



OFFICE OF THE VICE PRESIDENT OF INSTRUCTION
CURRICULUM AND GENERAL EDUCATION COMMITTEE

Memorandum

TO: Curriculum and General Education Committee
K. Bandy, M. Mayfield, T. Mendoza, J. Rangel-Escobedo, D. Garza, T. Payne, B. Devine, A. Bledsoe, M. Oja, ASO Representative, and PTK Representative

FROM: Dr. Vicki Jacobi, Senate Co-Chairperson
Dr. Leslie Minor, V.P. of Instruction, Co-Chairperson

DATE: March 25, 2025

SUBJECT: Next Meeting's Agenda

The next meeting of the Curriculum and General Education Committee will be held on Friday, March 28st from 1:10 p.m. to 2:30 p.m. in the Cougar Room

AGENDA

- I. **CALL TO ORDER**
- II. **PUBLIC COMMENTARY**
- III. **APPROVAL OF MINUTES:** From February 2025 Curriculum & General Education meeting (p. 4)
- IV. **CONSENT** - Items listed under the CONSENT ITEMS are considered routine and are acted on by the Committee in one motion. There is no discussion of these items before the Committee vote unless a member of the Committee, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. Any person can pull items from the consent agenda and move to new business, to be discussed and voted on individually. Items typically on consent are course outline of record under five-year review, renewal of distance learning modality or inactivation of course (removal from Chancellor Office Inventory of Courses).
 - A. **CAL-GETC/CCN Changes on ADT TMC's (p.7)**
 - a. Administration of Justice (p. 10)
 - b. Business Administration (p. 15)
 - c. Communications (p. 17)
 - d. Kinesiology (p. 23)
 - e. Law, Public Policy, and Society (p. 33)
 - f. Mathematics (p. 39)
 - g. Sociology (p. 44)
 - h. Economics (p. 59)
 - i. Psychology (p. 63)
 - j. Art History (p. 68)
 - k. Biology (p. 73)
 - l. Early Childhood Education (p. 76)
 - m. English (p. 80)

- n. History (p. 86)
- o. Spanish (p. 91)
- p. Studio Arts (p. 96)

B. Sciences and Mathematics – Course Revisions (p. 103)

- a. MATH 1530 Plane Trigonometry (p. 105)
- b. MATH 1570 Calculus Readiness – DL Approval (p. 111)

C. Sciences and Mathematics – DL Approval (p. 121)

- a. BIOL 2250 Human Anatomy

D. Allied Health/Applied Technologies – DL Approvals (p. 132)

- a. PHED 1602 Beginning Yoga
- b. PHED 1612 Intermediate Yoga

E. Allied Health/Applied Technologies – Inactivation (p. 149)

- a. WELD 1513 Work Experience in Welding

F. Allied Health/Applied Technologies – Course Revision (p. 153)

- a. DNTL 3015 Multicultural Awareness within Healthcare

G. Social Sciences – DL Approvals (p. 160)

- a. ETHN 1520 Chicano/a Studies
- b. ETHN 1530 Black American Studies

H. Business, Arts, & Humanities – Course Revision/DL Approval (p. 183)

- a. SPAN 1602 Elementary Spanish II

V. DISCUSSION ITEMS

- A. CCN Phase II & III Course List - [Course Outline of Records Submission | California Community Colleges Chancellor's Office](#) (p. 195)
- B. AP/BP 4235 and AP 4236 (p. 197)
- C. Program Application Selection Process (p. 201)
- D. ENGL 1650 - Introduction to Literature (p. 205)
- E. Next C & GE Committee meeting
- F. Course Statuses (p. 211)
- G. Curriculum related comments

VI. NEXT MEETING: TBD April 2025 from 1:10-2:30pm in the Cougar Room

VII. PROGRAM STATUS: See the table below

Program	Tech Review Approved	C & GE Approved	Board Approved	Status
Psychology ADT	March 14, 2024	March 22, 2024	June 12, 2024	Under Review

Curriculum and General Education Committee Agenda March 28, 2025

*Political Science ADT	March 14, 2024	March 22, 2024	June 12, 2024	Under Review
Kinesiology ADT	May 2, 2023	March 22, 2024	May 10, 2023	Under Review

*** New Program**

IX. ADJOURNMENT



**OFFICE OF THE VICE PRESIDENT OF INSTRUCTION
CURRICULUM AND GENERAL EDUCATION COMMITTEE**

PRESENT: K. Bandy, M. Mayfield, T. Mendoza, D. Garza, B. Devine, M. Oja, I. Santiesteban, L. Travis, J. Lopez, K. Richards, S. Eveland

ABSENT: Dr. Vicki Jacobi, J. Rangel-Escobedo, T. Payne, A. Bledsoe, Dr. Leslie Minor

RECORDER: J. Norris

The Curriculum and General Education Committee was held on **Friday, February 21st from 1:10 p.m. to 2:30 p.m. in the Cougar Room**

MINUTES

I. CALL TO ORDER at 1:10pm

II. PUBLIC COMMENTARY

M. Oja explained her role in the academic senate, discussed her role in curriculum, and voiced why she took over for V. Jacobi while she is out of leave.

III. APPROVAL OF MINUTES: From January 2025 Curriculum & General Education meeting. On a motion by B. Devine, seconded by K. Bandy, and unanimously carried by all, the minutes were approved. K. Richards abstained.

IV. CONSENT - Items listed under the CONSENT ITEMS are considered routine and are acted on by the Committee in one motion. There is no discussion of these items before the Committee vote unless a member of the Committee, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. Any person can pull items from the consent agenda and move to new business, to be discussed and voted on individually. Items typically on consent are course outline of record under five-year review, renewal of distance learning modality or inactivation of course (removal from Chancellor Office Inventory of Courses).

A. Math & Science Division – Inactivations

- i. MATH 0230 Basic Mathematics
- ii. MATH 0240 Pre-Algebra

B. English Language Arts – Inactivation

- i. ENGL 1000 Interactive Writing and Grammar

On a motion by M. Mayfield, seconded by K. Bandy, and unanimously approved by all, the three inactivations were approved.

C. Allied Health/Applied Technologies – Course Revisions

- i. PHED 1506 Men’s Intercollegiate Golf
- ii. PHED 2506 Advanced Men’s Intercollegiate Golf

Both PHED 1506 and PHED 2506 were pulled from consent for corrections to the memo. There is a minor typo. Under “justification for a request,” the second instance of “2506” has been changed to “1506.” The corrected sentence now reads as follows: “There is an error in [the COR of] PHED 2506 in which it listed the prerequisite as PHED 1505 rather than 1506.”

On a motion by K. Bandy, seconded by M. Mayfield, and unanimously carried by all, the course revisions were approved.

D. Social Sciences – DL Approvals

- i. ETHN 1520 Chicano/a Studies
- ii. ETHN 1530 Black American Studies

Both ETHN 1520 and ETHN 1530 were pulled from consent and will be going back to the Distance Learning/Education committee for approval, as they were never confirmed to be approved prior.

V. ACTION ITEMS

A. Business, Arts, & Humanities – New Courses

- i. COMM 1505 Intercultural Communication
- ii. COMM 1580 Introduction to Communication Studies

On a motion by B. Devine, seconded by K. Bandy, and unanimously carried by all, the new courses were approved.

B. Business, Arts, & Humanities – Program Revision

- i. Communication Studies for Transfer Degree 2.0

On a motion by K. Bandy, seconded by B. Devine, and unanimously carried by all, the program revisions were approved with updated language to the program goals and objectives.

VI. DISCUSSION ITEMS

A. CCN Catalog Language Recommendations

After reviewing the language recommendations, a preference was determined towards the table from Irvine Valley College. The Office of Instruction will update the catalog workgroup with the curriculum committee’s thoughts.

B. Open Educational Resources and Publication Date

As OER Coordinator, M. Oja went over handout 111.04 which explained OER publication dates without publication dates should be changed to the date of last access. S. Eveland recommends a discussion be had in the senate, and that the OER Coordinator consults with the Articulation Officer.

C. Curriculum related comments

Curriculum and General Education Committee Agenda February 21, 2025

M. Oja asked process questions regarding catalog changes to degree updates. The answer is that J. Norris, as the Curriculum Technician, is tasked with updating the catalog with the degree updates.

VII. NEXT MEETING: March 21, 2025 from 1:10-2:30pm in the Cougar Room

VIII. Program Status, please see the table below:

Program	Tech Review Approved	C & GE Approved	Board Approved	Status
Economics ADT			June 2021	Approved
Psychology ADT	March 14, 2024	March 22, 2024	June 12, 2024	Under Review
*Political Science ADT	March 14, 2024	March 22, 2024	June 12, 2024	Under Review
Kinesiology ADT	May 2, 2023	March 22, 2024	May 10, 2023	Under Review
Sociology ADT				Approved

*** New Program**

IX. Adjournment

On a motion by B. Devine, seconded by K. Bandy, and unanimously carried by all, the Curriculum and General Education Committee was adjourned at 2:12pm.



California
Community
Colleges

MEMORANDUM

Original: December 27, 2023
Updated: September 16, 2024

ESS 23-44 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Academic Senate Presidents
Curriculum Chairs
Articulation Officers

FROM: Dr. John Stankas, Vice Chancellor of Academic Affairs, Office of Equitable Student Learning, Experience, and Impact

Cheryl Aschenbach, President, Academic Senate for the California Community Colleges

RE: Updated ADT Compliance with Assembly Bill 928 and **Assembly Bill 1111 Submission Guidance**

Background

The Student Transfer Achievement Reform Act of 2021, Assembly Bill 928 (Berman), requires the establishment of a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California State University and the University of California, on or before May 31, 2023. Per the legislation, in May 2023, the Intersegmental Committee of the Academic Senates (ICAS) approved the new general education pattern known as CalGETC. In addition, the bill requires implementation of the singular lower division general education pathway for all associate degrees for transfer (ADTs) by the fall term of the 2025–2026 academic year.

Assembly Bill 1111 (Berman) requires the California Community Colleges to adopt a common course numbering system for all general education requirement courses and transfer pathway courses and requires each community college campus to incorporate common course numbers from the adopted system into its course catalog. Per the legislation, the California Community Colleges Chancellor’s Office Common Course Numbering (CCN) Council, Academic Senate for California Community Colleges (ASCCC) and workgroups have determined the six initial courses that will comply with AB 1111 to be offered Fall 2025.

Guidelines

The purpose of this memorandum is to provide curriculum submission guidance for the Associate Degrees for Transfer (ADTs) specific to AB 928 (CalGETC) and **AB 1111 (CNN)**. Cognizant of the

current workload of the colleges and Chancellor's Office staff and the additional requirements of AB 928 and other legislation that will require colleges to resubmit curriculum in the near future, the Chancellor's Office has created a streamlined process for embedding ADTs with the new CalGETC pattern **and the six initial courses for CCN**. This process has been established to ensure colleges have the time and energy to concentrate their efforts on those degrees that will not meet requirements or may require changes and allows colleges to submit a certification letter of compliance to the Chancellor's Office by June 1, 2025.

Requested Actions

- Colleges will need to update the narrative for each ADT in their course catalog so that it refers to CalGETC by Fall 2025.
- Colleges will need to update all Transfer Model Curriculum (TMC) template forms for their ADTs with the new general education pattern, CalGETC.
 - The update will include updating the double count and elective unit fields
 - Updated TMC [template forms](#) are currently available on the [Chancellor's Office website](#).
- **Colleges will need to update specific TMCs that contain any of the six initial courses for the new common course numbering system.**
- **Do not use the CCN for Psych Stats or Business Stats**
- If the only update being made to a specific ADT is the alignment with the new general education pattern, CalGETC, on the TMC form, the catalog description within the narrative, **and any of the six common courses**, then the college will not have to resubmit each program to the Chancellor's Office Curriculum Inventory System (COCI). The only update would be to the college's local inventory system (eLumen, CurriQunet, etc.).
 - The Chancellor's Office requires that the Chief Executive Officer, Chief Instructional Officer, Academic Senate President, and Curriculum Chair certify that the ADTs are updated with CalGETC (Which includes updating the double count, elective unit field and narrative) and CCN courses with no additional updates made.
 - A certification form is provided and is due by June 1, 2025.
 - Only one certification form per college is required. On the certification form, colleges will indicate which ADTs fall under the certification. Only include those ADTs which have no additional updates or changes. **For each of the six CCN courses, colleges will indicate which ADTs were updated to show the revision to specific CCN course.**
- If the college determines that **any** additional updates must be made to an ADT, specifically to the required course lists determined through intersegmental faculty agreements, the college must submit that ADT through the regular submission process.
- ADTs in Chemistry and/or Environmental Science presently follow the IGETC for STEM pattern

as designed and agreed upon by discipline faculty. That course pattern allows for greater general education flexibility as is needed to effectively scaffold major prep for these STEM degrees. At this time, those degrees should remain unchanged pending further guidance regarding AB928 implementation, under which STEM general education unit requirements are being discussed and reconsidered.

- ADTs in Elementary Teacher Education also follow a specialized course pattern that does not align with the CalGETC requirements due to specialized curricular design. Discipline faculty are reviewing the Elementary Teacher Education for CalGETC alignment. At this time, those degrees should remain unchanged pending further guidance.

SUMMARY

This is a one-time process specific to the general education and the **initial six CCN course updates**. Future legislative mandates will require additional curriculum updates and re-submission. Failure to submit the AB 928/**AB1111 Certification Form** will result in the auto-approval of curriculum (detailed in the Annual Certification Form) being denied for your college, resulting in all curriculum being submitted being reviewed by the Chancellor's Office staff.

