to provide their own transportation to the local golf course for a minimum of four class sessions. In addition, students with their own set of golf clubs will be expected to use them.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Student Learning Outcomes

- Successfully execute the grip, stance and swing of a golf club based on different situations related to the lie of the golf ball and/or distance to the pin.
- Understand and follow the rules and etiquette of golf play posted at any course and properly score a round of play.
- Identify and execute the proper line and speed of a putt.
- Display improvement in various skill shots.

PE9: Hiking

1.0 Units / LAB

A fun and challenging experience that explores hiking trails in your surrounding areas. This course will introduce safe hiking on terrain that will progress from easy and moderate to strenuous throughout the semester. Hikes will typically range from 3-8 miles on each outing and require a 25-minute per mile pace. Leadership and nature activities exploring safety, leave no trace, history, flora and fauna and emergency procedures will be introduced. Note: In-person course is a field trip oriented class where hiking off campus occurs for all but the first class session. For both in-person and on-line sections, students need to provide their own transportation to hiking locations.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Student Learning Outcomes

- Exhibit the ability to plan for a safe day hike ranging 3-8 miles.
- Demonstrate the ability to hike a mile in under 25 minutes.
- Describe the types of conditions necessary for hiking.
- Demonstrate how to leave no trace.

PE10: Running and Walking

1.0 Units / LAB

A course designed to increase the student's personal fitness through stretching, jogging and/or walking while ensuring a gradual, safe, and total physiological adaptation to exercise. Attention is given to increasing cardiovascular efficiency, muscular strength, and endurance.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- Improve cardiovascular endurance.
- Improve core strength
- Perform the calculation for target heart rate.
- Develop a personal fitness log by recording exercise sessions and creating an individual fitness program.

PE11: Tennis

0.5 - 1.0 Units / LAB

A course designed to teach basic tennis skill fundamentals, rules of the game, scoring, and tennis etiquette. Note: Student needs to provide their own racquet and three new tennis balls.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- Demonstrate rules, scoring, and court etiquette.
- 2. Demonstrate proper grip, stroke form, footwork, and strategies.

PE12: Weight Training

1.0 Units / LAB

The application of resistance in the form of weight machines, free-weights, and body resistance exercises to condition the muscular system of the body. Training programs will be adapted to individual student's weight training level.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Student Learning Outcomes

- Construct an individualized strength training program.
- Record completed workout in a weight training log and make program changes as indicated.
- Identify the basic concepts and terms of resistance training.
- Demonstrate proper exercise technique.

PE13: Boot Camp Fitness

1.0 Units / LAB

A course in fitness involving very high intensity, high energy cardiovascular workouts with minimal rest periods. Students will be required to perform plyometric jumping drills, sprints, core body movements, lunges, and many other movements. Exercise nutrition will be discussed and students will be required to create a personalized workout and nutrition plan. Note: This is a high intensity

exercise course.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- Improve anaerobic and aerobic cardiovascular fitness.
- Improve core muscular strength and endurance.
- Analyze a food journal.

PE14: Defensive Tactics

1.0 Units / LAB

A course designed to include concepts and techniques of effective self-defense skills. Students will be required to take part in demonstrations and drills, and perform technical defensive skills.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade Methods

Student Learning Outcomes

- Demonstrate knowledge of the safest and most effective way to protect oneself.
- Apply self-defense skills in defensive situations.
- React and move at an increased level through better physical fitness and skill development.

PE15: Empowerment Self Defense

1.0 Units / LEC-LAB

Introduction to self-defense course in which violence prevention education, assertiveness skills, and physical self-defense techniques are taught and practiced. Accurate information about violence is vital to self-defense so the class will include in-depth discussions about intimate partner violence and rape as widespread societal problems. The course will also teach the practical application of skills and defensive moves. Note: This course is open to all genders and all fitness levels. Textbook reading, written chapter summaries and class discussions about sexualized violence are central to the format of the class.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- 1. Analyze the societal problem of interpersonal violence and sexual assault. Identify common misconceptions.
- 2. Differentiate between aggressive, passive, and assertive communication.
- 3. Effectively employ avoidance, deterrence, and escape maneuvers.
- 4. Effectively employ verbal, psychological, and physical self-defense techniques.

PE17: Aerobic Kickboxing

1.0 Units / LAB

A study of the techniques of kickboxing and martial sports as the basis for aerobic exercise and strength training. Basic kicking, punching, and blocking techniques will be taught as well as footwork and combinations. The focus is on aerobic fitness, safe execution of kicks and punches, balance, flexibility, coordination, and timing.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Student Learning Outcomes

- Document measured improvement in levels of aerobic and physical fitness.
- Demonstrate safe execution of moves, with sufficient control to engage in partner work with target bags.

PE18: Pilates Mat

1.0 Units / LAB

This course is an introduction to pilates mat which focuses on breathing, posture, balance, strength, endurance and flexibility. The pilates exercises are performed on a mat and promote overall physical and mental well-being. Note: Students are responsible to bring their own mat.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Student Learning Outcomes

- Perform fundamental beginning

Pilates exercises with proper form and proper breathing.

- Identify muscles targeted for beginning Pilates exercises and the physiological benefits associated with these exercises.

PE19: Yoga

1.0 Units / LAB

Course is designed to explain, demonstrate, and provide practice of various basic and beginning yoga postures. Students will learn basic poses, basic breathing techniques, and relaxation techniques. Note: Students are responsible to bring their own mat.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Student Learning Outcomes

- Identify yoga postures by name and demonstrate basic yoga postures with proper form, body alignment and breathing pattern.

PE20: Baseball Conditioning

2.0 Units / LAB

A course designed to prepare to students for intercollegiate baseball competition. Students will learn how a variety of athletic conditioning activities promote individual skills necessary to compete successfully in baseball.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Repeatability:

- R2 - May enroll 3 times for credit

Student Learning Outcomes

- 1. Demonstrate proper throwing, catching and hitting mechanics specifically emphasized in baseball.
- 2. Execute correct running drills applied in base running, offensive strategy and defensive fielding for situational plays in baseball.
- 3. Demonstrate applied knowledge of conditioning skills specific to various individual positions in baseball.
- 4. Analyze a variety of situational strategies in baseball and then identify and execute the

appropriate responses physically.

PE21: Basketball

1.0 Units / LAB

A course designed to teach the basic skill fundamentals of the game of basketball with emphasis on movement, rules of the game, strategies, and team play.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- Apply a critical understanding of the rules of basketball.
- Perform pre-test and post-test of skills demonstration, including passing, dribbling, rebounding, shooting the jump shot, defending, and performing a lay-up.

PE22: Soccer

0.5 - 1.0 Units / LAB

A course designed to teach the basic skills, techniques, rules, and strategies to play organized soccer. Note: Students should supply their own soccer cleats and shin guards.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- Perform basic offensive and defensive soccer skills and strategies.
- Demonstrate knowledge of soccer terminology.

PE23: Conditioning for Fastpitch Softball

2.0 Units / LAB

A course designed to prepare students for intercollegiate fastpitch softball competition. Students will learn individual skills and strategy tactics with an emphasis on athletic conditioning.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Repeatability:

- R2 - May enroll 3 times for credit

Student Learning Outcomes

- 1. Develop and demonstrate proper footwork techniques specific to fastpitch softball.
- 2. Apply intercollegiate fastpitch softball rules and terminology as well as intercollegiate CCCAA eligibility rules during competition.
- 3. Demonstrate proper form and technique executing various defensive drills for fastpitch softball.
- 4. Demonstrate proper form and technique executing offensive drills, such as hitting, bunting and base running.

PE24: Touch Football

0.5 - 2.0 Units / LAB

A course to teach the fundamental skills and principles of touch football including running, passing, receiving, blocking, and defending, as well as discussing offensive and defensive strategies in attacking principles of football theory.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Repeatability:

- R3 for a total of 4 enrollments

Student Learning Outcomes

- Analyze and demonstrate an understanding of the rules of football.
- Analyze and demonstrate the proper mechanics of various skills of football.

PE25: Volleyball

1.0 Units / LAB

A volleyball course that emphasizes movement, rules of the game, basic skill fundamentals, and team play.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- Identify and apply the basic terms/rules/concepts of volleyball.
- Demonstrate volleyball skill techniques.

PE27: Advanced Weightlifting

0.5 - 1.0 Units / LAB

A course designed to introduce the advanced application of resistance in the form of free-weight lifting techniques, platform lifts, and body resistance exercises. Training programs will be adapted to individual's weight training level.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Student Learning Outcomes

- 1. Safely demonstrate proper advanced weightlifting techniques using free weights and Olympic platforms.
- 2. Construct and record a progression program that adheres to sound principles of weightlifting.
- 3. Identify the basic concepts and terms of advanced weightlifting.

PE28: Pickleball

0.5 - 1.0 Units / LAB

Pickleball is a paddle sport court game that combines skills from tennis, badminton and ping-pong. Pickleball features simple rules and is easy to learn. Beginners can enjoy the sport almost immediately, while advanced players experience it as a fast-paced, highly competitive game. Instruction will address techniques, strategies, skill progression, along with rules and etiquette.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- 1. Demonstrate proper forehand and backhand grips, strokes, and key techniques of lob, overhead smash, serve and dink shots.
- 2. Apply rules, etiquette and strategies when playing.

PE30: Modern Dance

1.0 Units / LAB

A creative dance course providing instruction in the basic techniques of modern dance including warm ups, locomotor, center work, and choreography. Students will have the opportunity

to create their own choreography as well as perform live on the theater stage at the end of the semester. Instruction varies with the skills and backgrounds of the individual student. Written critiques of dance performances and class experience is required.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Student Learning Outcomes

- Demonstrate basic modern dance techniques.
- Demonstrate the ability to create content for choreography as well work within a group dynamic; perform group choreography.

PE31: Jazz Dance

0.5 - 1.0 Units / LAB

A course providing instruction in the basic techniques of jazz dance including isolations, locomotors, center work, and choreography. Students will learn various styles of jazz such as musical theater dance, lyrical jazz, modern jazz and more. Instruction varies with the skills and backgrounds of the individual student. A live performance on the CR Theater stage at the end of the semester and a written critique of a community dance performance are required. Note: Required to attend and critique a community dance production. Student will be responsible for own transportation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- 1. Create and demonstrate elements of jazz dance, exhibiting movement awareness, rhythm, style, and dance techniques.
- 2. Demonstrate acquired understanding and working vocabulary in jazz terminology.

PE32: Circuit Training

0.5 - 1.0 Units / LAB

A course designed to train students in cross-fit & timed interval exercise sessions. Sessions will train all major muscle groups and include the use of

free weights, machines and aerobic conditioning activities at a variety of workloads and pace. Core abdominal work and flexibility will also be emphasized.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- 1. Record and analyze a variety of measurements for cardiovascular fitness.
- 2. Demonstrate correct technique and movements for a variety of timed muscular and aerobic activities.
- 3. Compose, track and evaluate measurable physiological fitness goals.

PE36: Hip Hop Dance

1.0 Units / LAB

Introduction to the fundamentals of hip hop dance styles. The students will learn the history of hip hop dance and culture as well as study and perform current moves and trends in hip hop dance styles. Students will be required to perform in a live production at the end of the semester. Note: Attend and critique a live community performance. Students are responsible for their own transportation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- Identify, choreograph, and perform basic movements of hip hop dance styles from various decades.