Suggested Process/Considerations

For ADT alignment with CalGETC, it may be useful for colleges to consider assigning the person generally responsible for ensuring accurate double counting, often the college articulation officer, to fill in the updated TMC template form for each degree without changing any listed course in the college's ADTs. The group of ADTs that have met the certification requirements could then be processed as a batch for one approval action by the local curriculum committee and board of trustees.

References

[Double Count Sample](#)
[ICAS Approved CalGETC Crosswalk](#)

Contact

Please contact Raul Arambula, Dean in Educational Services and Support, at rarambula@cccco.edu or (916) 322-1440, should you have any questions or concerns.

Attachment:
Assembly Bill 928 CalGETC Certification Form

cc: Dr. Sonya Christian, Chancellor
Raul Arambula, Dean, ESS

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website:

<https://www.assist.org/>.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Science in Administration of Justice for Transfer Degree					
College Name: Taft College					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (6 units)					
Introduction to Criminal Justice (3)	AJ 110	ADMJ 1501	Introduction to Criminal Justice	3	Area 4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Concepts of Criminal Law (3)	AJ 120	ADMJ 1502	Concepts of Criminal Law	3	
LIST A: Select two (6 units)					
Criminal Court Process (3)	AJ 122	ADMJ 1503	Criminal Court Process	3	
Legal Aspects of Evidence (3)	AJ 124	ADMJ 1504	Legal Aspects of Evidence	3	
Criminal Investigation (3)	AJ 140	ADMJ 1505	Criminal Investigation	3	

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Introduction to Forensics (3)	AJ 150	ADMJ 1506	Introduction to Forensics	3	
Community and the Justice System (3)	AJ 160	ADMJ 1507	Community & the Justice System	3	
Introduction to Corrections (3)	AJ 200	ADMJ 1508	Introduction to Corrections	3	
Juvenile Procedures (3)	AJ 220	ADMJ 1509	Juvenile Procedures	3	
LIST B: Select two (6 units)					
Any LIST A course not already used.					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Introduction to Sociology (3)	SOCI 110	SOC 1510	Introduction to Sociology	3	Area 4
Introduction to Statistics in Sociology (3) OR Introduction to Statistics (3) OR Comparable course (3)	SOCI 125 OR MATH 110 OR AAM	PSYC 2200 Or STAT C1000	Elementary Statistics for the Behavioral and Social Sciences Or Introduction to Statistics	4 5	Area 2 Area 2
Introductory Psychology (3)	PSY 110	PSYC C1000	Introduction to Psychology	3	Area 4
Any CSU transferable Administration of Justice lower division course OR Courses outside the Administration of Justice discipline that are articulated as lower division major preparation for the Criminal Justice or Criminology Major at any CSU campus.	BCT AAM	ADMJ 1510 or ADMJ 2131 or ADMJ 2133 or ADMJ 2134	Ethical Reasoning and Practice for Public Service or Control and Supervision in Corrections or Legal Aspects of Corrections or Correctional Interviewing and Counseling	3 3 3 3	

Total Units for the Major:	18	Total Units for the Major:	18-20	
		Total Units that may be double-counted (The transfer GE Area limits must <u>not</u> be exceeded)	9	
		General Education (Cal-GETC) Units	34	
		Elective Units	15-17	
		Total Degree Units (maximum)	60	

ADT Submission Form for Business Administration 2.0 CCC Major or Area

of Emphasis: Business Administration

TOP Code: 050500

CSU Major(s): Business Administration

Total Units: 24 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website:

<https://www.assist.org/>.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Science in Business Administration for Transfer Degree 2.0					
College Name: Taft College					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (24 units)					
Financial Accounting (3)	ACCT 110	BSAD 2220	Introduction to Financial Accounting	4	
Managerial Accounting (3)	ACCT 120	BSAD 2221	Introduction to Managerial Accounting	3	
Principles of Microeconomics (3)	ECON 201	ECON 2120	Principles of Economics – Micro	3	Area 4

Principles of Macroeconomics (3)	ECON 202	ECON 2210	Principles of Economics – Macro	3	Area 4
Business Law (3) OR Legal Environment of Business (3)	BUS 125 OR BUS 120	BUSN 2275	Business Law	3	
Business Calculus (3) OR Finite Mathematics (3) OR a Math course (excluding Statistics) articulated for the Business major at a CSU campus	MATH 140 OR MATH 130 OR AAM	MATH 1520 OR MATH 2100	Finite Mathematics OR Analytic Geometry and Calculus I	3 5	Area 2 Area 2
Introduction to Statistics (3)	MATH 110	PSYC 2200 Or STAT C1000	Elementary Statistics for the Behavioral and Social Sciences Or Introduction to Statistics	4 5	Area 2 Area 2
Introduction to Business (3) OR Business Communication (3)	BUS 110 OR BUS 115	BUSN 1500 OR BUSN 1510	Introduction to Business OR Business Communication	3 3	
Total Units for the Major:	24	Total Units for the Major:		26-29	
Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>				6	
General Education (Cal-GETC) Units				34	
Elective Units				3-6	
Total Degree Units (maximum)				60	

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the Form. If the course may be double-counted with or Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website:

<https://www.assist.org/>.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Communication Studies for Transfer Degree 2.0
College Name: Taft College

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (6 units)					
Public Speaking (3)	COMM 110	COMM C1000	Introduction to Public Speaking	3	Area 1C

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Interpersonal Communication (3)	COMM 130	COMM 1530	Interpersonal Communication	3	
LIST A: Select three (9 units)					
Argumentation or Argumentation and Debate (3)	COMM 120	COMM 1520	Argumentation and Debate	3	
Small Group Communication (3)	COMM 140	COMM 1507	Small Group Communication	3	
Forensics (Speech and Debate) (1) (3 units maximum)	COMM 160B				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Intercultural Communication (3)	COMM 150	COMM 1505	Intercultural Communication	3	
Introduction to Communication Theory (3)	COMM 180	COMM 1580	Introduction to Communication Studies		
Introduction to Mass Communication (3) OR Communication and New Media (3)	JOUR 100 OR AAM	COMM 1510	Introduction to Mass Communication	3	
Oral Interpretation of Literature (3)	COMM 170				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Introduction to Persuasion (3)	COMM 190	COMM 1590	Introduction to Persuasion	3	
Any course articulated as lower division preparation in the Communication, Communication Studies major at a CSU. (3)	AAM				
LIST B: Select one (3 units)					
Any LIST A course not already used.					
Survey of Human Communication (3)	COMM 115				
Introduction to Cultural Anthropology (3)	ANTH 120				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Introductory Psychology (3)	PSY 110	PYSC C1000	Introduction to Psychology	3	Area 4
Introduction to Sociology (3)	SOCI 110	SOC 1510	Introduction to Sociology	3	Area 4
Introduction to Literature (3) OR Argumentative Writing and Critical Thinking (3)	ENGL 120 OR ENGL 105	ENGL 1600	Critical Thinking, Literature, and Composition	4	Area 1B
Introduction to Reporting and Newswriting (3) OR Introduction to Journalism (3) See example courses on TMC.	JOUR 110 OR AAM				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC	
Any CSU transferrable Communication Studies course.	BCT	COMM 1550	Sports Broadcasting	3		
Total Units for the Major: 18		Total Units for the Major:			18-19	
				Total Units that may be double-counted		
				<i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>		
				12		
				General Education (Cal-GETC) Units		
				34		
				Elective Units		
				19-20		
				Total Degree Units (maximum)		
				60		

ADT Submission Form for Kinesiology CCC Major or Area

of Emphasis: Kinesiology

TOP Code: 127000

CSU Major(s): Kinesiology

Total Units: 20 *(all units are minimum semester units)*

Form # 008 Rev.

6: 09/01/22

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

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or the ASSIST website:

<https://www.assist.org/>.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the form at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Kinesiology for Transfer Degree
College Name:

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (14 units minimum)					
Introduction to Kinesiology (3)	KIN 100				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Human Anatomy with Lab (4) AND Human Physiology with Lab (4) OR Human Anatomy and Physiology with Lab (8)	BIO 110B AND BIOL120B OR BIOL 115S				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Movement Based Courses Select a maximum of one (1) course from any three (3) of the following areas for a minimum of three units: Aquatics, Combatives, Team Sports, Individual Sports, Fitness, Dance	AAM				

List A – Select 2 courses (6 units minimum):

Introduction to Statistics

MATH 110

OR

Introduction to Statistics in Sociology

SOCI 125

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Survey of General, Organic, and Biological Chemistry (5) OR General Chemistry for Science Majors I with Lab (5)	AAM OR CHEM 110				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Algebra/Trigonometry-Based Physics A (4) OR Calculus-Based Physics for Scientists and Engineers: A (4)	PHYS 105 OR PHYS 205				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
First Aid and CPR (3)	KIN 101				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Introduction to Psychology OR Introduction to Sociology	PSY 110 OR SOC 110				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Personal Health & Wellness	PH 100				
Total Units for the Major:	20	Total Units for the Major:			
				Total Units that may be double-counted (The transfer GE Area limits must not be exceeded)	
				General Education (Cal-GETC) Units	34
				Elective Units	
				Total Degree Units (maximum)	60

CSU Major(s): American Studies, Communications, Criminal Justice, Criminology, Global Intelligence and National Security, International Relations, Philosophy, Political Science, Social and Behavioral Sciences (Political Economy Concentration)(NOTE: List not meant to be exhaustive. Other destination majors may exist.)
Total Units: 30 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website:

<https://www.assist.org/>

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the form at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

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- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Law, Public Policy, and Society for Transfer Degree					
College Name:					
TRANSFER MODEL CURRICULUM (TMC)			COLLEGE PROGRAM REQUIREMENTS		
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Required Core (24 units minimum) courses must possess one of the specified C-ID and any indicated GE:					
Understanding the Law					
Introduction to Law and Society (3)	LPPS 110				
OR	OR				
Introduction to Criminal Justice (3)	AJ 110				
OR	OR				
Concepts of Criminal Law (3)	AJ 120				
OR	OR				
Criminal Court Process (3)	AJ 122				
OR	OR				
Legal Environment of Business (3)	BUS 120				
OR	OR				
Business Law (3)	BUS125				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Ethics Ethical Reasoning (3) OR Introduction to Ethics (3)	LPPS 120 OR PHIL 120				
Oral Communication Public Speaking (3) OR *Argumentation and Debate (3) OR Small Group Communication (3)	COMM 110 OR COMM 120 OR COMM 140				
Written Communication English Composition	ENGL 100				
Critical Thinking *Argumentation and Debate (3) OR Introduction to Persuasion (3) OR Argumentative Writing and Critical Thinking (3) OR Introduction to Logic (3)	COMM 120 OR COMM 190 OR ENGL 105 OR PHIL 110				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Quantitative Reasoning Introduction to Statistics (3) OR Intro to Stats in Sociology (3)	MATH 110 OR SOCI 125				
US History US History to 1877 (3) OR US History from 1865 (3)	HIST 130 OR HIST 140				
Introduction to American Government and Politics (3)	POLS 110				
LIST A: Select two courses (6 units) from two of the areas listed below: (NOTE: courses must not have been used above.)					
Area 1: Administrative of Justice/Criminal Justice/Criminology					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Introduction to Criminal Justice (3) OR	AJ 110 OR				
Concepts of Criminal Law (3) OR	AJ 120 OR				
Criminal Court Process (3) OR	AJ 122 OR				
Legal Aspects of Evidence (3) OR	AJ 124 OR				
Community and the Justice System (3) OR	AJ 160 OR				
Introductions to Corrections (3) OR	AJ 200 OR				
Juvenile Procedures (3) OR	AJ 220 OR				
Introduction to Crime (3)	SOCI 160				
Area 2: Business					
Legal Environment of Business (3) OR	BUS 120 OR				
Business Law (3)	BUS 125				
Area 3: Economics					
Principals of Microeconomics (3) OR	ECON 201 OR				
Principals of Macroeconomics (3)	ECON 202				
Area 4: Political Science					
Introduction to Political Theory and Thought (3) OR	POLS 120 OR				
Comparative Government and Politics (3) OR	POLS 130 OR				
Introduction to International Relations (3) OR	POLS 140 OR				
Introduction to Political Science (3) OR	POLS 150 OR				
Introduction to Political Science Research Methods (3)	POLS 160				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Area 5: Public Policy					
Introduction to Global Studies (3) OR	GLST 101 OR				
Global Issues (3) OR	GLST 102 OR				
Introduction to Public Relations (3) OR	JOUR 150 OR				
Introduction Social Justice (3) OR	SJS 110 OR				
Social Problems (3) OR	SOCI 115 OR				
Health and Social Justice (3) OR	PH 102 OR				
Drugs, Health, and Society (3)	PH 103				
Any course that is CSU transferable and focuses on public administration or public policy.	BCT				
Area 6: Diversity					
Introduction to Cultural Anthropology (3) OR	ANTH 120 OR				
Intercultural Communication (3) OR	COMM 150 OR				
Introduction to Human Geography (3) OR	GEOG 120 OR				
Introduction to Gender (3) OR	SOCI 140 OR				
Introduction to Race and Ethnicity (3)	SOCI 150				
Various - Any course that emphasizes the perspectives of under-represented groups and has articulation as Cal-GETC Area 4	GECC				
Area 7: College Success					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Area 8: Internship/Fieldwork					
College Success (3) Various - A CSU-transferable course that is: UC transferable The course title must refer to student success, college success, or academic skills (or similar). And the course must have specific content areas to include, but not limited to, study skills, time management, note taking, goal setting, test taking, learning styles, and critical thinking.	BCT				
Internship/Fieldwork (3) Any CSU-transferable internship or fieldwork course deemed appropriate by the college. "Internship" or "Fieldwork" must be in the course title, or the course must be identified as work experience.	BCT				
Total Units for the Major:	30	Total Units for the Major:			
		Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>			
		General Education (Cal-GETC) Units			34
		Elective Units			
		Total Degree Units (maximum)			60

ADT Submission Form for Mathematics CCC Major or Area of Emphasis: Mathematics
TOP Code: 170100
CSU Major(s): Mathematics
Total Units: 18 (all units are minimum semester units)

Form # 2001
 Rev. 4: 09/01/14

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website:

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The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

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Attach the appropriate ASSIST documentation as follows:

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- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Science in Mathematics for Transfer Degree						
College Name:						
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
REQUIRED CORE: (12 units) Select 1 of 3 options						
Option 1:						
Single Variable Calculus I – Early Transcendentals (4)	MATH 210	MATH 2100	Analytic and Geometry and Calculus I	3		Area 2
OR Single Variable Calculus I – Late Transcendentals (4)	OR MATH 211					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area
Single Variable Calculus II – Early Transcendentals (4) OR Single Variable Calculus II – Late Transcendentals (4)	MATH 220 OR MATH 221	MATH 2120	Analytic Geometry and Calculus II	4	Area 2
Multivariable Calculus (4)	MATH 230	MATH 2130	Analytic Geometry and Calculus III	4	
OR					
Option 2:					
Single Variable Calculus Sequence (8) OR Single Variable Calculus I – Early Transcendentals (4) AND Single Variable Calculus II – Early Transcendentals (4) OR Single Variable Calculus I – Late Transcendentals (4) AND Single Variable Calculus II – Late Transcendentals (4)	MATH 900S OR MATH 210 AND MATH 220 OR MATH 211 AND MATH 221				
Multivariable Calculus (4)	MATH 230				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area
OR					
Option 3:					
Single Variable and Multivariable Calculus Sequence (3 semester/4 quarters for 12 units)	AAM				
<i>Select 6 units minimum from the LISTS below with at least 3 units from LIST A.</i>					
LIST A: Select one to two (3-6 units)					
Ordinary Differential Equations (3)	MATH 240	MATH 2140	Ordinary Differential Equations	4	
Introduction to Linear Algebra (3)	MATH 250	MATH 2125	Linear Algebra	4	Area 2
OR					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area
Differential Equations and Linear Algebra (5)	MATH 910S				
LIST B: Select one (1-4 units) Discrete Mathematics (3)	MATH 160				
Calculus-Based Physics for Scientists and Engineers: A (4)	PHYS 205	PHYS 2221	General Physics (Calculus)	4	Area 5
Mathematical Computing Systems (1)	<i>AAM</i>				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area
Computer Programming (3)	AAM	ENGR 1540	Introduction to Programming Concepts and Methodologies for Engineers with Lab	4	
Proof (3)	AAM				
Introduction to Statistics (3)	MATH 110	STAT C1000	Introduction to Statistics	5	Area 2
Total Units for the Major:	18	Total Units for the Major:		21-22	
Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>				7	
General Education Cal. Getz				Units	34
Elective (CSU Transferable) Units				11-12	
Total Degree Units (maximum)					60

NOTE: While 3 units are required from LIST A, no units are required from LIST B. The major must be a minimum of 18 semester units.

ADT Submission Form for Sociology CCC Major or Area

of Emphasis: Sociology

TOP Code: 2208.00

CSU Major(s): Sociology

Total Units: 18 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

http://web1.assist.org/web-assist/help/help-csu_ge.html.

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- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Sociology for Transfer Degree
College Name: Taft College

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal- GETC
REQUIRED CORE: (9 units)					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal- GETC
Introduction to Sociology (3)	SOCI 110	SOC 1510	Introduction to Sociology	3	Area 4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal- GETC
Social Problems (3)	SOCI 115	SOC 2120	American Social Problems	3	Area 4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal- GETC
Introduction to Statistics in Sociology (3) OR Introduction to Statistics (3) OR Behavioral and/or Social Science Statistics (3)	SOCI 125 OR MATH 110 OR AAM	PSYC 2200 OR STAT C1000	Elementary Statistics for the Behavioral and Social Sciences Introduction to Statistics	4 5	Area 2 Area 2

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal- GETC
LIST A: Select two (6 units)					
Introduction to Research Methods (3) OR Research Methods for Behavioral and/or Social Science (3) (CSU and UC transferable behavioral and /or social science research methods course that has either a prerequisite of SOCI 125 or PSY 110 or articulation as major preparation)	SOCI 120 OR AAM	PSYC 2205	Introduction to Research Methods in the Social Sciences	4	

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal- GETC
Introduction to Marriage and Family (3)	SOCI 130	SOC 2141	Sociology of Marriage, Family, and Relationships	3	

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal- GETC
Introduction to Gender (3)	SOCI 140	SOC 2038	Gender Studies	3	Area 4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal- GETC
Introduction to Race and Ethnicity (3)	SOCI 150	SOC 2110	Introduction to Race and Ethnicity	3	Area 4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal- GETC
Introduction to Crime (3)	SOCI 160				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal- GETC
Introduction to Social Psychology (3)	PSY 170				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal- GETC
Any Sociology course articulated as lower division preparation in the Sociology major at a CSU or UC.	<i>AAM</i>				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal- GETC
Any course (in or outside the discipline) that are articulated as lower division preparation for the Sociology major at a CSU and UC (e.g. Cultural Anthropology, General Psychology). OR	AAM	PSYC C1000	Introduction to Psychology	3	Area 4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal- GETC
Any introductory social science course.	BCT				
Total Units for the Major:	18	Total Units for the Major:			19-21
		Total Units that may be double-counted			9
		<i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>			
		General Education (Cal-GETC) Units			34
		Elective Units			14-16
		Total Degree Units (maximum)			60

NOTES:

- Required Core - Research Methods for the Behavioral and/or Social Sciences requirement:
A) AAM, or B) CSU transferable behavioral and/or social science research methods course that has a prerequisite of SOCI-125 or PSY-110.

ADT Submission Form for Economics CCC Major or Area

of Emphasis: Economics

TOP Code: 220400

CSU Major(s): Economics

Total Units: 18 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

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The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

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The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Economics for Transfer Degree					
College Name: Taft College					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (12-13 units)					
Principles of Macroeconomics (3)	ECON 202	ECON 2210	Principles of Economics – Macro	3	Area 4
Principles of Microeconomics (3)	ECON 201	ECON 2120	Principles of Economics – Micro	3	Area 4

Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Introduction to Statistics (3)	MATH 110	STAT C1000	Introduction to Statistics	5	Area 2
		Or PSYC 2200	Or Elementary Statistics for the Behavioral and Social Sciences	4	Area 2
Business Calculus (3) OR Single Variable Calculus I – Early Transcendentals (4) OR Single Variable Calculus I – Late Transcendentals (4) OR Single Variable Calculus Sequence (4+4)	MATH 140 OR MATH 210 OR MATH 211 OR MATH 900S*	MATH 2100	Analytic Geometry and Calculus I	5	Area 2
LIST A: Select one (3-4 units)					
Any course articulated as lower-division preparation in the Economics major at a CSU (3-4)	AAM				
Finite Mathematics (3)	MATH 130	MATH 1520	Finite Mathematics	3	Area 2
Single Variable Calculus II – Early Transcendentals (4) OR Single Variable Calculus II – Late Transcendentals (4)	MATH 220 OR MATH 221	MATH 2120	Analytic Geometry and Calculus II	4	Area 2
Financial Accounting (3)	ACCT 110	BSAD 2220	Introduction to Financial Accounting	4	
Managerial Accounting (3)	ACCT 120	BSAD 2221	Introduction to Managerial Accounting	3	

Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Business Information Systems, Computer Information Systems (3)	BUS 140	CIS 2020	Introduction to Computer Information Systems	3	
Business Communication (3)	BUS 115	BUSN 1510	Business Communication	3	
LIST B: Select one course (3-4 units) Any LIST A course not already used.					
Any lower division Economics elective course that is CSU transferable (3)	BCT				
Any CSU transferable introductory course in the social sciences articulated as filling Cal-GETC Area 4	GECC				
Multivariable Calculus (4)	MATH 230	MATH 2130	Analytic Geometry and Calculus III	4	
Introduction to Linear Algebra (3)	MATH 250				
Total Units for the Major:	18	Total Units for the Major:			21-24
		Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>			3
		General Education (Cal-GETC) Units			34
		Elective Units			5-8
		Total Degree Units (maximum)			60

****if MATH 900S was NOT selected in the Required Core**

***can only be used if MATH 210 **and** 220 **OR** MATH 211 **and** 221 **OR** MATH 900S or an equivalent sequence, is required or an option

Courses selected for the degree for Lists A and B should be informed by the requirements of local transfer institutions.

NOTE on List B: It is expected that if a college has lower division economics elective courses, faculty would prefer students choose from those options in List B; thus it would not be necessary to include the economics electives and introductory social science courses in List B. However, if a college does not have economics electives, then introductory social science courses could be used instead.

ADT Submission Form for Psychology CCC Major or Area

of Emphasis: Psychology

TOP Code: 200100

CSU Major(s): Psychology

Total Units: 18 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website:

<https://www.assist.org/>

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the form at:

<http://www.c-id.net/degereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Psychology for Transfer Degree
College Name: Taft College

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (9-11 units)					
Introduction to Statistics (3-4)	MATH 110	PSYC 2000	Elementary Statistics for the Behavioral and Social Sciences	4	Area 2
		Or	Or		
		STAT C1000	Introduction to Statistics	5	Area 2

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Introductory Psychology (3)	PSY 110	PSYC C1000	Introduction to Psychology	3	Area 4
Introduction to Research Methods in Psychology (3) OR Introduction to Research Methods in Psychology with Lab (4)	PSY 200 OR PSY 205B	PSYC 2205	Introduction to Research Methods in the Social Sciences	4	
LIST A: Select one (3-4 units)					
Introduction to Biology (3-4)	AAM				
Human Biology (3-4)	AAM				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Introduction to Biological Psychology (3)	PSY 150	PSYC 2050	Introduction to Biological Psychology	3	Area 5
LIST B: Select one (3 units)					
Any LIST A course not already used.					
Any course that has articulation as lower division major preparation for the psychology major at a CSU (if utilized for double counting the course must be UC transferable).	AAM	PSYC 2080	Introduction to Lifespan Psychology	3	Area 4
LIST C: Select one (3 units)					
Any LIST A or B course not already used.					
Any CSU transferable psychology course (if utilized for double counting the course must be UC transferable)	BCT				
Other courses that are lower division preparation for the psychology major at a university - in or outside of the discipline.	AAM	SOC 1510	Introduction to Sociology	3	Area 4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC	
Total Units for the Major:	18-24	Total Units for the Major:			20-21	
		Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>			12	
		General Education (Cal-GETC) Units				34
		Elective Units			7-8	
		Total Degree Units (maximum)				60

ADT Submission Form for Art History CCC Major or Area of Emphasis: Art History
TOP Code: 100100
CSU Major(s): Studio Art – Art with an Emphasis or Concentration in Art History
Total Units: 18 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college’s course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor’s Office Academic Affairs page, RESOURCE section located at:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website:

<https://www.assist.org/>

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor’s Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course’s inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Art History for Transfer Degree
College Name: Taft College

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (9 units)					
Survey of Western Art from Prehistory through the Middle Ages (3)	ARTH 110	ARTH 1510	Prehistoric to Renaissance Art History	3	Area 3A
OR					
Survey of Western Art from Renaissance to Contemporary (3)	ARTH 120	ARTH 1520	Renaissance to Contemporary Art History	3	Area 3A

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Any CSU transferable non-western Art History course.	BCT				
Fundamentals of Drawing (3) (Also known as Drawing I) OR any Basic Core Studio Arts class	ARTS 110 OR AAM	ART 1620	Drawing and Composition	3	
LIST A: Select one of the following (3 units)					
Survey of Asian Art (3)	ARTH 130	ARTH 2030	Survey of Asian Art	3	Area 3A
Art of Africa, Oceania, and Indigenous North Americas (3)	ARTH 140	ARTH 2040	Survey of Africa, Oceanic, and Indigenous North American Art	3	Area 3A

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Art of the Ancient Americas OR Any CSU transferable art history course.	ARTH 145 BCT				
LIST B: Select one of the following (3 units)					
2-D Foundations (3 units) OR 3-D Foundations (was previously listed as ARTS 102) (3 units) OR Figure Drawing (3 units) OR Introduction to Digital Art (3 units) OR Introduction to Ceramics (3 units) OR Introduction to Photography (3 units) OR Sculpture (3 units) *changed July 21,2011 Any studio arts course that transfers as Cal-GETC or as major preparation for the studio arts major or similar at the CSU.	ARTS 100 OR ARTS 101 OR ARTS 200 OR ARTS 250 OR ARTS 230 or AAM OR ARTS 260 or AAM OR ARTS 240 or AAM GECC or AAM	ART 1600	Two-Dimensional Design	3	
LIST C: Select one of the following (3-5 units)					
Any LIST A or B course not already used.					