PE38: Dance Improvisation and Theater

1.0 Units / LAB

A course emphasizing improvisation and authentic dance movement. Students will gain an understanding between body/mind/spirit connection as they choreograph original dance movements. Students will choose a topic, compose a story (abstract or literal) and translate it through movement, bringing their story to life during a live performance.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- 1. Create and perform a movement story using elements of dance, choreography, writing and improvisation.
- 2. Describe similarities and differences in dance movements from various cultures and forms.

PE 39: Intercollegiate Rodeo

1.5 Units / LAB

This course is designed to focus on the fundamental, theory, and instruction to develop proficiency in intercollegiate rodeo events. National Intercollegiate Rodeo Association (NIRA) rules and policies will be taught and NIRA sanctioned competition will occur. Enrollment is limited to those qualified to compete in intercollegiate rodeo. Note: Students are to supply their own animals for the events they will be participating in. Contact rodeo coach for additional information.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- Students must supply their own animals specific to the events they will participate in. Contact rodeo coach for specific information on the rodeo program.

Repeatability:

- May enroll 4 times for credit.

Student Learning Outcomes

- 1. The student will demonstrate a basic understanding of collegiate rodeo rules and safety protocol.
- 2. The student will demonstrate safe practice habits will around rodeo animals.
- 3. The student will evaluate a specific rodeo competition performance and create an assessment of improvement and goal-setting.

PE 49: Intercollegiate Soccer - Men

3.0 Units / LAB

Advanced level instruction for men interested in participating in competitive intercollegiate soccer. Note: Must meet

all eligibility requirements of the State CCCAA Athletic Code for participation. Field trips to some soccer matches is a part of the course.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Repeatability:

- R2-May enroll 3 times for credit

Student Learning Outcomes

- 1. Use the skills, techniques and strategies of soccer with advanced proficiency in defensive and offensive game situations.
- 2. Follow coaching instruction, team rules and intercollegiate soccer decorum rules.
- 3. Utilize self-analysis and implement coaching suggestions to improve performance of specific skills individually and collectively.

PE50: Intercollegiate Baseball

3.0 Units / LAB

A course for experienced student baseball players that provides an opportunity to play competitive baseball at the intercollegiate level. This course provides advanced instruction and training in baseball skills, strategy, sportsmanship and teamwork. All students participating must meet State eligibility requirements provided by the CCCAA.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Repeatability:

- R2-May enroll 3 times for credit

Advisory:

- PE20

Student Learning Outcomes

- 1. Demonstrate knowledge of rules and skills at an advanced proficiency in competitive baseball.
- 2. Analyze performance statistics and make necessary adjustments to improve.
- 3. Uphold decorum and eligibility rules throughout season of play.
- 4. Execute necessary changes for play based on coaching instructions.

PE51: Intercollegiate Basketball - Women

1.5 Units / LAB

A course for those participating in competitive basketball at the intercollegiate level. Students will learn advanced level basketball skills and techniques, game strategies, and leadership skills, then apply them in intercollegiate competitions. Note: All students participating must meet California Community College Athletic Association eligibility requirements.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Repeatability:

- R7-May enroll 8 times for credit

Student Learning Outcomes

- 1. Follow CR and CCCAA intercollegiate basketball decorum and eligibility policies.
- 2. Perform and demonstrate basketball skills/drills at a collegiate level of proficiency.
- 3. Demonstrate an accelerated level of cardio-respiratory endurance and core body strength.
- 4. Demonstrate collegiate level basketball knowledge and implementation of basketball strategies.

PE52: Intercollegiate Basketball Men

1.5 Units / LAB

A course for those participating in competitive basketball at the intercollegiate level. Students will learn advanced level basketball skills and techniques, game strategies, and leadership skills, then apply them in intercollegiate competitions. Note: Must meet all eligibility requirements of the State CCCAA Athletic Code for participation. Note: All students participating must meet California Community College Athletic Association eligibility requirements.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Repeatability:

- R7-May enroll 8 times for credit

Student Learning Outcomes

- 1. Follow CR and CCCAA

intercollegiate basketball decorum and eligibility policies.

- 2. Perform and demonstrate basketball skills/drills at a collegiate level of proficiency.
- 3. Demonstrate an accelerated level of cardio-respiratory endurance and core body strength.
- 4. Demonstrate collegiate level basketball knowledge and implementation of basketball strategies.

PE53: Intercollegiate Cross Country

3.0 Units / LAB

Advanced level instruction for men and women interested in participating in competitive intercollegiate cross country. Note: Must meet all eligibility requirements of the State CCCAA Athletic Code for participation.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Repeatability:

- R2-May enroll 3 times for credit

Student Learning Outcomes

- 1. Employ proper running technique and tactics of cross country running.
- 2. Demonstrate an increased level of physical conditioning based on improvement in race performance.
- 3. Identify and describe eligibility requirements and scoring procedures used in cross country competitions.

PE54: Intercollegiate Football

3.0 Units / LAB

A course which is designed for those participating in competitive football at the intercollegiate level. This course provides opportunities for students to receive advanced-level instruction and training in football skills, techniques, strategies, and leadership. Note: Must meet all eligibility requirements of the State CCCAA Athletic Code for participation.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Repeatability:

- R2-May enroll 3 times for credit

Student Learning Outcomes

- 1. Follow CR and CCCAA intercollegiate football decorum and eligibility policies.
- 2. Perform and demonstrate football skills/drills at an advanced intercollegiate level of proficiency.
- 3. Demonstrate an accelerated level of cardiorespiratory endurance.
- 4. Demonstrate collegiate-level football knowledge and implementation of football strategies.

PE56: Intercollegiate Fastpitch Softball

3.0 Units / LAB

A course for experienced women's fastpitch softball players that provides an opportunity to play competitive women's fastpitch softball at the intercollegiate level. This course provides advanced instruction and training in softball skills, strategy, sportsmanship and teamwork. Note: All student athletes participating must meet State eligibility requirements provided by the CCCAA.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Repeatability:

- R2-May enroll 3 times for credit

Student Learning Outcomes

- 1. Follow CR and CCCAA intercollegiate fastpitch softball decorum and eligibility policies.
- 2. Perform and demonstrate fastpitch softball skills/drills at an advanced intercollegiate level of proficiency.
- 3. Demonstrate an accelerated level of cardiorespiratory endurance and/or core body strength.
- 4. Demonstrate collegiate-level fastpitch softball knowledge and implementation of fastpitch softball strategies.

PE57: Intercollegiate Track and Field

3.0 Units / LAB

Advanced level instruction for men and women interested in participating in competitive intercollegiate track and field. Note: Must meet all eligibility requirements of the State Athletic Code for participation. Consult class schedule for section information.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Repeatability:

- R2-May enroll 3 times for credit

Student Learning Outcomes

- 1. Demonstrate the ability to make improvements over time in skill and conditioning for track & field skills and events.
- 2. Demonstrate knowledge of track & field rules, safety precautions and ability to apply them in various competitions.
- 3. Apply specific principles of biomechanics of movement to various skills and competitions.

PE58: Intercollegiate Volleyball

3.0 Units / LAB

A course designed for those participating in competitive volleyball at the intercollegiate level. This course provides opportunities for students to receive advanced-level instruction and training in volleyball skills, techniques, and strategies. Note: All students participating must meet state eligibility requirements provided by the CCCAA.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Repeatability:

- R2-May enroll 3 times for credit

Student Learning Outcomes

- 1. Analyze and follow CR and CCCAA intercollegiate volleyball decorum and eligibility policies.
- 2. Perform and demonstrate volleyball skills/drills at an advanced intercollegiate level of proficiency.
- 3. Demonstrate collegiate-level volleyball knowledge and implementation of volleyball strategies.

PE59: Intercollegiate Women's Soccer

3.0 Units / LAB

Advanced-level instruction for women interested in participating in competitive intercollegiate soccer. Note: Must meet all eligibility requirements of State Athletic Code for participation. Consult class schedule for section information.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Repeatability:

- R2 May enroll 3 times for credit

Student Learning Outcomes

- 1. Follow coaching instruction and team rules that pertain to attendance, punctuality, communication, equipment and intercollegiate soccer decorum.
- 2. Demonstrate proficiency and improvement in ball control techniques.
- 3. Identify and execute appropriate responses in practice and games to opponent's tactical offensive and defensive strategies.

PE62: Intercollegiate Women's Tennis

3.0 Units / LAB

A course designed for those participating in intercollegiate women's tennis. This course provides opportunities for students to receive advanced-level instruction and training in tennis skills, techniques, strategies, and leadership.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Repeatability:

- R2 may enroll 3 times for credit.

Student Learning Outcomes

- Follow CR and CCCAA intercollegiate tennis decorum and eligibility policies.
- Demonstrate tennis skills, drills and strategies at an advanced intercollegiate level of proficiency.

PE63: Intercollegiate Wrestling

3.0 Units / LAB

A course for experienced wrestlers that provides an opportunity to take part in intercollegiate wrestling. This course provides advanced instruction and training in intercollegiate wrestling skills, strategies, sportsmanship and teamwork. Note: All student-athletes participating must meet California Community College Athletic Association (CCCAA) eligibility requirements.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Repeatability:

- R2: Student can enroll in course for a total of 3 enrollments.

Student Learning Outcomes

- Demonstrate the skills and techniques used in competitive wrestling.
- Analyze and apply strategies used in the sport of wrestling.
- Critique the skills and techniques of opponents in order to develop meet strategies.

PE67: Theory of Football

1.0 Units / LAB

An intercollegiate football course focusing on theory, practice, and game performance of football. Through lecture, discussion, and DVD analysis, students will focus on advanced-level theories of football skills, techniques, and strategies. Note: Student-athletes participating must meet all state eligibility requirements provided by the CCCAA.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Student Learning Outcomes

- Recognize and evaluate offensive and defensive formations, their strengths and weaknesses and then determine the best strategy in game situations.
- Analyze individual offensive and defensive player's strengths and weaknesses and then determine the best strategy in game situations.
- Recognize offensive, defensive, and special teams strategies based upon down, distance, and field position.

PE67B: Theory of Football II

1.0 Units / LAB

An intercollegiate football course that focuses on advanced theory, practice, and game performance of football. Through lecture, discussion, and video analysis, students will focus on advanced-level theories of football skills, techniques, and strategies. Note: Student-athlete must meet all state eligibility requirements provided by the CCCAA.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Student Learning Outcomes

- 1. Interpret offensive and defensive formations, their strengths and weaknesses and then determine the best tactic in game situations.
- 2. Distinguish individual offensive and defensive players strengths and weaknesses and then adapt the best strategy in game situations.
- 3. Comprehend offensive, defensive, and special teams strategy based upon down, distance, and field position.

PE 80: Athletic Conditioning

0.5 - 2.0 Units / LAB

Physical conditioning through exercises, skills, and drills related to specific intercollegiate sport activities.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass
- Letter Grade methods

Repeatability:

- R3-May enroll 4 times for credit

Student Learning Outcomes

- Demonstrate proper mechanics in sport-specific skills and drills.
- Apply conditioning concepts to improve cardiovascular endurance/speed, agility, and power/strength.

PE 90: Adaptive Resistive Training

1.0 Units / LAB

A comprehensive fitness course designed for students with disabilities. The class is in a weight room setting with access to adaptive equipment. Individual and group instruction will be provided. Areas to be covered include: lifetime fitness programs, flexibility-range of motion, cardiovascular conditioning, and general strength training. An individual goal for each student will be closely monitored by the instructor with the use of a pre- and post-semester physical assessment. This course is open to all students, but registration with Student Accessibility Support Services (SASS/DSPPS) is required to repeat the course.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass

Repeatability:

- Course is repeatable only with permission and rationale from SASS office.