Any CSU transferable Art History course (Note: EXCEPT ARTH 100 Art Appreciation, which is EXCLUDED as fulfilling the art history major prep)	BCT				
Any Art or Humanities course articulated as Cal-GETC Area 3A	GECC				
Any course articulated as Cal-GETC Area 3B in: A Language other than English (except ASL); Art, History, Humanities; Philosophy; Religion/Religious Studies; or The History of Costume;	GECC	HUM 2010	Introduction to Film Studies	3	Area 3B
Any course Anthropology, Archaeology, Ethnic Studies, Gender Studies, or History course articulated as Cal-GETC Area 4	GECC	HIST 2210 HIST 2204	World Civilization to 1500 Western Civilization from 1600	3 3	Area 4 Area 4
Total Units for the Major:	18	Total Units for the Major:		18	
		Total Units that may be double-counted (The transfer GE Area limits must <u>not</u> be exceeded)			6
		General Education (Cal-GETC) Units			34
		Elective Units			14
		Total Degree Units (maximum)			60

Rev. 1: 04/11/12; Rev. 2: 07/18/12; Rev. 3: 03/01/13; Rev. 4: 09/01/14, 5:11/7/16, 6: 09/01/23

ADT Submission Form for Biology CCC Major or Area

of Emphasis: Biology

TOP Code: 040100

CSU Major(s): Biology

Total Units: 29 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

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or the ASSIST website:

<https://www.assist.org/>.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Science in Biology for Transfer Degree					
College Name:					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (8-12 units)					
Biology Sequence for Majors (8)	BIOL 135S				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
OR Cell and Molecular Biology (4) and Organismal Biology (4)	BIOL 190 BIOL 140	BIOL 2201	Introduction to Biology- Cells	4	Area 5B/C
OR Cell and Molecular Biology (4) and Organismal Biology(4), Ecology and Evolution (8)	BIOL 190 BIOL 130S				
OR Cell and Molecular Biology (4) and Zoology/Animal Diversity and Evolution (4) and Botany/Plant Diversity and Ecology(4)	BIOL 190 BIOL 150 BIOL 155	BIOL 2202 AND BIOL 2203	General Zoology And General Botany	5 4	Area 5B/C Area 5B/C
LIST A: (21-22 units)					
General Chemistry for Science Majors Sequence A (10)	CHEM 120S	CHEM 2211 And CHEM 2212	General Chemistry And General Chemistry and Qualitative Analysis	5 5	Area 5A/C
Single Variable Calculus I – Early Transcendentals (4) OR Single Variable Calculus I – Late Transcendentals (4) OR Calculus for Life and Social Sciences (3)	MATH 210 OR MATH 211 OR AAM	MATH 2100	Analytic Geometry and Calculus I	5	Area 2

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Algebra/Trigonometry-Based Physics A (4) AND Algebra/Trigonometry-Based Physics B (4) OR Calculus-Based Physics for Scientists and Engineers: A (4) AND Calculus-Based Physics for Scientists and Engineers: B (4) OR Algebra/Trigonometry-Based Physics: AB (8)	PHYS 105 AND PHYS 110 OR PHYS 205 AND PHYS 210 OR PHYS 100S	PHYS 2221 And PHYS 2222	General Physics (Calculus) General Physics (Calculus)	4 4	Area 5A/C
LIST B: Select additional major preparation (if possible based on unit limitation and if required articulation exists, zero to one course (0-4 units minimum): Select one (1) additional course that is articulated as major preparation at a CSU campus	AAM				

Total Units for the Major:	29-38	Total Units for the Major:	36	
		Total Double-counted Units (The transfer GE Area limits must <u>not</u> be exceeded)	10	
		*General Education (Cal-GETC) Units		34
		Elective Units	0	
		Total Degree Units (maximum)		60

NOTES:

List B should indicate if BIOL 135S is chosen, then one course from List B may be chosen. Then the total units for the major would be 29-34.

Prior TMC included:

Use of a transferable general education pattern designed for STEM (i.e., IGETC or CSU GE Breadth for STEM) is presumed.

CSU Major(s): Child Development; Child and Adolescent Development; Child, Human Development, Education
Total Units: 24 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the Form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website:

<https://www.assist.org/>.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Associate in Science in Early Childhood Education for Transfer Degree College Name: Taft College					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (24 units)					
Child Growth and Development (3)	CDEV 100	PSYC 2003	Child Growth and Development	3	
Child, Family, and Community (3)	CDEV 110	ECEF 1531	The Child in Family/Community Relationships	3	Area 4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Principles and Practices of Teaching Young Children (3)	ECE 120	ECEF 1500	Introduction to Early Care and Education: Principles and Practices	3	
Introduction to Curriculum (3)	ECE 130	ECEF 1501	Early Care, Education, and Family Studies Curriculum	3	
Observation and Assessment (3)	ECE 200	ECEF 1571	Child Study and Assessment	3	
Practicum in Early Childhood Education (3)	ECE 210	ECEF 1521	Practicum Field Experience	3	

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Health, Safety, and Nutrition (3)	ECE 220	ECEF 1590	Health, Safety, and Nutrition	3	
Teaching in a Diverse Society (3)	ECE 230	ECEF 1601	Diversity in Early Care, Education, and Family Studies	3	
A maximum of two courses not listed above that are articulated for lower division major preparation in the Child Development Major at a CSU.	AAM				
Total Units for the Major:	24	Total Units for the Major:		24	
				Total Units that may be double-counted	3
				<i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>	
				General Education (Cal-GETC) Units	34
				Elective Units	5
				Total Degree Units (maximum)	60

ADT Submission Form for English CCC Major or Area

of Emphasis: English

TOP Code: 150100

CSU Major(s): English; English Literature; Creative

Writing Total Units: 18 *(all units are minimum semester units)*

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

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or the ASSIST website:

<https://www.assist.org/>.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in English for Transfer Degree					
College Name: Taft College					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (4-6 units)					
Option 1 Argumentative Writing and Critical Thinking <i>and</i> Introduction To Literature	ENGL 105				
	ENGL 120				
OR					
Option 2 Argumentative Writing and Critical Thinking Through Literature	ENGL 110	ENGL 1600	Critical Thinking, Literature, and Composition	4	Area 1B

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
LIST A: Select two (6 units minimum)					
Survey of American Literature I (3)	ENGL 130	ENGL 2100	American Literature I	3	Area 3B
Survey of American Literature II (3)	ENGL 135	ENGL 2150	American Literature II	3	Area 3B
Survey of British Literature I (3)	ENGL 160	ENGL 2700	British Literature I	3	Area 3B
Survey of British Literature II (3)	ENGL 165	ENGL 2750	British Literature II	3	Area 3B

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Survey of World Literature I (3)	ENGL 140	ENGL 2600	World Literature I	3	Area 3B
Survey of World Literature II (3)	ENGL 145	ENGL 2650	World Literature II	3	Area 3B
Survey of Literature in English I (4)	ENGL 150				
Survey of Literature in English II (4)	ENGL 152				
Survey of Literature in English III (4)	ENGL 155				

<p>LIST B: Select courses based on option chosen in REQUIRED CORE: Option 1: 3 units minimum (select 1 course) Option 2: 6 units minimum (select 2 courses) Any LIST A course not already used (3-4 units).</p>					
Any English course articulated as lower division preparation in the English major at a CSU.	AAM				
Introduction to Creative Writing (3)	ENGL 200	ENGL 1700	Introduction to Creative Writing	3	
Children's Literature (3)	ENGL 180				
LIST C: Select one (3 units minimum)					
Any LIST A or B course not already used. Any CSU transferable English course.	BCT	ENGL 1725 1750 1775	Creative Writing: Poetry, Creative Writing: Fiction, Creative Writing: Nonfiction	3 3 3	

Any language course other than English which is articulated to fulfill Cal-GETC Area 3B	GECC	Span 1601	Elementary Spanish I	4	Area 3B
		Span 1602	Elementary Spanish II	4	Area 3B
		Span 2001	Intermediate Spanish III	5	Area 3B
		Span 2002	Intermediate Spanish IV	5	Area 3B

Any CSU transferable literature course offered in another department.	BCT	ECEF 1561	Introduction to Children's Literature/Storytelling	3	
Introduction to Reporting Newswriting (3) OR Introduction to Journalism (3)	JOUR 110 OR AAM	JRNL 1605	Report and News Writing	3	
Business Communication (3)	BUS 115	BUSN 1510	Business Communication	3	
Oral Interpretation of Literature (3)	COMM 170				
Introductory Humanities (3)	AAM	HUM 1500	Introduction to Humanities	3	Area 3B
Introduction to Theatre (3)	THTR 111	DRAM 1510	Introduction to Theatre	3	Area 3A
Introductory to Linguistics Anthropology (3)	ANTH 130				

Total Units for the Major:	18-21	Total Units for the Major:	19-21	
		Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>	9	
		General Education (CAL-GETC) Units		34
		Elective Units	14-16	
		Total Degree Units (maximum)		60

ADT Submission Form for History CCC Major or Area

of Emphasis: History

TOP Code: 220500

CSU Major(s): History

Total Units: 18 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

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The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

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Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in History for Transfer Degree					
College Name: Taft College					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (6 units)					
United States History to 1877 (3)	HIST 130	HIST 2231	History of the United States to 1877	3	Area 3B, 4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
United States History from 1865 (3)	HIST 140	HIST 2232	History of the United States Since 1877	3	Area 3B, 4
LIST A: Select two (6 units)					
World History to 1500 (3) OR Western Civilization I (3)	HIST 150 OR HIST 170	HIST 2210 OR HIST 2202	World Civilization to 1500 OR Western Civilization to 1600	3 3	Area 3B, 4 Area 4
World History Since 1500 (3) OR Western Civilization II (3)	HIST 160 OR HIST 180	HIST 2212 OR HIST 2204	World Civilization since 1500 OR Western Civilization from 1600	3 3	Area 3B, 4 Area 4
LIST B: Select one course from each area (6 units minimum)					
Area 1 Diversity: (3 units)					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Any List A course not already used: a) World History to 1500 (3) OR World History Since 1500 (3) OR A non-western history course (any history course not pertaining to the US or Europe) articulated as fulfilling Cal-GETC Area 3B or 4 OR Any course from the humanities or social sciences (including history) that addresses any historically under-represented group or non-western subject articulated as fulfilling Cal-GETC Area 3B or 4 OR A language other than English which is articulated as fulfilling Cal-GETC Area 3B	HIST 150 OR HIST 160 OR GECC OR GECC OR GECC	HIST 2216	History of Latin America	3	Area 4
		HIST 2230	Women in United States History from 1400 to Present	3	Area 4
		HIST 2210	World Civilization to 1500	3	Area 3b, 4
		HIST 2212	World Civilization since 1500	3	Area 3B, 4
		ARTH 1510	Prehistoric to Renaissance Art History	3	Area 3A
		ARTH 1520	Renaissance to Contemporary Art History	3	Area 3A
		SPAN 2500	Latin American Culture	4	
Area 2: (3 units)					
Area 2 Any history course (including List A courses, if not used above) OR Any non-history course from the humanities or social sciences related to history articulated as fulfilling Cal-GETC Area 3B or 4 OR Any introductory level social sciences course articulated as fulfilling Cal-GETC Area 4	BCT OR GECC OR GECC	HIST 2202	Western Civilization to 1600	3	Area 4
		HIST 2204	Western Civilization from 1600	3	Area 4
		HIST 2270	California History	3	Area 4
		ECON 2210	Principles of Economics-Macro	3	Area 4
		ECON 2120	Principles of Economics- Micro	3	Area 4
		SOC 2110	Introduction to Race and Ethnicity	3	Area 4
		SOC 2120	American Social Problems	3	Area 4
Total Units for the Major:	18	Total Units for the Major:		18-19	
		Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>			9
		General Education (Cal-GETC) Units			34
		Elective Units			16-17
		Total Degree Units (maximum)			60

one course can be taken that is not articulated as either major preparation or general education.