Student Learning Outcomes

- Maintain and update an exercise workout log that progresses in pounds, repetitions, and sets.
- Analyze and demonstrate safe use and correct posture during use of exercise equipment.
- Work to fulfill individual goals identified in pre-semester assessment or Measurable Progress Document.

PE 98: Adaptive Physical Education

1.0 Units / LAB

A comprehensive fitness course designed for students with disabilities. This is an activity course which allows for late entry and access to adaptive physical education. Contractual goals will be set between instructor and student. The major components of this activity lab may include but are not limited to: cardiovascular conditioning, flexibility-range of motion, lifetime fitness programs, and general strength training. This course is open to all students, but registration with Student Accessibility Support Services (SASS/DSPPS) is required to repeat the course.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Pass/No Pass

Repeatability:

- Course is repeatable only with permission and rationale from SASS office.

Student Learning Outcomes

- Enhance cardiovascular endurance.
- Analyze and demonstrate safe use and correct posture during use of exercise equipment.
- Work to fulfill individual goals determined in pre-semester assessment or Measurable Progress Document.
- Demonstrate exercises and develop plans they can use outside of a gym setting.

PE 298: Adaptive Physical Education

0.0 Units / LAB

A comprehensive fitness course designed for students with disabilities. This is an activity course which allows for access to adaptive physical education. Contractual goals will be set between instructor and student. The major components of this activity lab may include but are not limited to: cardiovascular conditioning, flexibility-range of motion, lifetime fitness programs, and general strength training.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- 1. Enhance cardiovascular endurance.
- 2. Analyze and demonstrate safe use and correct posture during use of exercise equipment.
- 3. Work to fulfill individual goals determined in pre-semester assessment.
- 4. Enhance flexibility and range of motion.
- 5. Enhance strength, especially around joints, that will aid with mobility and independence.

PE 300: Aquatic Calisthenics

0.5 - 1.0 Units / LAB

A course designed to enable the student with disabilities to become independent and aware of his/her individual abilities through appropriate aquatic activities.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- R3-May enroll 4 times for credit

Student Learning Outcomes

- Demonstrate an overall improvement in physical conditioning.
- Demonstrate safe and appropriate use of pool equipment.
- Analyze and assess abilities to develop an individualised Student Educational Contract.

PE 302: Adaptive Conditioning

1.0 Units / LAB

A comprehensive fitness course designed to provide access to adaptive physical education for students with disabilities. Students will work independently and in small groups to learn adaptive physical education strategies. The major components of this activity lab may include but are not limited to: cardiovascular conditioning, flexibility-range of motion, lifetime fitness programs, and general strength training. This course is open to all students, but registration with Student Accessibility Support Services (SASS/DSPS) is required to repeat the course.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Course is repeatable only with permission and rationale from SASS office.

Student Learning Outcomes

- Demonstrate an overall improvement in their specified conditioning goals.
- Analyze and select appropriate physical goals in the presence of a disability.
- Make progress on goals from the Measurable Progress Document.

Physics**PHYS 2A: General Physics I**

4.0 Units / LEC-LAB

An introduction to the structure and language of physics through the study of mechanics, thermodynamics, and vibrations and waves.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- MATH25

General Education Status

- C-ID: PHYS 105 Algebra/Trigonometry-Based Physics A & PHYS 100 S Algebra/Trigonometry-Based Physics: AB
- CalGETC: Area 5A: Physical

Science & Area 5C: Laboratory

- CR General Education: Area 5: Natural Sciences

Student Learning Outcomes

- 1. Solve motion problems using kinematics and force laws.
- 2. Use conserved quantities and other appropriately defined quantities to analyze systems including those involving oscillation, rotation and wave motion.
- 3. Analyze thermal systems in terms of thermal quantities and the laws of thermodynamics.
- 4. Proficiently work with laboratory equipment to verify theory within estimated errors as part of the scientific method and convey results using appropriate scientific communication.

PHYS 2B: General Physics II

4.0 Units / LEC-LAB

A continuation of the study of the structure and language of physics. The subject matter includes electricity and magnetism, optics, and modern physics.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- PHYS2A

General Education Status

- C-ID: PHYS 100 S Algebra/Trigonometry-Based Physics: AB & PHYS 110 Algebra/Trigonometry-Based Physics B

Student Learning Outcomes

- Analyze and solve problems with the principles of electricity and magnetism involving Coulomb's law, electric fields, electric potential, capacitance, DC circuits, RC circuits, permanent magnets, electric currents, and the induction of electromotive force and electric fields.
- Analyze and solve problems in physical and geometric optics involving reflection, refraction, interference, and diffraction.
- Answer basic questions in modern physics involving special relativity, the quantum hypothesis, and the photon model of electromagnetic radiation.
- Proficiently work with equipment to set up experiments, take

measurements, analyze the data with graphs when appropriate and explain what happened based on physical concepts of this course.

PHYS 4A: Calculus-Based Physics: Mechanics

4.0 Units / LEC-LAB

An introductory course in calculus-based physics for physical science and engineering majors. The subject matter of the course is classical mechanics, including analysis of motion, force, momentum, and energy.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite OR Co-Requisite:

- MATH50A

General Education Status

- C-ID: PHYS 205 Calculus-Based Physics for Scientists and Engineers: A
- CalGETC: Area 5A: Physical Science & Area 5C: Laboratory
- CR General Education: Area 5: Natural Sciences

Student Learning Outcomes

- Solve motion problems using kinematics, calculus, and force laws.
- Apply specific forces, energy, and momentum to analyzing systems, including harmonic motion.
- Analyze rotational systems using quantities defined for these kinds of systems.
- Proficiently work with laboratory equipment, taking careful measurements and analyzing data with error propagation, to precisely verify theory within estimated errors as part of the scientific method and convey results using appropriate scientific communication.

PHYS 4B: Calculus-Based Physics: Electricity and Magnetism

4.0 Units / LEC-LAB

A continuation of the introductory course in calculus-based physics for physical science and engineering majors. The subject matter of the course is electricity and magnetism, including static electricity, magnetic phenomena, direct and alternating current circuits, and electromagnetic waves.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- PHYS4A

Prerequisite OR Co-Requisite:

- MATH50B

General Education Status

- C-ID: PHYS 210 Calculus-Based Physics for Scientists and Engineers: B

Student Learning Outcomes

- Analyze electrostatic systems, capacitors, and DC circuits using calculus based formulations of the laws of electricity and circuits.
- Analyze systems involving magnetic force and fields, including permanent magnets, currents, and the motion of charged particles in fields.
- Apply the dynamics of fields to the analysis of induced electromotive force, inductors, AC circuits, and electromagnetic radiation.
- Proficiently work with electrical equipment to set up experiments, correctly take electrical measurements using multi-meters and oscilloscopes, build simple circuits and analyze their properties from measurements, and analyze traces of AC circuit measurements.

PHYS 4C: Calculus-based Physics: Heat, Optics, Waves, and Modern Physics

4.0 Units / LEC-LAB

A continuation of the introductory treatment of physics for physical science and engineering majors. The subject matter includes geometric and physical optics, the mechanics of solids and fluids, wave motion, thermal physics, and an introduction to relativity and quantum physics.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade methods

Prerequisite:

- PHYS4A

Prerequisite OR Co-Requisite:

- MATH50B

General Education Status

- C-ID: PHYS 215 Calculus-Based Physics for Scientists and Engineers:

Student Learning Outcomes

- Analyze thermal systems using the ideal gas laws, phase changes, and the laws of thermodynamics.
- Use waves and their properties to explain mechanical, optical, and quantum phenomena at a level involving the general solutions of a wave equation as well as geometric and wavelet based methods.
- Analyze phenomena beyond the classical regime, including those involving relativistic motion or at the quantum scale, taking the observer's relation to the system into consideration.
- Proficiently work with equipment to set up experiments, take measurements, analyze the data with graphs when appropriate and explain what happened based on physical concepts of this course.

PHYS10: Conceptual Physics

3.0 Units / LEC

A conceptual course in physics with an emphasis on the ideas of physics, how they can be used to understand phenomena in the real world, and how they were discovered. Topics may include motion, energy, electricity and magnetism, heat and temperature, waves, Einstein's relativity, and quantum physics.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods
- Pass/No Pass

General Education Status

- CalGETC: Area 5A: Physical Science
- CR General Education: Area 5: Natural Sciences

Student Learning Outcomes

- Demonstrate an understanding of modern and antiquated theories of astronomy and motion, the scientific method, and how it led to the Newtonian description of the universe by contrasting modern theories to antiquated ideas and describing motion in terms of
- Describe systems using the physical quantities of energy, work, momentum, entropy, charge, and/or fields, as well as the atomic hypothesis, and identify types of energy, heat engines, and fields in nature and in technology.
- Describe corrections to classical physics coming from relativity and quantum theory, as well as

their implications to physical systems that fall outside the description of classical physics.

- Analyze issues in physics and science in general using written arguments based on scientific evidence, theory, and/or ideas.

Political Science

POLS C1000: American Government and Politics

3.0 Units / LEC

This course is an introduction to government and politics in the United States and California. Students examine the constitutions, structure, and operation of governing institutions, civil liberties and civil rights, political behaviors, political issues, and public policy using political science theory and methodology. Note: This course was previously known as POLSC 10: U.S. Government & Politics.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: POLS 110 Introduction to American Government and Politics
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Explain the history and philosophy of the Constitution, politics, and government in the United States.
- Identify the major provisions of the California and US Constitution.
- Compare the three branches of California and US Government, and related political institutions.
- Outline the relationship between the states and national government (ie. federalism).
- Analyze contemporary issues facing California and the US system of government.

POLSC 1: Political Controversies

3.0 Units / LEC

An introduction to current controversies

in US politics. Students will become familiar with contemporary issues, critique different viewpoints, and construct policy solutions while learning about constitutional principles and government institutions.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Identify and critique major contemporary political issues in American politics.
- Describe the role of US political institutions in contemporary political problems.
- Analyze how responses to political issues differ from the local, state, to national level.
- Construct policy solutions to political problems.

POLSC 2: Introduction to Political Philosophy

3.0 Units / LEC

A course examining the key texts and political thinkers of western political thought from Plato to the present. Students will be introduced to: (1) historical and contemporary debates about the most desirable cultural values, political regimes, institutional forms, economic systems, and laws to achieve "the good life;" and (2) political theorists' answers to contentious questions about the nature of justice, freedom, and equality.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: POLS 120 Introduction to Political Theory and Thought
- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Identify the core concepts and contributions of thinkers such as Plato, Aristotle, Machiavelli, Hobbes,

Locke, Rousseau, Mill and Marx.

- Compare and contrast modern political ideologies, such as liberalism, conservatism, Marxism, and feminism.
- Apply the perspectives of thinkers from different eras to contemporary political problems.

POLSC 3: Modern World Problems

3.0 Units / LEC

An introductory analysis of international political systems emphasizing the causes and ramifications of contemporary international issues such as war, proliferation of weapons of mass destruction, ethnic and religious conflict, peace keeping, terrorism, political and economic globalization, and environmental conflict.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: POLS 140 Introduction to International Relations
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Describe the major theories of international relations and apply them to contemporary issues in international politics.
- Analyze the role of major international political and economic institutions in international political problems.
- Outline the causes and processes of modern international issues such as war, proliferation of weapons of mass destruction, ethnic conflict and peace keeping, terrorism, globalization and international trade and finance, and environmental conflict.

POLSC 12: State and Local Politics

3.0 Units / LEC

An introduction to state and local politics and government with emphasis on California. Students will examine the structure and political processes of state and local governments. Some of the specific topics include the three branches of state government, local governments, current issues in state and local politics, Califor-

nia political history, and the California Constitution.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- POLSC1000 AND ENGLC1000

Student Learning Outcomes

- Explain the relationship between the national and state/local governments (federalism).
- Describe the functions of the three branches of state government and their interaction with one another.
- Analyze contemporary issues facing state and local governments.
- Describe the functions of local units of government (e.g. cities, counties, special districts) and their relationship to state governments.
- Chart the historical role of individual citizens, interest groups, the mass media, and political parties in the formation and operation of state and local governments.

POLSC 20: Comparative Politics/Government

3.0 Units / LEC

A course examining the similarities and differences among political systems. Students will be introduced to diverse theoretical approaches and concepts in Comparative Politics in order to understand the political, economic, and social development of a variety of states.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- POLSC1000

General Education Status

- C-ID: POLS 130 Introduction to Comparative Government and Politics
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Outline historical, cultural, environmental, and economic differences of various states on different continents.
- Analyze how historical, cultural, environmental, and economic

differences influence national policies and governmental systems.

- Analyze the political processes and political institutions in different states and global governance.
- Describe and elaborate on basic ideas and theoretical approaches used in comparative political studies.

POLSC 30: Campaigns & Elections

3.0 Units / LEC

A course examining the theory and practice of U.S. political campaigns and elections. Students will learn about the purpose, significance, and impact of campaigns and elections through exploring and participating in political campaigns. Emphasis will be placed on electoral structures and institutions; changes in process and outcomes over time; and the determinants of vote choice.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- POLSC1000

General Education Status

- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Outline and explore the importance of the electoral process, voting, democracy, and citizenship in the U.S.
- Analyze both historical and contemporary election reforms.
- Analyze and compare the roles of money and non-governmental actors (such as media, political parties, and interest groups) on political campaigns and elections.

course was previously known as PSYCH 1: General Psychology.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: PSY 110 Introductory Psychology
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- 1. Explain concepts in areas of psychological theory and research while representing appropriate breadth and depth of knowledge within the context of historical trends in psychology.
- 2. Recognize and understand the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation.
- 3. Demonstrate critical thinking skills and information competence as applied to psychological topics.
- 4. Analyze how experience, culture, learning and biology affect behavior and cognitive processes.

PSYCH 2: Research Methods in Psychology

3.0 Units / LEC

This course surveys various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, and the collection, analysis, interpretation, and reporting of research data. Research design and methodology will be examined through a review of research in a variety of the subdisciplines of psychology.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

Prerequisite:

- PSYCC1000

Pre OR Co-requisite:

Psychology

PSYC C1000: Introduction to Psychology

3.0 Units / LEC

This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations. Note: This

- STATC1000 OR STATC1000E

General Education Status

- C-ID: PSY 200 Introduction to Research Methods in Psychology

Student Learning Outcomes

- Explain the basic principles of the scientific method including developing and testing hypotheses, and choosing a research design.
- Critically evaluate research reports and synthesize research findings in a paper written in APA format.
- Demonstrate knowledge of general research designs, experimental and non-experimental methods, and standard research practices.
- Explain the ethical treatment of human and animal participants in research and the institutional requirements for conducting research.
- Assess the generalizability of study results.

PSYCH 3: Psychology of Sexuality

3.0 Units / LEC

A comprehensive study of sexuality with an emphasis on individual differences. Sexuality is examined through a bio-psychosocial perspective. The course includes a study of sexual anatomy, neurobiology of love and sexual response, communication, establishing of relationships, sexual orientations, gender, STI's, sexual dysfunctions as well as maturation and transitions throughout the lifespan. The course is a scientific one and students are encouraged to apply research findings to their own lives. Note: This course involves explicit discussions of sex and sexuality.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: PSY 130 Introduction to Human Sexuality
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Analyze the interaction between environment, biology and learning in shaping sexual behavior.
- Analyze current research in sexuality and synthesize information in writing.

- Analyze how knowledge regarding types of love, communication, development, relationships, sexually transmitted infections, attraction and gender impacts relational choices and sexual behavior.

PSYCH 11: Life Span Development

3.0 Units / LEC

A course in the scientific study of human development across the lifespan. The content takes an integrative approach that includes the biological foundations and major theories: psychodynamic, behavioral, social cognitive, contextual (e.g., sociocultural), and cognitive. Topics include prenatal, infant, child, adolescent, and adult development.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: PSY 180 Introduction to Lifespan Psychology
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Analyze how biological, psychological, and social processes affect human development.
- Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of prenatal, infant, child, adolescent, and adult development.
- Analyze and/or apply developmental research in writing.
- Identify and describe classic and contemporary theories and research in lifespan psychology.
- Identify and describe the techniques and methods used by developmental psychologists to study human development.
- Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

PSYCH 20: Biological Psychology

3.0 Units / LEC

This course introduces the scientific study of the biological bases of behavior and its fundamental role in the

neurosciences. Physiological, hormonal, and neurochemical mechanisms, and brain-behavior relationships underlying the psychological phenomena of sensation, perception, regulatory processes, emotion, learning, memory, and psychological disorders will be addressed. The course also notes historical scientific contributions and current research principles for studying brain-behavior relationships and mental processes. Ethical standards for human and animal research are discussed in the context of both invasive and non-invasive experimental research.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

Prerequisite:

- PSYCC1000

General Education Status

- C-ID: PSY 150 Introduction to Biological Psychology

Student Learning Outcomes

- Analyze how biological processes affect human mind and behavior.
- Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of biological psychology.
- Analyze and/or apply biopsychological research in writing.

PSYCH 30: Social Psychology

3.0 Units / LEC

The scientific study of how thoughts, feelings, and behaviors, are influenced by the actual, imagined, or implied presence of others. Relevant research, theory, and practical applications will be covered. This course addresses social issues using current events to illustrate social psychological concepts. These issues include social disparities between groups and individuals as these relate to gender, gender identity, sexual orientation, religion, race, age, economic status, family status, and education. The course canvasses how social influences impact internal cognitive events and, thereby, shape behaviors. The course covers the historical and theoretical underpinnings of the contemporary field of social psychology. Emphasized topics include: aggression, prejudice and stereotypes, interpersonal attraction, attitudes and attitude change,

conformity, group phenomena, gender roles, cultural norms, person perception, and social cognition.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- Eligible for English C1000

General Education Status

- C-ID: PSY 170 Introduction to Social Psychology
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Identify and differentiate central processes of social cognition and their roles in at least one of the following: the construction of self and identity, the experience of emotions; intimacy and attraction, group process; social influence, attitude form
- Analyze the impact of society and culture on human diversity; especially as it relates to gender, self and identity, ethnicity, socioeconomic status, sexuality, worldview, collective behavior, and/or values.
- Demonstrate a familiarity with at least one of the findings from research in social psychology and the ability to apply them to hypothetical and/or real life situations found in a variety of contexts.
- Demonstrate an understanding of research methodologies and tools utilized in social psychology including, the experimental method, the quasi-experimental methods, the descriptive methods, and fundamental research instrumentation.

PSYCH 33: Psychology of Personal and Social Adjustment

3.0 Units / LEC

This course is designed with an applied focus for students interested in how psychology is used in everyday life and is related to other social sciences. The course surveys different psychological perspectives and theoretical foundations and how these are applied across a person's life taking into account the influence of factors such as culture,

gender, ethnicity, historical cohort, and socio-economic status. A broad understanding of how scientists, clinicians, and practitioners study and apply psychology is emphasized.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: PSY 115 Psychology of Personal and Social Adjustment
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Describe specific research methods and the general principles of research ethics for the study of human beings, including the safeguards and the peer-review process in science.

PSYCH 38: Abnormal Psychology

3.0 Units / LEC

A course in the scientific study of abnormal behavior. Various theoretical frameworks to evaluate behavior will be presented including biological, psychological, and sociocultural approaches. An integrative survey of theory and research will be applied to psychological and cognitive disorders, including diagnostic criteria, prevalence, etiology, and treatment.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- PSYCC1000

General Education Status

- C-ID: PSY 120 Introduction to Abnormal Psychology

Student Learning Outcomes

- Analyze the differences between biological and psychosocial models in explaining the etiology, diagnosis and prognosis of abnormal behavior.
- Analyze the historical, ethical, legal and societal concerns when defining abnormal behavior.
- Describe the DSM classification system and discuss its strengths and weaknesses.
- Analyze research in the area of abnormal psychology and synthesize information in a written paper.

Reading

READ10: Book of the Year Discussion Group

1.0 Units / LEC

A discussion-driven study and exploration of selected topics related to the current Book of the Year selection. Students will analyze and discuss different aspects of the diverse viewpoints represented and raised by the book.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade methods

Student Learning Outcomes

- Critically read, interpret, evaluate, and respond to a variety of texts.
- Develop effective, thesis-driven arguments and appropriately incorporating feedback in revision.

READ260: Developing Literacy

0.0 Units / LAB

A noncredit course that develops basic skills in reading and writing for students at all levels.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass
- Other

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Analyze main ideas and support in nonfiction and fictional texts.
- Apply reading-comprehension strategies.
- Develop focused written responses to nonfiction and fictional texts.
- Demonstrate critical reflection in the reading and writing process.

Recreation

REC60: Leisure in Society

3.0 Units / LEC

A course in the examination of leisure experiences and their effect on individual and community wellbeing. Focus will be

on how the development of historical, philosophical and theoretical concepts in leisure lead to an understanding of the human experience and the recreation and leisure service professions.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Differentiate the basic concepts of recreation, play, and leisure, the motivation and value of participants, and trends in the overall field of organized community services.
- Explore leisure services as a representation of understanding, learning and creativity on an individual and societal level, including historical and current perspectives.

REC62: Leisure Programming

3.0 Units / LEC

Course that focuses on theory, content, and design of a leisure program. Course is designed to aid student in gaining the knowledge, skills and strategies necessary to provide quality leisure programs through the design, planning, implementation, and evaluation process.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade methods

Student Learning Outcomes

- Examine principles and outline strategies that determine key program design elements (goals, budget, marketing) of high-quality leisure programs.
- Create a professional recreation program plan.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- 1. Demonstrate an acceptable standard of vocal technique, as well as rhythmic and pitch accuracy, in performance.
- 2. Identify and combine appropriate interpretative nuances and conventions in performance.
- 3. Exhibit effective collaborative skills within the ensemble.

SR222: Music Ensemble for Older Adults

0.0 Units / LAB

A course in the study and performance skills required for a music ensemble. The focus may be on traditional, contemporary, or jazz literature. Course addresses development of rehearsal techniques, sight-reading, public performance skills, historical background, and improvisation skills. Note: Students should have mastered the fundamental techniques of their instruments prior to joining the ensemble.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- 1. Demonstrate an acceptable standard of instrumental technique, as well as rhythmic and pitch accuracy, in performance.
- 2. Identify and combine appropriate interpretative nuances and conventions in performance.
- 3. Exhibit effective collaborative skills within the ensemble.

other simple sentence structures. It is expected that students will develop a rudimentary conversational skill in ASL. Additionally, information about Deaf culture will be introduced. Note: This course is not appropriate for students who have taken and passed two or more years of American Sign Language within the past three years.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Demonstrate basic linguistic skills in American Sign Language to communicate utilizing expressive and interpretive (receptive) skills.
- Demonstrate awareness of Deaf culture and community.