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website:

<https://www.assist.org/>

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the form at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *Cal-GETC Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Spanish for Transfer Degree					
College Name:					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (16 units) Select 1 of 2 options					
Option 1:					
Elementary Spanish I (4)	SPAN 100				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Elementary Spanish II (4)	SPAN 110				
Intermediate Spanish I (4) OR Spanish for Heritage Speakers I (4)	SPAN 200 OR SPAN 220				
Intermediate Spanish II (4) OR Spanish for Heritage Speakers II (4)	SPAN 210 OR SPAN 230				
Option 2:					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
<p>Substitution Courses: If a student places out of any core course(s) and is not awarded units for that course, the student will need to take additional units to compensate for the course/units required to reach at least 18 total units in the major (Title 5 regulations). Course substitutions are made at the discretion of the local college and may or may not be delineated in the local degree. Suggested substitutions include courses in List A. Additional suggested course substitutions are contained in the finalized Transfer Model Curriculum (TMC).</p>	BCT				
LIST A: Select one (3-4 units)					
Spanish Composition (3)	GECC <i>Cal GETC: 3B</i>				
Elementary or Intermediate Conversational Spanish (3)	GECC <i>Cal GETC: 3B</i>				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Introduction to Spanish/Hispanic/Latin American Literature (3)	GECC <i>CalGETC: 3B, 4</i>				
Latin American/Spanish History (3)	GECC <i>CalGETC: 3B, 4</i>				
Hispanic/Latino Culture and Civilization (3)	GECC <i>CalGETC: 3B, 4</i>				
An Elementary or Intermediate level course in another language (i.e., French, Italian, Latin, or Portuguese) ONLY in cases where courses beyond Intermediate Spanish Intermediate are not offered. (4)	GECC <i>CalGETC: 3B</i>				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Any course articulated as lower division preparation in the Spanish major at a CSU. (3)	AAM				
Total Units for the Major:	19-20	Total Units for the Major:			
		Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>			
		General Education (Cal-GETC) Units			34
		Elective Units			
		Total Degree Units (maximum)			60

ⁱ* **REQUIRED CORE:** Local departmental placement evaluation determines the course level where the individual students begin the core courses. Credit or placement equivalent to two years of college level Spanish are required. If a student places out of any core course(s) and is not awarded units for that course, the student will need to take additional units to compensate for the course/units required to reach at least 18 total units in the major (Title 5 regulations). Course substitutions are made at the discretion of the local college and may or may not be delineated in the local degree. Suggested substitutions include courses in List A. Additional suggested course substitutions are contained in the finalized Transfer Model Curriculum (TMC) found at: <http://c-id.net/degreereview.html>

ADT Submission Form for Studio Arts CCC Major or Area

of Emphasis: Studio Arts

TOP Code: 100200

CSU Major(s): Art; Studio Arts

Total Units: 24 (all units are minimum semester units)

(21 effective units with ARTH courses double-counted for 3 units in Cal-GETC 3A)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website:

<https://www.assist.org/>

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the form at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Studio Arts for Transfer Degree College Name: Taft College					
TRANSFER MODEL CURRICULUM (TMC)			COLLEGE PROGRAM REQUIREMENTS		
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (12 units)					
Survey of Western Art from Renaissance to Contemporary (3)	ARTH 120	ARTH 1520	Renaissance to Contemporary Art History	3	Area 3A

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descripto	Course ID	Course Title	Units	Cal-GETC
2-D Foundations (3)	ARTS 100	ART 1600	Two-Dimensional Design	3	
3-D Foundations (3)	ARTS 101	ART 1610	Three-Dimensional Design	3	
Fundamentals of Drawing (3)	ARTS 110	ART 1620	Drawing and Composition	3	
LIST A: Select one (3 units minimum)					
Survey of Western Art from Prehistory through the Middle Ages (3)	ARTH 110	ARTH 1510	Prehistoric to Renaissance Art History	3	Area 3A

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descripto	Course ID	Course Title	Units	Cal-GETC
Survey of Asian Art (3)	ARTH 130	ARTH 2030	Survey of Asian Art	3	Area 3A
Art of Africa, Oceania, and Indigenous North America (3)	ARTH 140	ARTH 2040	Survey of African, Oceanic, and Indigenous North American Art	3	Area 3A
Any other Art History survey articulated for lower division major preparation (Art Appreciation courses do not count towards this requirement)	AAM				
LIST B: Select three (9 units) Curricular Areas					
Drawing Figure Drawing (3) OR Intermediate Drawing (3)	ARTS 200 OR ARTS 205	ART 1631	Figure Drawing	3	

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Painting Introduction to Painting (3)	ARTS 210	ART 1640	Painting	3	
Printmaking Introduction to Printmaking (3)	ARTS 220 OR AAM	ART 2010	Introduction to Printmaking	3	
Ceramics Introduction to Ceramics (3)	ARTS 230 OR AAM				
Sculpture Sculpture (3)	ARTS 240 OR AAM				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descripto	Course ID	Course Title	Units	Cal-GETC
Digital Art Introduction to Digital Arts (3)	ARTS 250	ART 1800	Introduction to Digital Art	3	
Photography Introduction to Photography (3)	ARTS 260 OR AAM				
Color Color Theory (3)	ARTS 270	ART 1625	Color Theory		
Applied Design Introduction to Crafts (3) OR Introduction to Jewelry and Metalsmithing (3) OR Introduction to Fiber Arts (3)	ARTS 280 or AAM ARTS 281 or AAM ARTS 282 or AAM				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descripto	Course ID	Course Title	Units	Cal-GETC
Other Media: Courses articulated as lower division major preparation for the Studio Arts major in curricular areas not represented above.	AAM	ART 1811	Graphic Design	3	
		ART 1820	Computer Imaging: Adobe Photoshop	3	
Second Semester: Courses articulated as lower division major preparation for the Studio Arts major in curricular areas not represented above. Any other local Studio Arts course within these curricular areas may be used that is CSU transferable and articulated as lower division major preparation for the Studio Arts major.	AAM				
		AAM			
Total Units for the Major:	24	Total Units for the Major:		24	
		Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>			3
		General Education (CAL-GETC) Units			34
		Elective Units			5
		Total Degree Units (maximum)			60

Local Degree Development notes: Local degrees may not mandate that a student take any course that is not either articulated as general education or articulated as lower division major preparation for the Studio Arts major at a CSU. Additionally, not every local campus will offer all courses or course categories listed on the TMC

To: Dr. Vicki Jacobi, Curriculum Co-Chair
From: Mike Mayfield
Division: Math & Science
Date: 2/21/2025
MATH 1570 Calculus Readiness
MATH 1530 Plane Trigonometry
Re:

Type of Curriculum Change:

- New Course* Substantial Course Change*
 Nonsubstantial Course Change* Course Inactivation

For Course Changes, why is this course being updated?

- For C-ID
 As part of the 5 year review cycle
 Other (please explain):_Revisions are in response to CCC Chancellor Memo dated 12-10-24.

For New Courses, please enter a justification for the request:

Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

Liberal Arts Area of Emphasis Math and Science: Associate in Arts
Liberal Arts Area of Emphasis Natural Science: Life Science: Associate in Arts
Liberal Arts Area of Emphasis Natural Science: Physical Science: Associate in Arts

Addition to Taft College General Education:

Natural Science

Social & Behavioral Science

English Composition

Humanities

Mathematical Concepts and Quantitative Reasoning

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:



Reviewed by: N. Cahoon
Reviewed by: M. Martinez
Reviewed by: Joy Reynolds
Date reviewed: ~~Fall 2024~~
C&GE Approved: ~~Fall 2024~~
Semester Approved: ~~Fall 2025~~
Text Updated: ~~Fall 2024~~

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Mathematics (MATH) 1530 Plane Trigonometry (4 units) CSU
[formerly Mathematics 31]

Prerequisite: Knowledge and skills equivalent to the successful completion of an intermediate algebra course

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Corequisite: Students taking this course with a high school GPA of 2.6 or below or who have had three or more years pass since their last math class are required to take the corresponding co-requisite course for this class when registering. The required course co-requisite course is Math 1530CS.

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Eligibility: Per AB 1705 CCCCO directives, students eligible to take this class are those who successfully completed or demonstrated through Credit for Prior Learning (CPL): Algebra 2, Intermediate Algebra, Integrated Math 3, or the equivalent.

Prerequisite: Successful completion of Mathematics 1060 or the equivalent

Prerequisite knowledge/skills: Before entering the course the student should be able to

1. identify numbers as belonging to specified sets, and graph discrete and continuous sets of real numbers,
2. perform the basic arithmetic operations with positive and negative real numbers, plus raising to powers,
3. know and apply the rules of exponents and the order of operations in algebraic calculations,
4. know and apply the properties of addition and multiplication for real numbers and identify their use in practice,
5. solve linear equations and inequalities in one variable, and analyze and solve applications leading to such equations or inequalities,
6. solve and graph the solutions of compound inequalities or absolute value inequalities in one variable,
7. perform addition, subtraction, multiplication and division of polynomials,
8. factor simple polynomials, with special emphasis on trinomials quadratic in form, and solve related polynomial equations,
9. add, subtract, multiply and divide rational algebraic expressions, and reduce to lowest terms,
10. solve equations involving rational algebraic expressions, and analyze and solve word problems leading to such equations,
11. simplify radical expressions involving numbers and/or variables,
12. use fractional exponents,
13. perform addition, subtraction, multiplication and division of expression involving radicals and complex numbers and simplify the results, including rationalization of denominators,
14. solve equations that involve radicals,
15. solve quadratic equations in one variable, and equations quadratic in form, by factoring, completing the square, and the quadratic formula,



16. analyze and solve application problems requiring the use of quadratic equations,
17. solve and graph quadratic inequalities in one variable,
18. graph points in the rectangular coordinate system, and straight lines from ordered pairs obtained from its equation,
19. determine the slope of the line between any specified pair of points,
20. know the slope forms of the equation of a straight line, and be able to determine the equation of a particular straight line from specified input information,
21. solve and graph linear inequalities in two variables,
22. solve linear systems of equations in two or three variables algebraically, and solve those in two dimensions graphically,
23. analyze and solve application problems requiring the use of linear systems of equations in two or three variables,
24. evaluate determinants and use them to solve linear systems of equations,
25. determine whether or not a specified relation is a function,
26. for a function, compute the value of the function given the value of the independent variable, and be able to construct the inverse of simple functions in numeric or algebraic terms,
27. identify the quadratic equation representing a specific conic section, and be able to draw the graph of a conic section by analyzing its equation, or to write the equation of a specified conic section,
28. solve nonlinear systems of equation involving the intersection of two conic sections or a conic section and a straight line,
29. compute and graph specified exponential and logarithmic functions,
30. know the properties of logarithms (product, quotient, power and change of base rules) and be able to use them in practical numerical computations using a table of common logarithms or a calculator, and
31. solve simple exponential and logarithmic equations.

Total Hours: 64 hours lecture, 128 Outside-of-class Hours (192 Total Student Learning Hours).

Catalog Description: This course includes 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, polar coordinates, and introduction to vectors. C-ID: MATH 851

Type of Class/Course: Degree Credit

Text: Lial, Margaret, et al. *Trigonometry*. 12th ed. Pearson, 2020.

Additional Instructional Materials: Basic scientific calculator with trig, log, and exponential functions

Course Objectives:

By the end of the course, a successful student will be able to:

1. Identify special triangles and their related angle and side measures;
2. Evaluate the trigonometric function of an angle in degree and radian measure;
3. Manipulate and simplify a trigonometric expression;
4. Solve trigonometric equations, triangles, and applications;
5. Graph the basic trigonometric functions and apply changes in period, phase and amplitude to generate new graphs;



6. Evaluate and graph inverse trigonometric functions;
7. Prove trigonometric identities;
8. Convert between polar and rectangular coordinates and equations;
9. Graph polar equations;
10. Calculate powers and roots of complex numbers using DeMoivre's Theorem; and
11. Represent a vector (a quantity with magnitude and direction) in the form $\langle a, b \rangle$ and $ai + bj$.

Student Learning Outcomes

SLO 1- Apply the unit circle and angle approaches to trigonometry using radian and degree measurements.

SLO 2- Use computation, analysis and syntheses to solve trigonometry problems including trigonometric equations and their use in triangle applications.

SLO 3- Demonstrate understanding of inverse trigonometric functions and use computations, analysis, and synthesis to solve problems requiring their applications.

General Education Local SLO

1. Students will apply quantitative information to draw reasonable conclusions to real world situations and possess numerical literacy.

Course Scope and Content:

- Unit I Introduction to Trigonometry
 - A. Angle Measure and Special Triangles
 - B. Properties of Triangles; Similar Triangles
 - C. Trigonometry: A View from the Coordinate Plane
 - D. Fundamental Identities and Families of Identities

- Unit II Right Triangles & Static Trigonometry
 - A. A Right Triangle View of Trigonometry
 - B. Solving Right Triangles
 - C. Applications of Static Trigonometry
 - D. Extending Beyond Acute Angles

- Unit III Radian Measure & Dynamic Trigonometry
 - A. Angle Measure in Radians
 - B. Arc Lengths, Velocities, and the Area of a Circular Sector
 - C. The Unit Circle

- Unit IV Trigonometric Graphs and Models
 - A. Graphs of Sine and Cosine Functions
 - B. Graphs of Cosecant, Secant, Tangent and Cotangent Functions
 - C. Transformations of Trigonometric Graphs



D. Trigonometric Applications and Models

Unit V Trigonometric Identities

- A. More on Verifying Identities
- B. The Sum and Difference Identities
- C. The Double Angle and Half Angle Identities
- D. The Product-to-Sum and Sum-to-Product Identities

Unit VI Inverse Functions and Trigonometric Equations

- A. One-to-One and Inverse Functions
- B. Inverse Trigonometric Functions and their Applications
- C. Solving Basic Trigonometric Equations
- D. General Trigonometric Equations and Applications

Unit VII Applications of Trigonometry

- A. Oblique Triangles and the Law of Sines
- B. The Law of Cosines; the Area of a Triangle
- C. Vectors and Vector Diagrams
- D. Vectors Applications and the Dot Product

Unit VIII Trigonometric Connections to Algebra

- A. Complex Numbers
- B. Complex Numbers in Trigonometric Form
- C. Demoivre's Theorem and the nth Roots Theorem

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 8 hours per week outside regular class time doing the following:

1. Studying
2. Skill practice
3. Completing required reading
4. Problem solving activity or exercise

Methods of Instruction:

1. Lecture-demonstrations and sample problems by instructor
2. Class discussions



3. Audiovisual presentations

Methods of Evaluations:

1. Computational or non-computational problem-solving demonstrations, including:
 - a. exams
 - b. homework problems
 - c. quizzes
 - d. projects

Supplemental Data:

TOP Code:	170100: Mathematics, General
SAM Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSB4: CSU Area B4 LCAT: Local GE Mathematical Concepts and Quantitative Reasoning



Discipline	Mathematics
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Prepared by: ~~M. Martinez, N. Cahoon~~

Reviewed by: S. Getty

Reviewed by: J. Reynolds

Reviewed by: D. Mitchell

Date Prepared: ~~September 6, 2024~~

C&GE Approval Date: ~~November 15, 2024~~

Board Approval Date: ~~December 18, 2024~~

Semester Effective: ~~Fall 2025~~

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Mathematics (MATH) 1570 Calculus Readiness (4 Unit) CSU

Prerequisite: Knowledge and skills equivalent to the successful completion of an intermediate algebra course

Corequisite: Students taking this course with a high school GPA of 2.6 or below or who have had three or more years pass since their last math class are required to take the corresponding co-requisite course for this class when registering. The required co-requisite course is Math 1570S.