SNLAN 1B: Elementary American Sign Language II

4.0 Units / LEC

A course building on skill development begun in Elementary American Sign Language I by refining the use of basic sentence types. Students will learn intermediate ASL skills used in a variety of situations. Deaf cultural themes are examined throughout the course. Note: This course is not appropriate for students who have taken and passed three or more years of SNLAN within the past three years.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- SNLAN1A

General Education Status

- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Engage in increasingly complex conversations in American Sign Language while demonstrating common communication etiquette in a signing environment.
- Organize basic conversational strategies, including getting attention, asking for repetition, interrupting, providing feedback, and opening and

Senior

SR220: Senior Chorus

0.0 Units / LAB

A course introducing older adults to a broad spectrum of choral music. Students will learn correct posture, breathing, enunciation and basic musical concepts.

Sign Language

SNLAN 1A: Elementary American Sign Language I

4.0 Units / LEC

A course introducing the basics of American Sign Language (ASL) through exposure to questions, commands, and

- closing conversations.
- Demonstrate cross cultural communication strategies in interactions with Deaf individuals in the classroom, on campus, and in the community.

SNLAN 2A: Intermediate American Sign Language

4.0 Units / LEC

This course prepares students for intermediate proficiency in American Sign Language, including advanced use of classifiers, grammar, and cultural behavior unique to more advanced signing. Special emphasis is placed on storytelling and cultural competency providing insights into the cultural diversity of the Deaf World and hard-of-hearing population. Note: Field Trips are required. Students must provide their own transportation and must pay for their own lodging.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- SNLAN1B

General Education Status

- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Demonstrate intermediate expressive and receptive competence in ASL.
- Demonstrate awareness of and respect for the language, history and culture of Deaf people, including their values, beliefs, and customs
- Demonstrate appropriate cultural behavior at events where a majority of attendees are Deaf e.g. school, club, organization, etc.

SNLAN 2B: Advanced American Sign Language

4.0 Units / LEC

This course prepares students for advanced proficiency in American Sign Language, including the use of classifiers, grammar, and cultural behavior unique to more advanced signing. Special emphasis is placed on storytelling and cultural competency providing insights into the cultural diversity of the Deaf World and hard-of-hearing population. Note: Field Trips are required. Students

must provide their own transportation and must pay for their own lodging.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- SNLAN2A

General Education Status

- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Demonstrate advanced expressive and receptive competence in ASL.
- Demonstrate awareness of and respect for the language, history and culture of Deaf people, including their values, beliefs, and customs.
- Demonstrate appropriate cultural behavior at events where a majority of attendees are Deaf e.g. school, club, organization, etc.

Social Work & Human Services

SWHS 1: Introduction to Social Work and Human Services

3.0 Units / LEC

An introductory overview of social welfare and the societal institutions in the U.S. that structure the provision of social services. The course presents a historical perspective on the development of U.S. social work and human services. Special attention is given to current service delivery systems, their policies and procedures, and the tasks of culturally responsive social workers and human service workers within those settings. NOTE: SWHS majors are strongly encouraged to take SWHS-1 and NAS-1 at the same time. The material covered in these courses overlaps and can help students to gain a deeper understanding of the history of social work, as well as the future of the profession.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Advisory:

- NAS1

General Education Status

- C-ID: SWHS 110 Introduction to Social Work and Human Services

Student Learning Outcomes

- Apply basic social work ethical principles as outlined by the NASW Code of Ethics to various dilemmas/issues.
- Explain the basic theoretical concepts supporting social work practice and the historical developments that define today's practices.
- Analyze how differences in ethnicity, lifestyle, sexual preference, gender, race, disability, mental health, and class influence the social worker and the client.

SWHS 2: Field Seminar in Social Work and Human Services

3.0 Units / LEC

A focused exploration of case studies utilizing social work theory, emphasizing the development of social work skills, the principles of agency organization, and the nature of community social need and problems. The course provides the academic element for students simultaneously enrolled in supervised field experience in a community organization, agency, or institutional setting.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Prerequisite:

- SWHS1

Co-Requirement:

- SWHS42

Student Learning Outcomes

- Compare and contrast the structure, function, and population served of several social service agencies and how they serve the common needs of their clients.
- Identify and describe the "professional role" of the social worker within various social work fields of practice.
- Interpret and analyze case studies applying Social Work Theory.

SWHS 3: Community Projects in Social Work

3.0 Units / LEC

This course provides the student who

is participating in a supervised field experience tied to assisting community organizations with a weekly class meeting that provides the academic element to the experiential course offering. This course is designed to build upon SWHS-1 concepts to develop skills that would facilitate gaining employment in the human services field.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass
- Letter Grade Methods

Enrollment Limitation:

- 24 student maximum

Prerequisite:

- SWHS1 AND (PSYCC1000 OR SOC1)

Co-Requisite:

- SWHS4

General Education Status

- C-ID: SWHS 120A Social Work and Human Services Seminar

Student Learning Outcomes

- Identify and characterize the major components of social work practice, including an ability to apply the Code of Ethics (i.e. NASW) to field work experience.
- Reflect upon and apply ethical and professional standards within specific agency settings.
- Demonstrate knowledge of fundamental legal guidelines, privacy and information management related to the standards of professional practice.
- Engage in and explain the purpose and skills of cultural engagement and humility by recognizing cultural competence, multiculturalism, and cross-cultural collaboration as areas for ongoing professional development through the application of social work practice.
- Demonstrate readiness for professional development through supervision/feedback in a professional social work setting.

SWHS 4: Community Projects in Social Work - Lab

2.0 Units / LAB

This course offers the student a supervised field experience working with a community organization, agency, or institution, allowing the student to apply knowledge and learn new skills outside of the classroom environment.

This course is designed to provide the student with an opportunity to observe, network, practice, assess, and develop generalist professional social work skills. Students completing this course will be prepared to gain employment in the human services field.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Advisory:

- NAS1

Prerequisite:

- SWHS1 AND (PSYCC1000 OR SOC1)

Student Learning Outcomes

- Conduct an ethical and culturally appropriate needs assessment, program delivery, and program evaluation.
- Apply guiding theories and skills of Social Work obtained in SWHS 1 and 3 to the fieldwork experience towards the goal of developing professionally and personally.
- Apply and unpack ethics, values, self evaluation, professionalism, and self care skills in a professional settings.

SWHS 42: Supervised Occupational Work Experience

2.0 Units / WEX

A supervised work experience at a local community or campus social service agency providing the opportunity for the integration of social work theory, developing hands-on skills, understanding agency organization, and creating a knowledge base regarding community social need and problems. Note: Field trips are required. The college does not provide transportation. The student, with assistance from the instructor, is responsible for locating and arranging for the contracts with the agency to complete the 120 hours of unpaid or 150 hours of paid internship hours.

Transferable:

- Transferable to CSU only

Grading Options:

- Pass/No Pass

Prerequisite:

- SWHS1

Co-Requisite:

- SWHS2

Student Learning Outcomes

- 1. Write objective reports based on observation of clients.

- 2. Communicate with people from a variety of socioeconomic, racial and cultural backgrounds.
- 3. Demonstrate professional boundaries while establishing effective relationships with clients.
- 4. Integrate social work theory into a real life case.

Sociology

SOC 1: Introduction to Sociology

3.0 Units / LEC

An introduction to the discipline of sociology including major theories, concepts and methods. Topics include: Sociological imagination, social structure and interaction, culture, social groups and organizations, and social institutions. Also includes inquiry into social inequalities such as race/class/gender/global stratification.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: SOCI 110 Introduction to Sociology
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Employ a sociological perspective to critically evaluate a social issue related to social identity, differentials of power and privilege, or multicultural relations.
- Explain the relationship between socialization and culture.
- Use sociological concepts to evaluate complex ideas.

SOC 2: Social Problems

3.0 Units / LEC

Students learn to identify and examine social problems using a sociological perspective. Sociological concepts and theories are used to analyze social problems. Social movements such as global environmental, US civil, womens, LGBTQ and disability rights are explored

with consideration of solutions for social change. This course requires critical reading and analysis.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: SOCI 115 Social Problems
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Explain how two or more social problems are related.
- Use course tools to propose a potential solution for a social problem related to gender, self-identity, ethnicity, race, socio economic status, sexuality, world view, collective behavior and/or values.
- Employ a sociological perspective to evaluate a major social problem.

SOC 5: Introduction to Race and Ethnic Relations

3.0 Units / LEC

An introduction to the social construction of race and ethnic relations using an historical-comparative approach in global perspective. Examines the cultural, political, and economic practices and institutions involved in racial formation, racial and ethnic inequalities, and patterns of interaction among ethnic groups in the United States and abroad. This course requires critical reading and analysis.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGLC1000

General Education Status

- C-ID: SOCI 150 Introduction to Race and Ethnicity
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Identify cultural, political, economic, historical, or institutional factors affecting the social construction of race and ethnicity.

- Critically engage theories of prejudice and discrimination.
- Analyze intersections of race and ethnicity with gender, class and other locations of social identity.

SOC 10: Sociology of Family and Intimate Relationships

3.0 Units / LEC

An introduction to the sociology of families and intimate relationships, primarily through an examination of changing family forms and household structures in the United States and abroad. The course examines historical, cross-cultural, and socioeconomic variation in families and intimate relationships. Students will learn to use a comparative perspective in the assessment of the relationship between social policy and family resilience.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: SOCI 130 Introduction to Marriage and Family
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Differentiate between ethnocentric and multicultural understandings of the institutions of marriage, kinship, and family structure.
- Describe how changing gender role socialization in cross-cultural and socioeconomic context affects at least one or more of the following: intimate relationships, marriage and cohabitation patterns, employment, housework, parenting decisions, childrearing
- Engage one's sociological imagination in reflecting on personal experiences with intimate relationships and family life.
- Make connections between social policy and its effects on family resilience.

SOC 16: Introduction to Cannabis Studies

3.0 Units / LEC

Sociological introduction to cannabis takes a social historical constructivist perspective to explore political, policy,

identity, social movement, and legal institutional processes related to cannabis in society. Social inequalities, social power & privilege are the lenses through which analysis occurs.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- English 1A advisory

General Education Status

- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Employ sociological imagination to examine how dominant social values about cannabis, laws &/or social policies reinforce, create, or perpetuate social inequalities.
- Apply sociological concepts and frameworks to situations or scenarios involving cannabis and society.
- Engage socio-historic, eco-systems, global systems, and/or constructionist perspectives to explain how cannabis is framed differently by different groups of people in different social contexts.

SOC 17: Introduction to Queer Studies

3.0 Units / LEC

This introductory course examines a broad range of interdisciplinary contemporary gay, lesbian, bisexual, transgender, and queer related topics such as art, history, law, politics, literature, music, social movements, sports, and pop culture. Students have the opportunity to explore intersecting identities while developing research interests and critical thinking skills.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- Completion of English 1A is advised.

General Education Status

- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Employ sociological imagination

to examine collective queer social experience.

- Apply sociological concepts to analyze sexuality in society.
- Engage intersectional, critical, and/or symbolic interactionist perspective to discuss sexuality.

SOC 18: Introduction to Gender Studies

3.0 Units / LEC

This course focuses on gender relations in society. Self-reflection about gender identity and gendered relationships takes place throughout this course alongside examination of historical, social, economic, political, and cultural forces in shaping gender identity and gender roles. The goal of the course is to utilize sociological perspectives to explain gender experience as socially constructed while identifying alternate perspectives. Specifically, the course examines the experience of people of diverse economic, racial, and ethnic origins within historical, social institutional, and cross-cultural context.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- Completion of English 1A is advised

General Education Status

- C-ID: SOCI 140 Introduction to Gender
- CalGETC: Area 4: Social and Behavioral Sciences
- CR General Education: Area 4: Social and Behavioral Sciences

Student Learning Outcomes

- Employ sociological imagination to relate social institutions to gendered experiences.
- Apply sociological concepts to analyze gender relations.
- Engage intersectional, critical, and symbolic interactionist perspectives to discuss gender.

fundamentals of Spanish and provides the tools for students to acquire elementary linguistic proficiency. The course emphasizes the communicative use of all language skills: listening, speaking, reading, and writing. Special emphasis is placed on providing insights into the cultural diversity of the Spanish-speaking world.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

General Education Status

- C-ID: SPAN 100 Elementary Spanish I
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Comprehend basic spoken Spanish and use appropriate beginning level vocabulary and grammar to express oneself and communicate in the target language orally.
- Comprehend basic (oral or written) questions in Spanish and answer in writing, demonstrating accuracy and control of fundamental grammatical concepts.
- Comprehend, and answer questions about, the content of short, basic texts in Spanish.
- Demonstrate a basic knowledge of the diverse cultures that make up the Hispanic World.

SPAN 1B: Elementary Spanish II

4.0 Units / LEC

A continuation of Spanish 1A, this course presents the fundamentals of Spanish and provides the tools for students to improve linguistic proficiency. The course emphasizes the communicative use of all four language skills: listening, speaking, reading, and writing. Special emphasis is placed on providing insights into the cultural diversity of the Spanish-speaking world. Note: This course is not appropriate for students who have taken and passed three or more years of Spanish within the past three years.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- SPAN1A

General Education Status

- C-ID: SPAN 110 Elementary Spanish II

- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Comprehend basic spoken Spanish and use appropriate beginning to intermediate level vocabulary and grammar to expand ability to express oneself and communicate in the target language orally.
- Comprehend beginning to intermediate level (oral or written) questions in Spanish and answer in writing, demonstrating accuracy and control of fundamental grammatical concepts.
- Comprehend, and answer questions about, the content of short, basic texts in Spanish.
- Demonstrate a basic knowledge of the diverse cultures of the Hispanic World, in areas that could include topics such as geography, diet, history, lifestyles, traditions and customs.

SPAN 2A: Intermediate Spanish I

4.0 Units / LEC

An intermediate interactive course that emphasizes real and meaningful communication to develop and refine students' speaking, listening, reading and writing Spanish language skills. It provides the tools for students to acquire intermediate linguistic proficiency. Special focus is placed on cultural awareness and appreciation of the diversity of the Spanish-speaking world.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- SPAN1B

General Education Status

- C-ID: SPAN 200 Intermediate Spanish I
- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Comprehend spoken Spanish and use appropriate intermediate level vocabulary and grammar to expand ability to communicate in the target language in intermediate level conversations of daily situations.
- Comprehend intermediate level (oral or written) questions in Spanish and demonstrate accuracy and

Spanish

SPAN 1A: Elementary Spanish I

4.0 Units / LEC

A beginning course that presents the

control of fundamental grammatical concepts through writing composition-length narrative.

- Comprehend, and answer questions about, the content of intermediate level texts in Spanish.
- Analyze and discuss the geography, history, literature, and traditions regarding the diversity of the Hispanic world.

SPAN 2B: Intermediate Spanish II

4.0 Units / LEC

A continuation of Intermediate Spanish 2A, this course emphasizes real and meaningful communication to develop and refine students' speaking, listening, reading and writing Spanish language skills. It provides the tools for students to acquire mid to high intermediate linguistic proficiency. Special focus is placed on cultural awareness and appreciation of the diversity of the Spanish-speaking world.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Prerequisite:

- SPAN2A

General Education Status

- C-ID: SPAN 210
Intermediate Spanish II
- CalGETC: Area 3B: Humanities
- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Comprehend spoken Spanish and use appropriate intermediate to advanced level vocabulary and grammar to expand ability to communicate in the target language in intermediate to advanced level conversations of daily situations.
- Comprehend intermediate to advanced level (oral or written) questions in Spanish and demonstrate accuracy and control of fundamental grammatical concepts through writing composition-length narrative.
- Comprehend, and answer questions about, the content of intermediate to advanced level texts in Spanish.
- Analyze and discuss the geography, history, literature, and traditions regarding the diversity of the Hispanic world.

SPAN 9: Latin American Cinema

1.0 Units / LEC

An introduction to the culture and social issues of Latin America through its films. The course will also further the student's insight into everyday language usage as it relates to Latin American identities, mores, and customs. NOTE: This course includes mandatory in-person attendance at the Latino Film Festival, which is a three-day event held at a theater in Humboldt County.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods
- Pass/No Pass

Advisory:

- This course requires in-person attendance at the Latino Film Festival. The festival lasts for three days and is held at a theatre in Humboldt County. Students view the films and participate in panel discussions while attending the festival. The course also requires coursework and participation before and after the festival. This participation can consist of attendance at two in-person class meetings that take place before and after the festival. If the course is offered partially online, this participation can consist of analyzing the films through threaded discussions and responding to classmates. Students may also have the opportunity to attend optional synchronous meetings.

Student Learning Outcomes

- Analyze common themes in Latin American films.
- Identify and analyze some of the issues affecting present-day Latin American societies.

self-employment opportunities. Topics include legal structure, permits, start-up costs, financing options, tax planning, sound book-keeping practices, marketing strategies and creating an online presence.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Demonstrate knowledge of small business operations and procedures.
- Create a basic business plan for a home-based business.

VOC 251: Keep Track of Finances in Excel

0.0 Units / LAB

A course introducing students to the basics of Excel in order to track income and expenses. Students learn how to design and create clear and easily navigable spreadsheets. Topics include creating simple formulas, using tables, and sorting and filtering data. The focus is on harnessing the abilities of Excel to increase productivity and maximize savings for those who are self-employed or on fixed or limited incomes.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Create a spreadsheet that supports efficient tracking of income and expenses.
- Determine the most useful purposes and ways to organize data.

Vocational Training

VOC 230: Starting a Home-based Business

0.0 Units / LAB

A noncredit course providing instruction in the basics of how to set up and run a successful home-based business. Students will sharpen entrepreneurial skills and learn how to make the most out of

Welding Technology

WT 40: Independent Study in Welding Technology

0.5 - 2.0 Units / IND

Individual research and special projects in Welding Technology. Specific projects will be determined upon consultation with instructor. Note: Students taking an

independent study course must have an approved contract on file.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$49

Student Learning Outcomes

- Research and perform specialized tasks and demonstrate skills acquired as a result of individualized work.

WT 53: Basic Gas and Arc Welding

2.0 Units / LEC-LAB

An introduction to basic oxyacetylene welding (OAW) and shielded metal arc welding (SMAW) theory, equipment, and processes. Students will produce and analyze welds and cuts to accepted industry standards. No prior experience in welding is needed. Includes coordinated lab experience. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA (Occupational Safety Health Act) approved safety glasses required by second class meeting.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$65

Student Learning Outcomes

- 2. Explain the gas and arc welding processes.
- Safely weld mild steel with oxyacetylene welding (OAW) and shielded metal arc welding (SMAW) processes in the flat and horizontal positions.

WT 54: General Gas, Braze (emphasis) Welding, and Soldering

2.0 Units / LEC-LAB

An introduction to and practice in oxyacetylene welding (OAW), oxyacetylene braze welding (OABW), soldering (AF-Air Fuel), and repair welding theory, equipment, and processes. Students will produce, analyze and test welds to accepted industry standards. No prior experience in welding is needed. Includes coordinated lab experience. Note: Students provide their own required safety gear and

equipment (list of requirements given first class meeting). OSHA (Occupational Safety Health Act) approved safety glasses required by second class meeting.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- Class size is limited to 20 students

Materials Fee:

- \$49.00

Student Learning Outcomes

- Safely weld mild steel with OABW (Oxyacetylene Braze Welding) and OAW (Oxyacetylene Welding) processes, and solder copper pipe.
- Explain the gas welding processes.

WT 56: Intermediate Shielded Metal and Gas Metal Arc Welding Lab

1.0 Units / LAB

An intermediate skill level lab in gas metal arc welding (GMAW), oxyacetylene cutting (OAC), and shielded metal arc welding (SMAW). Students will produce, analyze, and test out of position welds on mild steel. Note: Students must provide required safety gear and equipment (list of requirements given first class meeting). OSHA (Occupational Safety Health Act) approved safety glasses needed first class meeting.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$65

Prerequisite OR Co-Requisite:

- WT53, WT54, WT60, WT61, WT63, OR WT64

Student Learning Outcomes

- Safely weld and cut mild or low alloy steel in flat, horizontal, vertical and overhead positions using oxyacetylene cutting (OAC), shielded metal arc welding (SMAW) and gas metal arc welding (GMAW).

WT 60: Welding Gas and Arc (emphasis E6013), and Gas Cutting

4.0 Units / LEC-LAB

A course in oxyacetylene welding (OAW), oxyacetylene cutting (OAC), shielded

metal arc welding (SMAW). Students will produce and analyze welds and cuts on mild steel. Coordinated lab experience is included, and no prior experience in welding is needed. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA (Occupational Safety Health Act) approved safety glasses required by second class meeting.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$65

Student Learning Outcomes

- Safely cut mild steel with oxyacetylene gas and weld with shielded metal arc welding (emphasis E6013) and oxyacetylene (OAW) in the flat, horizontal and vertical positions.
- 2. Explain the arc and gas welding processes, related to OAW (Oxyacetylene Welding), OAC (Oxyacetylene Cutting), and SMAW (Shielded Metal Arc Welding).

WT 61: Welding and Gouging, Gas and Arc (emphasis E7018, Braze)

4.0 Units / LEC-LAB

A course in oxy-acetylene welding (OAW, OABW), plasma arc cutting (PAC), shielded metal arc welding (SMAW) and gouging (CAC). Students will produce and analyze welds and cuts on mild steel. Coordinated lab experience is included, and no prior experience in welding is needed. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA approved safety glasses required by second class meeting.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$65

Student Learning Outcomes

- Safely cut mild steel with plasma arc cutting (PAC) and carbon arc cutting (CAC).
- Weld with shielded metal arc welding (emphasis E7018) and oxy-acetylene (braze) in the flat, horizontal and vertical positions.
- Explain the cutting and welding

processes, related to oxyacetylene welding (OAW), oxyacetylene cutting (OAC), plasma arc cutting (PAC) and shielded metal arc welding (SMAW)

WT 64: Welding (emphasis cored wire and solid wire), Surfacing, Lancing, Alloy and Automated Cutting

4.0 Units / LEC-LAB

A course in hard surfacing, FCAW (Flux Core Arc Welding), GMAW (Gas Metal Arc Welding), automated torch and plasma cutting, oxygen lance piercing. Students will produce and analyze welds and cuts on mild and alloy steels. Coordinated lab experience is included, and no prior experience in welding is needed. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA (Occupational Safety Health Act) approved safety glasses required by second class meeting.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$65

Student Learning Outcomes

- Explain the arc and gas welding processes, related to FCAW (Flux Core Arc Welding), SMAW (Shielded Metal Arc Welding), OAW (Oxyacetylene Welding), plasma, and automated cutting.
- Safely weld and/or cut mild and alloy steel with, electric arc welding (emphasis FCAW and GMAW), and plasma cut in the flat, horizontal and vertical positions.