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Eligibility: Per AB 1705 CCCCO directives, students eligible to take this class are those who successfully completed or demonstrated through Credit for Prior Learning (CPL): Algebra 2, Intermediate Algebra, Integrated Math 3, or the equivalent.

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Prerequisite knowledge/skills: Before entering the course, the student should be able to:

1. identify numbers as belonging to specified sets, and graph discrete and continuous sets of real numbers,
2. perform the basic arithmetic operations with positive and negative real numbers,
3. know and apply the rules of exponents and the order of operations in algebraic calculations,
4. know and apply the properties of addition and multiplication for real numbers and identify their use in practice,
5. solve linear equations and inequalities in one variable,
6. solve and graph the solutions of compound inequalities or absolute value inequalities in one variable, and perform addition, subtraction, multiplication and division of polynomials,
7. factor simple polynomials, with special emphasis on quadratic trinomials and solve related polynomial equations,
8. add, subtract, multiply and divide rational algebraic expressions, and reduce to lowest terms,
9. solve equations involving rational algebraic expressions,
10. simplify radical expressions involving numbers and/or variables,
11. use fractional exponents,
12. perform addition, subtraction, multiplication and division of expression involving radicals and complex numbers and simplify the results,
13. solve equations that involve radicals,
14. solve quadratic equations in one variable by factoring, completing the square and the quadratic formula,
15. solve and graph quadratic inequalities in one variable,
16. graph points in the rectangular coordinate system, and straight lines from ordered pairs obtained from a linear equation,
17. determine the slope of the line between any specified pair of points,
18. know the slope formulas for the equation of a straight line, and be able to determine the equation of a particular straight line from specified input information,
19. solve and graph linear inequalities in two variables,
20. solve linear systems of equations in two or three variables algebraically, and solve those in two dimensions graphically,
21. analyze and solve application problems requiring the use of linear systems of equations in two or three



- variables,
- 22. evaluate determinants and use them to solve linear systems of equations,
- 23. determine whether or not a specified relation is a function, and
- 24. given a function, compute the value of the function given the value of the independent variable, and be able to construct the inverse of simple functions.

Advisory: Eligibility for English 1500 or 1501 strongly recommended

Total Hours: 64 hours lecture. 128 Outside of class hours. (192 Total Student learning hours)

Catalog Description: Preparation for calculus: polynomial, absolute value, radical, rational, exponential, logarithmic, and trigonometric functions, and their graphs; analytic geometry, polar coordinates

Type of Class/Course: Degree Credit

Text: Lial, Hornsby., et al. *Precalculus*. 7th ed. Pearson, 2021.

Or any college level text designed for science, technology, engineering and math majors, and supporting the learning objectives of this course.

Additional Instructional Materials: MyMathLab Access code. Graphing calculator

Upon successful completion of the course, students will be able to:

1. Graph functions and relations in rectangular coordinates and polar coordinates;
2. Synthesize results from the graphs and/or equations of functions and relations;
3. Apply transformations to the graphs of functions and relations;
4. Recognize the relationship between functions and their inverses graphically and algebraically;
5. Solve and apply equations including rational, linear, polynomial, exponential, absolute value, radical, and logarithmic, and solve linear, nonlinear, and absolute value inequalities;
6. Solve systems of equations and inequalities;
7. Apply functions to model real world applications;
8. Prove trigonometric identities;
9. Identify special triangles and their related angle and side measures;
10. Evaluate the trigonometric function of an angle given in degree and radian measure;
11. Manipulate and simplify a trigonometric expression;
12. Solve trigonometric equations, triangles, and applications;
13. Graph the basic trigonometric functions and apply changes in period, phase and amplitude to generate new graphs;
14. Evaluate and graph inverse trigonometric functions;
15. Calculate powers and roots of complex numbers using DeMoivre's Theorem and;
16. Represent a vector (a quantity with magnitude and direction) in the form $\langle a, b \rangle$ and $a\mathbf{i} + b\mathbf{j}$

Course Level Student Learning Outcomes

1. Apply the unit circle and angle approaches to trigonometry using radian and degree measure.
2. Solve exponential and logarithmic equations.

General Education Local Student Learning Outcomes



1. Students will apply quantitative information to draw reasonable conclusions to real world situations and possess numerical literacy.

Course Scope and Content:

Unit I Graphs and Functions; Inverse Functions

- A. Identify graphs of polynomial functions.
- B. Identify horizontal and vertical translations.
- C. Identify the effect of the magnitude and sign of leading coefficients on the graph of a polynomial.
- D. Construct and graph piecewise and composite functions.
- E. Identify local minimums and maximums.
- F. Identify when an inverse function will exist then find that inverse.
- G. Calculate a least squares regression line.
- H. Interpret the meaning of Spearman's Correlation Coefficient.

Unit II Rational and Polynomial Functions

- A. Identify graphs of polynomial functions of higher degree.
- B. Find real zeros of polynomial functions.
- C. Identify and perform appropriate algebraic tasks with complex numbers.
- D. Identify asymptotic behavior of rational functions.
- E. Develop and use quadratic models.

Unit III Exponential and Logarithmic Functions

- A. Identify graphs of exponential functions.
- B. Identify graphs of logarithmic functions.
- C. Properly employ the properties of logarithms in problem solving.
- D. Develop, through the use of technology, exponential and logarithmic models.

Unit IV Trigonometric and Inverse Trigonometric Functions

- A. Convert from radian to degrees.
- B. Convert from degrees to radians.
- C. Solve problems using unit circle and right triangle trigonometry
- D. Solve problems involving trigonometric and inverse trigonometric functions.
- E. Graph trigonometric and inverse trigonometric functions.
- F. Apply trigonometric models.

Unit V Trigonometric Identities and Equations

- A. Use fundamental trigonometric identities.
- B. Solve trigonometric equations.

Unit VI Systems of Linear Equations

- A. Solve systems of two equations with two unknown quantities algebraically.
- B. Solve systems of three equations with three unknown quantities algebraically.
- C. Solve multivariable systems of equations using matrices.
- D. Calculate the inverse of a square matrix.
- E. Solve application problems using matrices.

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 8 hours per week outside of the regular class time doing the



following:

1. Studying,
2. Answering questions,
3. Skill practice,
4. Completing required reading, and
5. Problem solving activity or exercise.

Methods of Instruction:

1. Lecture-demonstrations and sample problems solved by the instructor.

Methods of Evaluation:

1. Computational or non-computational problem-solving demonstrations, including:
 - a. exams,
 - b. homework problems, and
 - c. quizzes.

Supplemental Data:

TOP Code:	170100: Mathematics, General
SAM Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass



Taft College General Education:	LCAT: Local GE Mathematical Concepts and Quantitative Reasoning
Discipline	Mathematics

Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: Math 1570

Course Title: Calculus Readiness

Submitted by: Mariza Martinez

Date: 9/11/2024

Please electronically submit this form, along with the COR and C-ID if available, as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is being approved for online, offline, and hybrid delivery. If you feel one or more of those deliveries is not appropriate for this course, please select and explain below:

Course is appropriate for all three methods of delivery (no explanation needed).

Course is not appropriate for online delivery:

Course is not appropriate for offline delivery: The corequisite course for this class is

not approved for offline delivery.

Course is not appropriate for hybrid delivery:

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.
- Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
 - This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
 - This course will push the percentage of Distance Learning courses offered in the program over 50% and a Substantive Change has been submitted to ACCJC.
4. All course outcomes identified in the Course Outline of Record must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.
- Beyond maintaining regular and effective contact and adhering to accessibility requirements, this course does not present any unique challenges to meeting all course outcomes (no explanation needed).

Potential challenges to meeting course outcomes:

- Educational materials
- Labs
- Models
- Presentations
- Requirements to present in front of live audience
- Field trips
- Requirements to attend a live performance
- Other: Time spent in Math Lab/Learning Center

Explain how each identified challenge can be met in a distance learning environment:

Math Lab Attendance – Instructors will have the option to make this recommended and not required in the online format, or students could utilize the online tutoring provided in the learning center. While the Net Tutor contract is still applicable, students could use this also.

Videos—Publisher, instructor curated, and instructor created videos will have accurate captions verified before being posted for student use.

Graphing Calculator—The department purchased talking graphing calculators for students in need of this service.

5. In accordance with [Title 5](#) and [AP 5145](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#) and the requirements listed below. To ensure access to education for all students, I/We agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
 - b. Audio files are transcribed.
 - c. Objects (including images, tables, and charts) have alternative text.
 - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
 - e. Hyperlink text is meaningful.
 - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/We agree that this course will consistently promote regular effective instructor/student contact.

Regular Effective Contact Guidelines: DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor.

- b. the timeliness of response to student-initiated contact.
- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
- d. important dates, such as assignment and assessment deadlines.
- e. Instructor contact information which includes virtual or in-person office hours.
- f. The student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- | | | |
|---|--|---|
| a. Orientation materials | g. Face-to-face formal meetings | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS | h. Feedback for student work | n. Voicemail and telephone |
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |



DE Committee Comments:

Approved by DLEC on March 10, 2025

Date forwarded to the Curriculum Committee: 03/12/2025

Curriculum Committee Comments:

Course Approved or Disapproved

Reviewed by: A. Jarrahan
Reviewed by: W. Berry
Reviewed by: G. Golling
Text update: Spring 2020
Date revised: Spring 2020
C&GE approved: April 17, 2020
Board approved: May 13, 2020

Biology (BIOL) 2250 Human Anatomy (5 Units) CSU: UC
[formerly Anatomy 6]

Advisory: Eligibility for English 1500, Math 1500, and successful completion of BIOL 1500, BIOL 1510, or HLED 1541 strongly recommended.

Hours and Units Calculations:

48 hours lecture (96 Outside of class hours); 96 hours lab (240 Total Student Learning Hours) 5 Units

Catalog Description: This course examines the structural organization of the human body: gross and microscopic structure of the integumentary, skeletal, muscular, nervous, sensory, endocrine, cardiovascular, lymphatic, respiratory, digestive, excretory, and reproductive systems, from cellular to organ system levels of organization. This course is primarily intended for nursing, allied health, kinesiology, and other health related majors. C-ID: BIOL 110B

Type of Class/Course: Degree Credit

Text: Tortora, Gerard J. and Bryan H. Derrickson. *Principles of Anatomy and Physiology*. 14th ed. Hoboken: John Wiley & Sons, Inc., 2014.

Additional Support Materials

Tortora, Gerard J. *A Brief Atlas of the Skeleton and Surface anatomy*. 14th ed. Hoboken: John Wiley & Sons, Inc., 2014.

Course Objectives:

By the end of the course, a successful student will be able to

1. describe key structural features of different human cell and major tissue types,
2. identify and describe the anatomy of the systems of the human body,
3. relate structure and function at the cellular through system levels of organization of human body systems,
4. describe structural or anatomical changes that occur in disease, injury or aging of the human body systems.
5. demonstrate the construction of a correctly spelled list of 200 human surface anatomy features.

Course Scope and Content (Lecture):

- Unit I Introduction
- A. The field of anatomy in the biological sciences
 - B. Brief history of anatomy
 - C. Body overview
 - D. Directional and regional terms
 - E. Medical imaging techniques

- Unit II Cells and Tissues
- A. Cell Types
 - B. Tissue Types
- Unit III The Integumentary System
- A. Layers of the skin
 - B. Appendages of the skin
 - C. Functions of the integument
 - D. Skin properties and conditions
- Unit IV The Skeletal System
- A. Functions of the skeleton
 - B. Histology of bone
 - C. Bone development, growth, and repair
 - D. Joint classification
 - E. Bone fractures and disorders
- Unit V The Muscular System
- A. Histology of muscles
 - B. Muscle classification and mechanics
 - C. Dangers of anabolic steroids
 - D. Muscle disorders
- Unit VI The Nervous System
- A. Introduction
 - B. Nerve tissue
 - C. Central nervous system and anatomy of the developing brain
 - D. Peripheral nervous system
 - E. Autonomic nervous system
 - F. Special senses
 - G. Nervous system disorders
- Unit VII The Endocrine System
- A. Nervous vs. endocrine system communication
 - B. Endocrine vs. exocrine glands
 - C. Endocrine glands and hormones
 - D. Endocrine system disorders
- Unit VIII The Cardiovascular System
- A. Blood
 - B. The heart
 - C. Arterial and venous circulation
 - D. Comparison of adult and fetal circulation
 - E. Lymphatic system anatomy and circulation
 - F. Cardiovascular Disease
- Unit IX The Respiratory System
- A. The respiratory tract
 - B. The lungs
 - C. Respiratory Disorders

- Unit X The Digestive System
- A. The digestive tract
 - B. Digestive glands
 - C. Digestive system disorders
- Unit XI The Urinary System
- A. The kidney
 - B. The urinary tract
 - C. Urinary system disorders
- Unit XII The Reproductive System
- A. Introduction
 - B. Male reproductive system
 - C. Female reproductive system
 - D. Role of hormones in the reproductive system
 - E. Reproductive system disorders
- Unit XIII Basic Embryology
- A. Basic body plan
 - B. Embryonic period

Course Scope and Content (Laboratory):