WT 67: Special Welding Laboratory (emphasis AWS-American Weld Society certification)

2.0 Units / LAB

A lab only course prepares students to take the American Welding Society (AWS) welder certification exam. Students will produce, analyze and test welds to accepted industry standards. Note: Students must provide required safety gear and equipment (list of requirements given first class meeting). OSHA (Occupational Safety Health Act) approved safety glasses needed first class meeting.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$65

Prerequisite:

- Take any two courses from the list: WT-53, 54, 60, 61, 63 or 64.

Student Learning Outcomes

- Safely weld mild and low alloy steel with flux core arc welding (FCAW) and electric arc welding (emphasis E7018 groove welds) in the horizontal, vertical and overhead positions,
- Explain the American Welding Society (AWS) testing standards and testing design.

WT 80: Welding Fabrication

2.0 Units / LEC-LAB

An introductory level practice of welding fabrication and weld print reading. The student will learn how steel is made, processed, formed, typed, gauged. The student will also learn how to choose structural shapes and weld with appropriate techniques to industry standards. Includes coordinated lab experience. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA (Occupational Safety Health Act) approved safety glasses required by second class meeting.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Enrollment Limitation:

- Class size is limited to 20 students.

Materials Fee:

- \$49.00

Student Learning Outcomes

- 1. Safely weld and cut mild or low alloy steel (emphasis fillet joints).
- 2. Explain the arc and gas welding processes related to materials and fitups, SMAW (Shielded Metal Arc Welding), OAW (Oxyacetylene Welding), MIG-MAG (Metal Inert/Active Gas), and FCAW (Flux Core Arc Welding).

WT 81: Open Lab for Welding Fabrication

2.0 Units / LAB

A lab course where students work in the welding fabrication lab, or the FAB LAB, on the Eureka Campus. Students engage in various hands-on fabrication projects put forth by the college and the local community. Students will learn how to weld with appropriate techniques to industry standards and also learn the skills needed for several different types of welding machines and processes. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA approved safety glasses required by second class meeting.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$65

Prerequisite:

- WT40, WT53, WT54, WT60, WT61, WT63, OR WT64

Student Learning Outcomes

- Perform welds that conform to industry standards.
- Demonstrate safe welding and shop practices.

WT 90: Gas Metal Arc and Gas Tungsten Arc Welding

2.0 Units / LEC-LAB

A course in gas metal arc welding (GMAW), gas tungsten arc welding (GTAW), flux core arc welding (FCAW) and plasma arc cutting (PAC) theory, equipment, and processes. Students produce, analyze, test welds and cut both ferrous and nonferrous materials such as mild steel, aluminum and stainless steel. Includes coordinated lab experience. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA (Occupational Safety Health Act) approved safety glasses required by second class meeting.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$65

Prerequisite:

- WT53, WT54, OR WT60

Student Learning Outcomes

- Safely weld mild or low alloy steel

and nonferrous material using gas metal arc welding (GMAW), flux core arc welding (FCAW) and gas tungsten arc welding (GTAW) in the flat and horizontal positions. Safely cut metals using plasma arc cutting

- Explain the arc welding and cutting processes related to materials and fitups, gas metal arc welding (GMAW), gas tungsten arc welding (GTAW), and flux core arc welding (FCAW).

WT 91: Gas Metal Arc and Gas Tungsten Arc Welding Lab

1.0 Units / LAB

A lab only course in gas metal arc welding (GMAW), gas tungsten arc welding (GTAW), flux core arc welding (FCAW) and plasma arc cutting (PAC) providing students more time to develop skills. Note: Students provide their own required safety gear and equipment (list of requirements given first class meeting). OSHA approved safety glasses required by second class meeting.

Transferable:

- Transferable to CSU only

Grading Options:

- Letter Grade Methods

Materials Fee:

- \$65

Prerequisite OR Co-Requisite:

- WT90

Student Learning Outcomes

- "Safely weld mild or low alloy steel and nonferrous material using gas metal arc welding (GMAW), flux core arc welding (FCAW) and gas tungsten arc welding (GTAW) in the flat and horizontal positions. Safely cut metals using plasma arc cutting
- Explain the arc welding and cutting processes related to materials and fitups, gas metal arc welding (GMAW), gas tungsten arc welding (GTAW), and flux core arc welding (FCAW)."

A course in developing 21st-century career readiness skills. The focus is on career preparation and improving workplace skills such as effective communication and teamwork. Topics include writing resumes and cover letters, and the essentials for preparing for job interviews. Instruction is individualized according to student need.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Demonstrate awareness of some career requirements and pathways.
- Demonstrate work readiness skills.

WORK220: Excellent Customer Service

0.0 Units / LAB

A course on the key skills and attitudes required for effectively delivering internal and external customer service in the workplace. Students will study how to understand and exceed customer expectations, how to better communicate with customers, and how to deal with unrealistic customer expectations.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Identify and define outstanding customer service.
- Demonstrate the key elements of outstanding customer service in order to effectively meet customer needs and provide outstanding customer service.
- Develop an action plan to implement excellent customer service in the workplace.

WORK221: Stress Management

0.0 Units / LAB

A study of the key elements of stress management. Topics will include the recognition of stress, causes of stress, and the benefits of stress management. Various stress management techniques will be covered.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Describe stress and its impact on the workplace.
- Identify and examine one's own sources of stress, both internal and external.
- Apply various stress management techniques as needed.

WORK222: Communication in the Workplace

0.0 Units / LAB

A study of the key elements of communication within business organizations. Topics will include verbal and nonverbal communication, listening skills and specific workplace communication skills, including telephone and e-mail communication.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Describe the communication process.
- Demonstrate various methods of communication (e.g. nonverbal, spoken, email, and telephone).
- Distinguish between the various obstacles to effective communication.
- Experiment with and apply different effective listening techniques.

WORK223: Happiness and Success at Work

0.0 Units / LAB

A study of personal attitude and its effects in the workplace and at home. Students will explore how attitudes are communicated and how to turn negative thinking into positive thinking. This course enhances cooperation, loyalty, and productivity so that students can become happy and successful in their lives and careers.

Transferable:

- Not transferable

Work Experience/ Workability

WORK201: Work Readiness Skills for the 21st Century

0.0 Units / LAB

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Describe various ways attitudes are communicated.
- Analyze key skills in attitude adjustment.
- Develop an action plan to improve one's own attitude at work, at school, or in another context.

WORK224: Conflict Management

0.0 Units / LAB

An introduction to conflict management in the workplace, including strategies for dealing with difficult people and interpersonal discord. Students will learn to differentiate between healthy and unhealthy ways of addressing conflict. Students will be introduced to various conflict handling modes. Students will explore the role of anger in conflicts and how it can be effectively managed.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Define conflict.
- Compare and contrast the different conflict styles and be familiar with one's own style.
- Name the causes of conflict in the workplace.
- Design strategies for resolving interpersonal conflict.

WORK225: Decision Making and Problem Solving

0.0 Units / LAB

An introduction to decision-making and problem-solving techniques in the workplace. Specific strategies for making decisions and solving problems will be presented, as well as the use of creativity in identifying solutions.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Identify problem-solving and decision-making techniques.
- Differentiate between the elements involved in individual decision-making and group decision-making.
- Identify barriers to creative and effective problem-solving.

WORK226: Handling Organizational Change

0.0 Units / LAB

Provides an overview of the effect change has on an organization and the individuals in it. Topics will include understanding organizational change, stages of change, and how to manage organizational change.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Describe the stages of change and how to effectively deal with each stage.
- Explain the symptoms of resistance to change and how to effectively handle that resistance.
- Identify strategies to help people handle change in the workplace.

WORK227: Team Building

0.0 Units / LAB

An introduction to workplace teamwork and team building strategies. Students will learn to recognize various personalities and how their strengths and weaknesses impact a team. Guided classroom activities will build skills in effective team management.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Analyze the influence of different personalities in the workplace.
- Define the characteristics of an effective team.
- Evaluate common team problems and discuss methods to solve them.

WORK228: Ethics and Values

0.0 Units / LAB

An introduction to the importance of professional values and ethics in the workplace. Emphasis will be placed on how values influence actions, evaluating one's ethical behavior, and behaving ethically in the workplace.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- 1. Explain how ethical values influence our actions in the workplace.
- 2. Apply the three-step check list for identifying unethical behavior.

WORK229: Time Management

0.0 Units / LAB

An introduction to time management principles and specific tools that assist in making maximum use of time. Emphasis will be placed on prioritizing, identifying time wasters, and goal setting.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Describe various techniques for managing time.
- Explain the principles of effective delegation.
- Apply S.M.A.R.T. principles in a goal-setting exercise.

WORK230: Anger Management for the Workplace

0.0 Units / LAB

A course in anger and the various forms of aggression in the work environment. This course addresses the differing types and definitions of forms of anger and how these are manifested in the workplace. Topics include looking at causes of anger and ways to deal with anger. Students will also explore methods for controlling and preventing workplace anger and violence.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- List a number of things that can be done to avoid or minimize problems of anger in the workplace.
- Describe warning signs that might indicate employees who are at high risk for aggression and/or violence.
- Create a plan for self-advocacy in approaching organizational management in the workplace, considering appropriate responses to anger in the workplace, reporting, safety measures, and follow up procedures for reducing the threats of violence.

WORK250: Custodian Training

0.0 Units / LAB

A course covering the major aspects of custodial and janitorial work. Course includes general cleaning techniques, cleaning equipment use and maintenance, cleaning chemicals, window care, maintaining hard floors, carpet and upholstery care, chemical hazards, Cal OSHA regulations, and handling of infectious waste as they apply to the janitorial industry.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Explain and demonstrate general safety rules and proper use of chemicals and various machines and equipment in accordance with OSHA and EPA regulations.
- Demonstrate the proper techniques and procedures for cleaning and restoring various flooring surfaces, as well as cleaning walls, windows and bathrooms on a routine basis.

WORK252: Custodian: Basic Maintenance

0.0 Units / LAB

A course in preventative maintenance and simple repair for residential and light

commercial buildings. Topics include repairing flooring, painting, heating and cooling, roofing, plumbing, electrical, framing, installation, drywall, concrete, safety, tools, etc., as they apply to custodial maintenance and repair duties.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Safely and responsibly perform maintenance and repair work while minimizing the negative impact on the environment.
- Identify needed preventative maintenance and execute procedures as they apply to roofing, painting, flooring, plumbing, heating and cooling.

WORK271: Cash Handling

0.0 Units / LAB

A course providing training in accurate and efficient cash handling at work. Students will learn about the main responsibilities of an employee who is required to handle cash or other transactions. Topics include reconciling cash receipts, theft prevention, and what to do when you are over or short at the end of the shift.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Explain the principles of good cash handling.
- Describe the different types of monetary transactions.

WORK274: Hotel Front Desk Clerk

0.0 Units / LAB

A course providing training in exemplary customer service as a hotel front desk clerk. Students will learn about the operations of the front desk and how to offer a quality guest experience from registration to check-out. Topics include processing guest arrivals and departures, handling guest complaints, and dealing with safety and security issues at the hotel.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Describe hotel front desk operations.
- Identify benefits of professional service and the quality guest experience.

WORK280: Working with Seniors

0.0 Units / LAB

A noncredit course providing instruction in the knowledge, skills, and appropriate standards of conduct required for working with seniors. This is vocational training for anyone who works on a regular basis with older adults including service providers, business owners, or community members. Topics include the social and physical changes that accompany aging, the use of common assistive devices, and common myths related to aging.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Describe the common needs and adaptations that occur along with social and physical changes that accompany aging.
- Describe appropriate standards of conduct when working with older adults.