- Unit I Cells and Tissues
- A. Introduction to microscope
 - B. Epithelium and connective tissue
- Unit II Integument System
- A. Skin model identification
 - B. Histology sections
- Unit III Skeletal System
- A. Bone and bone marking identification
 - B. Histology sections
- Unit IV Muscular System
- A. Muscle identification and muscle features
 - B. Histology sections
 - C. Muscle construction using clay models
- Unit V Cardiovascular/Circulatory Systems
- A. Heart structure identification
 - B. Dissections of heart
 - C. Blood vessel identification
 - D. Blood circulation construction using clay models
- Unit VI Nervous Systems
- A. Brain identification
 - B. Spinal cord identification
 - C. Peripheral nervous system identification
 - D. Dissection of brain
 - E. Dissections of eye

- F. Eye structure identification
- G. Ear structure identification
- H. Central nervous system construction using clay models

- Unit VII Endocrine System
- A. Endocrine gland identification
 - B. Neurohypophysis, adenohypophysis

- Unit VIII Respiratory System
- A. Organ identification
 - B. Conductive vs. respiratory division identification
 - C. Respiratory tree models
 - D. Lung models

- Unit IX Digestive System
- A. Organ identification
 - B. Digestive tract construction using clay models

- Unit X Urinary System
- A. Organ identification
 - B. Urinary system construction using clay models

- Unit XI Reproductive System
- A. Organ identification
 - B. Surface anatomy preparation

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying
2. Answering questions
3. Completing required reading
4. Written work

Methods of Instruction:

1. Assigned reading from text and selected references
2. Lectures and demonstrations given by instructor using models, charts, multimedia, and preserved specimens
3. Dissection of selected organs
4. Question sets on unit under study
5. Audiovisual presentations
6. Hands-on laboratory techniques and critical analysis of results
7. Construction of representative anatomical organ systems using clay models
8. IPAD photo albums
9. Practice lab exams available online and in classroom

Methods of Evaluation:

1. Writing assignments, including:
 - a. anatomy in Clay worksheets
 - b. take home assignments
2. Computational or non-computational problem-solving demonstrations, including:
 - a. unit exams
 - b. daily lecture and lab quizzes
3. Skill demonstrations, including:
 - a. dissection
 - b. construction of clay models
4. Other examinations, including:
 - a. multiple choice
 - b. completion
 - c. identification
 - 1) comprehensive written and verbal surface anatomy examination
 - 2) one on one demonstration of anatomical knowledge

Laboratory Category: Extensive Laboratory

Pre delivery criteria: All of the following criteria are met by this lab.

1. Curriculum development for each lab.
2. Published schedule of individual laboratory activities.
3. Published laboratory activity objectives.
4. Published methods of evaluation.
5. Supervision of equipment maintenance, laboratory setup, and acquisition of lab materials and supplies.

During laboratory activity of the laboratory: All of the following criteria are met by this lab.

1. Instructor is physically present in lab when students are performing lab activities.
2. Instructor is responsible for active facilitation of laboratory learning.
3. Instructor is responsible for active delivery of curriculum.
4. Instructor is required for safety and mentoring of lab activities.
5. Instructor is responsible for presentation of significant evaluation.

Post laboratory activity of the laboratory: All of the following criteria are met by this lab.

1. Instructor is responsible for personal evaluation of significant student outcomes (lab exercises, exams, practicals, notebooks, portfolios, etc.) that become a component of the student grade that cover the majority of lab exercises performed during the course.
2. Instructor is responsible for supervision of laboratory clean-up of equipment and materials.

Supplemental Data:

T.O.P. Code:	041000 (Anatomy and Physiology)
Sam Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable

Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Course is not a part of a cooperative education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	Yes
Discipline:	Biology, Nursing

Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: Biol 2250

Course Title: Human Anatomy

Submitted by: Kyle Webster

Date: 2/19/2025

Please electronically submit this form, along with the COR and C-ID if available, as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?
 - Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.
 - No
 - Other (please explain):

2. This course is being approved for online, offline, and hybrid delivery. If you feel one or more of those deliveries is not appropriate for this course, please select and explain below:
 - Course is appropriate for all three methods of delivery (no explanation needed).
 - Course is not appropriate for online delivery:

Appropriate for hybrid delivery with half laboratory time to be completed online by students
 - Course is not appropriate for offline delivery:

Course is not appropriate for hybrid delivery:

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

This course will push the percentage of Distance Learning courses offered in the program over 50% and a Substantive Change has been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

Beyond maintaining regular and effective contact and adhering to accessibility requirements, this course does not present any unique challenges to meeting all course outcomes (no explanation needed).

Potential challenges to meeting course outcomes:

- Educational materials
- Labs
- Models
- Presentations
- Requirements to present in front of live audience
- Field trips
- Requirements to attend a live performance
- Other: laboratory

Explain how each identified challenge can be met in a distance learning environment: In lieu of class models, students will use VB suite to meet laboratory learning objectives during online component of the course. Accessibility features can be found:

<https://support.visiblebody.com/hc/en-us/articles/4406924129691-Accessibility-in-VB-Suite>

5. In accordance with [Title 5](#) and [AP 5145](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#) and the requirements listed below. To ensure access to education for all students, I/We agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
 - b. Audio files are transcribed.
 - c. Objects (including images, tables, and charts) have alternative text.
 - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
 - e. Hyperlink text is meaningful.
 - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/We agree that this course will consistently promote regular effective instructor/student contact.

Regular Effective Contact Guidelines: DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor.

- b. the timeliness of response to student-initiated contact.
- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
- d. important dates, such as assignment and assessment deadlines.
- e. Instructor contact information which includes virtual or in-person office hours.
- f. The student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- | | | |
|---|--|---|
| a. Orientation materials | g. Face-to-face formal meetings | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS | h. Feedback for student work | n. Voicemail and telephone |
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |

DE Committee Comments:

Department representative requested modification included during the meeting: checking off “Course is not appropriate for offline delivery” and course was appropriate for hybrid delivery with half laboratory time to be completed online by students. Checking off “other” in section four of the form. Clarification that in lieu of class models, students will use VB suite to meet laboratory learning objectives during online component of the course.

Approved by DLEC on March 10, 2025

Date forwarded to the Curriculum Committee: 03/12/2025

Curriculum Committee Comments:

Course Approved or Disapproved

Prepared by: A. Clark
Reviewed by: K. Bandy
Reviewed by: M. Rossi
Date Prepared: Fall 2023
Textbook Update: Spring 2025
C & GE approved: January 5, 2024
Board approved:

Physical Education (PHED) 1602 Beginning Yoga (1 Unit) CSU

Hours and Unit Calculations:

48 lab hours (48 total Student Learning Hours) 1 unit

Prerequisite: None

Catalog Description: This course will introduce students to the fundamentals of yoga. Students will practice various poses (asanas) to develop balance, flexibility, and strength. Students will explore controlled breathing techniques to increase focus and concentration. Yoga will enable students to challenge both their body and mind.

Type of Class/Course: Degree Applicable

Suggested text:

Miller, Noah. *Yoga for Beginners: 100 Yoga Poses to Calm the Mind, Relieve Stress, Strengthen the Body and Increase Flexibility*. 1st ed. CreateSpace Independent Publishing, 2018.

Shaw, Beth Beth Shaw's *Yogafit*, 3rd ed., Human Kinetics, 2016.

Course Objectives:

By the end of the course, a successful student will be able to:

1. Analyze the five principles of yoga.
2. Demonstrate various postures (asanas).
3. Contrast various postures(asanas).
4. Differentiate the following terms: flexion, extension, hyperextension, abduction, adduction, rotation, and circumduction.
5. Improve sensory, integrative, and motor functioning of the nervous system.
6. Develop balance, flexibility, coordination, and strength.
7. Differentiate between the upper and lower body muscles and muscle groups.
8. Improve circulation and oxygen flow throughout the body.
9. Demonstrate control over breathing (pranayama) increasing focus and concentration.
10. Develop a positive mental state

Course Scope and Content: Laboratory

Unit I Introduction to Yoga

- A. Guidelines for practicing yoga
- B. Applicable modifications of yoga poses based on individual needs
- C. Difference between static stretching and dynamic stretching
- D. Relaxation techniques for all aspects of life

E. Breath-awareness and its benefit in yoga

Unit II Principles of Yoga

- A. Proper Relaxation
- B. Proper Exercise
- C. Proper Breathing
- D. Proper Diet
- E. Positive Thinking & Meditation

Unit III Muscular Development and Strength

- A. Standing poses - development of lower body strength
- B. Floor poses - development of upper body strength

Unit IV Flexibility

- A. Primary muscles
- B. Flexibility and strength building

Unit V Asanas (poses)

- A. Warm-up
- B. Standing
- C. Seated
- D. Twisting
- E. Supine & Prone
- F. Backbends
- G. Inverted & Balancing
- H. Finishing
- I. Salutations

Methods of Instruction

- 1. Activity and practice of yoga techniques
- 2. Critique, Instructor and self-observation
- 3. Group Discussion
- 4. Individualized Instruction
- 5. Lecture
- 6. Mediated Learning, instructional verbal cues
- 7. Observation and Demonstration

Methods of Evaluation

- 1. Class Participation and performance
- 2. In Class Assessments through observation
- 3. Projects
- 4. Quizzes
- 5. Assignments

Supplemental Data:

T.O.P. Code:	0835.00- Physical Education
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Sam Priority Code:	E- Non- Occupational
Funding Agency:	Y- Not Applicable (funds not used)
Distance Learning:	Not Applicable <u>Y: Online; Offline</u>
Program Status:	Program Applicable
Noncredit Category:	Y- Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Is not a part of a cooperative work experience education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	Yes
Discipline:	Physical Education or Kinesiology or Health Education

Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: PHED 1602

Course Title: Beginning Yoga

Submitted by: Kanoe Bandy

Date of First Submission: February 3, 2025

Date of Resubmission: February 27, 2025

Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?

- Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.
- No – It is a new course
- Other (please explain):

2. This course is appropriate for (select all that apply):

- Online
- Hybrid (class meetings will be held partially in person and partially online)
- Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

This course will push the percentage of Distance Learning courses offered in the program over 50%

A Substantive Change has been submitted to ACCJC.

A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

*** If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

Educational materials

Field trips

Labs

Models

Presentations

Requirements to attend a live performance

Requirements to present in front of live audience

Other:

After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
 - b. Audio files are transcribed.
 - c. Objects (including images, tables, and charts) have alternative text.
 - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
 - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
 - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

Regular Effective Contact Guidelines: DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor,
 - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- | | | |
|---|--|---|
| a. Orientation materials | g. Face-to-face formal meetings | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS | h. Feedback for student work | n. Voicemail and telephone |
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |



Distance Learning and Education Committee Comments:

Approved by DLEC on March 10, 2025 (J.L)

Date forwarded to the Curriculum Committee: 03/12/2025

Curriculum Committee Comments:

Course Approved or Disapproved

Prepared by: A. Clark
Reviewed by: K. Bandy
Reviewed by: M. Rossi
Date Prepared: Fall 2023
Textbook update: Spring 2025
C & GE approved: January 5, 2024
Board approved:

Physical Education (PHED) 1612 Intermediate Yoga (1 Unit) transferability CSU/UC

Prerequisite: Successful completion of PHED 1602 with a grade of 'C' or better

Prerequisite knowledge and skills: Before entering the course, the student should be able to:

1. Analyze the five principles of yoga.
2. Demonstrate various postures (asanas).
3. Contrast various postures(asanas).
4. Differentiate the following terms: flexion, extension, hyperextension, abduction, adduction, rotation, and circumduction.
5. Improve sensory, integrative, and motor functioning of the nervous system.
6. Develop balance, flexibility, coordination, and strength.
7. Differentiate between the upper and lower body muscles and muscle groups.
8. Improve circulation and oxygen flow throughout the body.
9. Demonstrate control over breathing (pranayama) increasing focus and concentration.
10. Develop a positive mental state

Hours and Unit Calculations:

48 lab hours (48 total Student Learning Hours) 1 unit

Catalog Description: This course continues to teach students the fundamentals of yoga at the intermediate level. Students will practice various poses (asanas) to increase balance, flexibility, and strength. Students will explore controlled breathing techniques to increase focus and concentration. Yoga will enable students to challenge both their body and mind.

Type of Class/Course: Degree Applicable

Suggested text:

Miller, Noah. *Yoga for Beginners: 100 Yoga Poses to Calm the Mind, Relieve Stress, Strengthen the Body and Increase Flexibility*. 1st ed. CreateSpace Independent Publishing, 2018.

Shaw, Beth Beth Shaw's Yogafit, 3rd ed., Human Kinetics, 2016.

Course Objectives:

By the end of the course, a successful student will be able to:

1. Analyze the five principles of yoga.
2. Demonstrate various intermediate postures (asanas).
3. Contrast various intermediate postures(asanas).
4. Differentiate the following terms: flexion, extension, hyperextension, abduction, adduction, rotation, and circumduction.
5. Improve sensory, integrative, and motor functioning of the nervous system.