WORK282: Communicating in American Sign Language

0.0 Units / LAB

A noncredit course for educators, service providers and community members who need to communicate with deaf, hard of hearing, or nonverbal people on a regular basis. Students will be introduced to the basics of American Sign Language (ASL) and the signs most commonly used in daily life. Topics include vocabulary related to everyday life situations, simple questions, and key cultural differences and expectations when communicating with people who are deaf or nonverbal. The emphasis is on functional language and communication skills.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass

Repeatability:

- Unlimited Repeats

Student Learning Outcomes

- Demonstrate an understanding of simple, clearly signed language.
- Identify core norms and etiquette of Deaf culture.

Yurok

YUR 1A: Elementary Yurok I

4.0 Units / LEC

An interactive, beginning course that builds vocabulary and presents the fundamentals of Yurok conversation. Yurok I provides the tools for students to acquire basic linguistic proficiency that aligns with the Novice Yurok speaking competency level in accordance with the ACTFL performance descriptors. The course teaches interpersonal, communicative use of all language skills, but places a particular emphasis on listening and speaking. Note: This course is not appropriate for students who have taken and passed three or more years of Yurok within the past three years.

Transferable:

- Transferable to both UC and CSU

Grading Options:

- Letter Grade Methods

Advisory:

- ENGL102 OR ENGL150

General Education Status

- CR General Education: Area 3: Arts and Humanities

Student Learning Outcomes

- Comprehend basic spoken Yurok and use appropriate beginning level vocabulary and grammar to express oneself and communicate using cultural awareness.
- Use the Yurok alphabet to compose simple, written communication.
- Comprehend, and answer questions about, the content of short, basic texts.

Index

A		C		COURSE DESCRIPTIONS	
AB343	11, 15	Cabinetmaking & Millwork	102	Course Examinations	32
AB540	11, 15	CADD/CAM Design & Manufacturing	123	Course Grade Challenge	59
ABOUT THE COLLEGE	4	California College Promise Grant (CCP)	14	Course Numbering System	30
Academic Accommodations	57	California Nonresident Tuition Exemptions	11	Course Repetition	33
Academic Awards	81	California Residency	10	Creative Arts Gallery	22
Academic Counseling & Advising	23	California Work Opportunities & Responsibilities to Kids	27	Credit for Prior Learning (CPL)	38
Academic Freedom	7	CalWORKs	27	Crime Prevention	65
ACADEMIC STANDARDS	30	Campus Crime Statistics	67	Crime Reporting Procedures	64
Academic Support Center	24	CAMPUS POLICIES & REGULATIONS	44	D	
Academy Of the Redwoods	21	Campus Regulations	44	Dean's Honor List	32
Access to Campus Facilities	64	Campus Security for Non-Campus Locations	64	Degree-Seeking & Transfer Students	10
Account Collections Process	17	CARE	28	Del Norte Education Center	5
Accreditation Statement	6	CATALOG DISCLAIMER	1	Dental Assisting [DA]	105
Addiction Studies [ADCT]	82	Catalog Rights	30	Dental Health Center	23
Administration	5	Changes in Academic Interests	13	Determining Residency	10
Administration of Justice [AJ]	83	Changes in Requirements	32	Dining Services	22
Advanced Placement (AP) Credit	34	Child Development Center	28	Disability Services & Programs for Students	27
Agriculture [AG]	85	Cisco Networking and Microsoft Server Administration	100, 101	Dismissal	33
Anthropology [ANTH]	88, 89	CIS Cybersecurity	100	Distance Education	25
AP 5500	48	CIS Networking	100	District Mission	4
APPLY	12	Civil and Criminal Penalties for Violation of Federal Copyright Laws	56	Domestic Animals on Campus	44
Art [ART]	91	Classification of Students	30	DSPS	27
Articulated Transfer Agreements	43	Clubs & Organizations	27	Dual Enrollment	21
ARTICULATION & TRANSFER	43	College Level Examination Program (CLEP)	36	E	
ASCR	26	Communication Studies [COMM]	99	Emergency Notifications	65
Associate Degree for Transfer	43	Computer Information Systems [CIS]	100	Emeritus	77
ASSOCIATE DEGREES & CERTIFICATES	81	Concern About Academic Programs or College Services	59	English [ENGL]	109
Associated Students, College of the Redwoods	26	Concurrent Enrollment	22	ENROLLMENT	12
audit	12	Construction Technology [CT]	102	Enrollment Services	22
Automotive Technology [AT]	93	CONSUMER INFORMATION	1	EOPS	28, 29
B		Cooperative Agencies Resources for Education	28	Estimated Costs	18
BECOMING A CR STUDENT	10	Cooperative Work Experience	26	Eureka Campus	5
Behavioral & Social Science	118	Corequisite	31	Evaluation of Credit	30
Biology [BIOL]	95			Excused Withdrawal	60
Board of Trustees	5			Extended Opportunity Programs and Services	28, 29
Bookstore	24				
Business	119				
Business [BUS]	96				

F

Facilities	5
FACULTY & ADMINISTRATION	72
Faculty Awards	76
FERPA	57
FINANCIAL AID PROGRAMS & SERVICES	18
Fine Arts	119
FIRE SAFETY STATISTICS	71
Forestry & Natural Resources [FNR]	110

G

General Education	38
Geology [GEOL]	112
Grade Alleviation	33
Grade Challenges	32
Grade Changes	59
Graduation Requirements	38
Graphic Design & Visual Communication	91

H

Health Occupations [HO]	113
High School Articulation	21
High School Equivalency	22
High School Graduates	10
HiSET Tests	22
History [HIST]	114
Housing	22
Humanities, Language & Communication	120

I

Incomplete Grades	32
Institutional Learning Outcomes	6
Instructional Materials Fees	16
Intercollegiate Athletics	25
International Baccalaureate (IB) Credit	36
International Students	10

J

Jurisdiction and Privacy	48
--------------------------	----

K

Kinesiology [KINS]	115
Klamath-Trinity Instructional Site	6

L

Law Enforcement, Security Authority & Prompt Reporting	64
Learning Resource Center	26
Liberal Arts: Associate of Arts Degrees [LA]	118
Library Services	23
Limitations on Enrollment	13
LVN or Paramedic to RN - Career Mobility	125
LVN to RN (30 Unit Option)	126

M

Mandatory Fees	14
Manufacturing Technology [MT]	123
Mathematics	120
Mathematics [MATH]	124
Motorist Assistance Program	44
Multicultural Diversity Center	24
Multiple Measures	12

N

Non-credit Awards	81
Nondiscrimination-Equal Opportunity	56
Non-High School Graduates	10
Nonpayment	16
Non-Resident Tuition	15
Nursing [NURS]	125

O

Official Transcripts Fee	16
Online Classes	25
Open Courses	30
Oregon Exchange Program	11
ORIENTATION	12
Out-of-State Residents	10

P

Paramedic	113
Parking Fees	15
Parking Regulation & Permits	45
Payroll Clerk	98
Pelican Bay Scholars Program	6
Petitioning to Graduate	40
Philosophy	4

Philosophy [PHIL]	127
Physics [PHYS]	128
PLACEMENT PROCESS	12
PLUS Loan for Parents	20
P/NP Option	32
Political Science [POLSC]	129
Precollegiate Coursework Limitation	32
Pre/Corequisite Challenges	31
Prerequisite	31
President's Honor List	32
President's Welcome	4
Priority Registration	10
Probation	33
Proscribed Conduct of the College	48
Psychology [PSYCH]	130, 131

R

Readmission	33
Recommended Preparation	31
Refunds	16
Registered Nursing	126
REGISTER FOR CLASSES	12
Residency Reclassification Request	11
Residential Construction	103
Residential Wiring	104

S

SAFETY AT COLLEGE OF THE REDWOODS	64
Scholarships	20
Science	121
Science Exploration	121
Security of Grade Records	60
Sexual Assault Programs & Procedures	65
Sexual Harassment	57
Skateboards/Wheeled Toys BP/AP 6750	44
Smoking BP/AP 3570	44
Social Justice	131
Social Work & Human Services [SWHS]	132
Sociology [SOC]	134
Solar Photovoltaic Technician	104
STEPS TOWARD ENROLLMENT: The Process of Becoming a Student at CR	12
Student Activity Fee	16
Student Complaints	60

STUDENT CONDUCT CODE & DISCIPLINARY PROCEDURE	48
Student Conduct Policies	48
STUDENT FEES	14
Student Health Center	24
Student Load	31
Student Records & Privacy Act (FERPA)	57
Student Representation Fee	16
Student Responsibilities	13
Student Rights	48, 49
Student Right-to-Know Rates	7
STUDENT SERVICES	21
Student Success Initiative	10
Student Technology Fee	16
Studio Arts for Transfer	91
Substance Abuse	65

T

TABLE OF CONTENTS	3
Tech Prep	21
The G.R.O.V.E Resource Center	26
“To Be Arranged” (TBA) Hours	30
Transcript	16
Transfer Admission Guarantee (TAG)	43
Transfer Center	25
TRIO Student Support Services	27
Tuition	14

U

Unit Defined	30
Upward Bound	21

V

Values	4
Vision	4

W

Weapons on Campus BP/AP 3530	44
Welding Technology [WT]	135
Withdrawal	19
Withdrawing from Classes	13
Workforce & Community Education	80

2025-2026 Catalog Addendum

Please note the following change to the 2025-2026 College of the Redwoods Catalog:

- FT-121 CALFIRE Firefighter Basic Academy was active during the 2025 Fall semester. Beginning in the 2026 Spring Semester, FT-100: Fire Fighter 1 Academy replaced FT-121 in order to meet recent accreditation approval and requirements from the Office of the State Fire Marshal.

Fire Technology

FT100: Fire Fighter 1 Academy

21.0 Units / LEC-LAB

This course provides the skills and knowledge needed for the entry level professional fire fighter to perform duties safely, effectively, and competently. The curriculum is based on the current edition of NFPA 1001 Standard for Fire Fighter Professional Qualifications, the current edition of NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications, and the current edition of NFPA 472 Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents. This academy is an Accredited Regional Training Program approved by the California State Board of Fire Services. Final certification as an IFSAC/Pro Board certified Fire Fighter 1 is achieved upon successful completion of the California Office of the State Fire Marshal's manipulative and cognitive testing for Fire Fighter 1. Students successfully completing this course will receive numerous standalone certificates in structure and wildland fire suppression, Confined Space Awareness, Hazardous Materials Operations (Pro Board), and others.

Note: In order to be eligible for enrollment in this course, students must attend a mandatory orientation, provide a medical clearance, and pass a physical agility test.

Transferable:

- Not transferable

Grading Options:

- Pass/No Pass
- Letter Grade Methods

Student Learning Outcomes

- Students must attend an orientation, provide a medical clearance, and pass a physical ability test.

Student Learning Outcomes

- Describe wildland and structure fire strategies and tactics.
- Identify potentially dangerous situations and conditions and describe how to avoid or mitigate them.
- Demonstrate the skills, knowledge, and abilities required in routine and emergency fire fighting operations for both structure and wildland.
- Execute the skills necessary to perform basic rescue operations including auto extrication, confined space, and public safety first aid.



CR COLLEGE OF THE REDWOODS

7351 TOMPKINS HILL RD. EUREKA, CA 95501
707.476.4100
WWW.REDWOODS.EDU

Public Notice | Non-Discrimination

College of the Redwoods does not discriminate on the basis of ethnicity, religion, age, gender, sexual orientation, color or disability in any of its programs or activities. College of the Redwoods is committed to providing reasonable accommodations for persons with disabilities. Upon request this publication will be made available in alternate formats.