6. Increase balance, flexibility, coordination, and strength.
7. Differentiate between the upper and lower body muscles and muscle groups.
8. Improve circulation and oxygen flow throughout the body.
9. Demonstrate control over breathing (pranayama) increasing focus and concentration.
10. Develop a positive mental state

Course Scope and Content: Laboratory

Unit I Introduction to intermediate yoga

- A. Guidelines for practicing yoga
- B. Applicable modifications of yoga poses based on individual needs
- C. Introduction to more advanced stretches
- D. Relaxation techniques for all aspects of life
- E. Breath-awareness and its benefit in yoga

Unit II Review 5 Principles of Yoga

- A. Proper Relaxation
- B. Proper Exercise
- C. Proper Breathing
- D. Proper Diet
- E. Positive Thinking & Meditation

Unit III Muscular Development and Strength

- A. Standing poses – Increase lower body strength
- B. Floor poses – Increase upper body strength

Unit IV Intermediate Flexibility

- A. primary muscles
- B. Flexibility and strength building

Unit V Intermediate Asanas (poses)

- A. Warm-up
- B. Standing
- C. Seated
- D. Twisting
- E. Supine & Prone
- F. Backbends
- G. Inverted & Balancing
- H. Finishing
- I. Salutations

Methods of Instruction

1. Activity and practice of yoga techniques

2. Critique, Instructor and self-observation
3. Group Discussion
4. Individualized Instruction
5. Lecture
6. Mediated Learning, instructional verbal cues
7. Observation and Demonstration

Methods of Evaluation

1. Class Participation
2. Class Work
3. Projects
4. Quizzes
5. Assignments

Supplemental Data:

T.O.P. Code:	0835.00- Physical Education
Sam Priority Code:	E- Non- Occupational
Funding Agency:	Y- Not Applicable (funds not used)
Distance Learning:	Not Applicable <u>Y: Online; Offline</u>
Program Status:	Program Applicable
Noncredit Category:	Y- Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Is not a part of a cooperative work experience education program
Eligible for Credit by Exam:	No

Eligible for Pass/No Pass:	Yes
Discipline:	Physical Education or Kinesiology or Health Education

Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: PHED 1612

Course Title: Intermediate Yoga

Submitted by: Kanoe Bandy

Date of First Submission: February 3, 2025

Date of Resubmission: February 27, 2025

Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?

- Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.
- No – It is a new course
- Other (please explain):

2. This course is appropriate for (select all that apply):

- Online
- Hybrid (class meetings will be held partially in person and partially online)
- Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

This course will push the percentage of Distance Learning courses offered in the program over 50%

A Substantive Change has been submitted to ACCJC.

A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

*** If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

Educational materials

Field trips

Labs

Models

Presentations

Requirements to attend a live performance

Requirements to present in front of live audience

Other:

After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
 - b. Audio files are transcribed.
 - c. Objects (including images, tables, and charts) have alternative text.
 - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
 - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
 - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

Regular Effective Contact Guidelines: DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor,
 - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- | | | |
|---|--|---|
| a. Orientation materials | g. Face-to-face formal meetings | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS | h. Feedback for student work | n. Voicemail and telephone |
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |



Distance Learning and Education Committee Comments:

Approved by DLEC on March 10, 2025 (J.L)

Date forwarded to the Curriculum Committee: 03/12/2025

Curriculum Committee Comments:

Course Approved or Disapproved

Distance Learning and Education Committee review date: _____ if requesting DLE.

Addition to Taft College General Education:

- Natural Science Social & Behavioral Science English Composition
- Humanities Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

[Click here to enter text.](#)

Created by: V. Jacobi
T. Furman
Date Created: Spring 2016
Semester effective: Spring 2019

Welding (WELD) 1513 Work Experience in Welding (1-4 units per semester-limit 8 units) CSU

Prerequisite: Student must have declared Welding as major and be in good academic standing

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended

Note: Units of Work Experience cannot be included as part of a student's study load for Veterans Educational benefits.

Total Hours: 60 hours of unpaid work OR 75 hours of paid work equals one unit of credit;
maximum 220-300 hours

Catalog Description: Application and Orientation required prior to enrolling in course. Please contact Cooperative Work Experience Coordinator. This work experience course of supervised employment is designed to assist students in work related to Welding. Credit may be accrued at the rate of 1 to 4 units per semester for a maximum of 8 units. Students must work 75 paid hours or 60 non-paid hours per unit earned. This course is offered on a pass/no pass basis.

Type of Class/Course: Degree Credit

At the conclusion of the course, the student will be able to

1. Demonstrate desirable work habits, attitudes, and vocational skills specific to Welding
2. Achieve satisfactory progress towards their individual learning objectives
3. Obtain a heightened sense of career awareness within the industry

Course Scope and Content:

1. Complete a Cooperative Work Experience Education (CWEE) Student Form
2. Participate in a CWEE Orientation
3. Register for a Work Experience class via Cougar Tracks (SSB)
4. Create in collaboration with TC CWEE Coordinator/Faculty and employer, on-the-job learning objectives outlined in Learning Objective Contract (at least one objective per unit enrolled)
5. Maintain an accurate timesheet, to be verified by employer/supervisor, and kept by CWEE Coordinator/Faculty
6. Meet, in-person, with CWEE Coordinator/Faculty at least once during term to discuss progress towards on-the-job learning objectives.
7. Complete a mid-term and end-of-term self-evaluation and evaluation of employer/jobsite

Methods of Evaluation:

Evaluation is the responsibility of CWEE Coordinator/Faculty. Assistance in determining the correct evaluation is provided by recommendations from supervisor as well as by student self-



evaluations. End of term evaluation should be based upon a predetermined learning plan, or a set of objectives, which everyone clearly understands and approves

1. Completion of all forms and appropriateness of meeting assigned appointments and deadlines
2. Completion of learning objectives
3. Job-related appropriateness/responsibility
4. Grade assigned and units granted on total hours worked during semester

Supplemental Data:

TOP Code:	095650 Welding Technology
SAM Priority Code:	C: Clearly Occupational
Funding Agency:	Y: Not Applicable
Program Status:	2: Stand alone
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	Y: Course is a part of a cooperative education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	No

Distance Learning and Education Committee review date: _____ if requesting DLE.

Addition to Taft College General Education:

- Natural Science Social & Behavioral Science English Composition
- Humanities Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

[Click here to enter text.](#)

Prepared by: C. Keifer
Reviewed by: K. Ward
Reviewed by: E. Hershkowitz
Text Update: Spring 2022
Date Prepared: Spring 2025
C & GE Approved:
Board approved:
Semester effective:

Dental Hygiene (DNHL) 3015 Multicultural Awareness within Healthcare (3 Units) CSU

Prerequisite: Admission to the Dental Hygiene completion program

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: Examines the principles of community health, socioeconomic status and personal bias. Focuses on health communication and multicultural topics unique to the dental and medical fields. Builds on knowledge of ethics, basic and dental sciences, and clinical dental hygiene practice. Topics include intercultural communication; health literacy; cultural literacy; interpersonal, small group, electronic, and nonverbal communication; listening; persuasion, caring for limited English proficient people; and working with interpreters.

Type of Class/Course: Degree Credit

Example Textbooks:

Wright, Kevin B., et al. *Health Communication in the 21st Century*, Wiley Blackwell, 2nd ed., 2012.
Pagano, Michael. *Interactive Case Studies in Health Communication*. Jones & Bartlett Learning, 2009.
[Srivastave, Rani Hajela. *The Health Care Professional's Guide to Cultural Competence*, Elsevier, 2nd Edition. 2023](#)

Additional Required Materials: N/A

Student Learning Outcomes:

1. Analyze communication, health resources related cultural issues, diverse populations, and health literacy levels, to address disparities in the delivery of oral health care.
2. Students will integrate personal and professional ethics with legal aspects governing the research and practice of the dental hygiene profession.

Course Objectives:

By the end of the course, a successful student will be able to:

1. Understand the importance and value of communication competence in healthcare.
2. Apply cultural theories in interpersonal and group relationships.
3. Identify and create health education resources for low literate people.
4. Cite the factors of non-verbal communication when working with English Limited Proficiency patients and using interpreters.

5. Analyze the importance of listening skills in the healthcare environment using evidence based literature.
6. Apply knowledge of major areas to interpersonal communication studies in a healthcare setting for diverse populations.
7. Develop patient appropriate materials to explain the concepts of patient privacy, patient rights, and finding reliable information about health topics.

Course Scope and Content:

- Unit I Introduction to the course and the Health Communication field
- A. Communication axioms
 - B. Advantages of competent communication in healthcare
 - C. Patient-centered care
 - D. Therapeutic communication
- Unit II Intercultural communication
- A. Characteristics of culture
 - B. Cultural self-awareness
 - C. Cultural principles from the Communication field
 - D. Cultural principles from the Nursing field
 - E. Intercultural communication principles in practice
 - F. Highlights of health beliefs and practices in specific cultures
 - G. Disparities in healthcare
- Unit III Health literacy
- A. Fundamentals of literacy, health literacy and oral health literacy
 - B. Numeracy
 - C. Plain language
 - D. Readability of patient education materials
 - E. Translation and interpretation in healthcare
 - F. Working with interpreters
 - G. Caring for low health literate people
 - H. Caring for English learners
- Unit IV Nonverbal communication
- A. Principles and importance of nonverbal communication in healthcare
 - B. Areas of nonverbal communication:
 - a. Appearance
 - b. Olfactics (smell)
 - c. Chronemics (use of time)
 - d. Paralanguage (vocal expression)
 - e. Kinesics (body movements)
 - f. Haptics (touch)
 - C. Cultural awareness in nonverbal communication
- Unit V Listening and persuasion
- A. Importance of listening in healthcare
 - B. Fundamentals of listening

- C. Listening to diverse people
- D. Ethics of persuasion
- E. Fundamentals of persuasion
- F. Persuasion in healthcare

- Unit VI Interpersonal communication
- A. Models, principles and elements of interpersonal communication
 - B. Relationship development
 - C. Clear personal expression
 - D. Conflict in interpersonal communication

- Unit VII Small group communication
- A. Fundamentals of group dynamics
 - B. Leadership
 - C. Followership
 - D. Discussion
 - E. Problem solving
 - F. Influence of culture on small group communication

- Unit VIII Electronic communication in healthcare
- A. Using the internet, email, texting, and social media in healthcare
 - B. Patient privacy and security
 - C. HIPAA and electronic health records
 - D. Disparities in electronic health communication
 - E. Teaching patients how to find reliable health information online

- Unit IX Interviewing in healthcare
- A. Patient interviewing
 - B. Interviewing difficult people
 - C. Overview of motivational interviewing
 - D. Interviewing people of different cultures
 - E. Job interviewing

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Read from relevant textbooks, peer-reviewed journals, and current periodicals, approximately 50-100 pages per week
2. Find and evaluate patient education resources appropriate for diverse people
3. Use Plain Language principles to revise a health education passage so that it is readable by diverse people. Write a 2-page paper on the process and report to the class
4. Final assignment/term project: work with a small group to prepare and present a presentation on the health practices of a given culture

Methods of Instruction

1. Lecture

2. Discussion
3. Individual and collaborative activities
4. Research and writing assignments

Methods of Evaluation

1. Weekly quizzes and final exam
2. Class participation
3. Two presentations/oral reports
4. Weekly writings regarding class assignments and activities in a Reflection Journal

Supplemental Data:

TOP Code:	124020: Dental Hygienist
SAM Priority Code:	B: Advanced Occupational
Distance Education:	Yes, Approved August 23, 2024
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO
Taft College General Education:	NONE

Discipline:	Dental Technology or Health or Psychology or Sociology or Ethnic Studies or Communications
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Created by: T. C. Mendoza
Reviewed by: S. Jimenez-Murguia
Textbook update: New Course
Date Reviewed: Fall 2023
C&GE Approved:
Board Approved:
Semester effective:

Ethnic Studies (ETHN) 1520 Chicano/a Studies (3 Units) CSU

Prerequisite: None

Advisory: Eligibility for ENGL 1500 or ENGL 1501 strongly recommended.

Hours and Unit Calculations:

48 hours lecture. 96 Outside of Class Hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: The course studies the Chicana and Chicano community and culture in American society from Pre-Colombian roots. The Chicana and Chicano contributions and conflicts in American society are studied using an ethnic studies approach (anthropology, history, sociology, literature, art and music).

Type of Class/Course: Degree Credit

Recommended Books:

OER Textbook: New Directions in Chicanx and Latinx Studies

- Website:
[https://socialsci.libretexts.org/Bookshelves/Ethnic_Studies/New_Directions_in_Chicanx_and_Latinx_Studies_\(Gonzalez_et_al.\)](https://socialsci.libretexts.org/Bookshelves/Ethnic_Studies/New_Directions_in_Chicanx_and_Latinx_Studies_(Gonzalez_et_al.))

Recommended Additional

Instructional Materials:

- 2020: Occupied America: A History of Chicanos. Acuna, Rodolfo. Pearson 8th Edition ISBN: 978-0-1352-0767-3
- 2016: Chicano Movement for Beginners. Montoya, Maceo. For Beginners. ISBN: 978-1-9399-9464-6
- 2023: Reclaiming the Americas Latinx Art and the Politics of Territory by Tatiana Reinoza, ISBN: 9781477326909

Course Objectives:

By the end of the course, a successful student will be able to:

1. Develop knowledge and understanding of critical events in the histories, cultures, and

intellectual traditions of Chicanas and Chicanos with an emphasis on agency and group affirmation

2. Analyze and articulate how core Chicana and Chicano Studies concepts such as race, ethnicity, oppression, equity, Chicano nationalism, and white supremacy are socially and politically constituted and institutionalized
3. Critically analyze the intersection of Chicana and Chicano racialization with other forms of difference affecting hierarchy and oppression such as class, gender, sexuality, immigration status, national origin, religion, spirituality, ability, and/or age
4. Explain the importance of Chicana and Chicano racial and ethnic identity in the creation of cultural and artistic expressions with an emphasis on liberation and social justice movements
5. Assess the status, growth, demographic diversity, and the socioeconomic and political issues of Chicana and Chicano communities in the United States
6. Compare and contrast the inter-ethnic and race relations of Chicanas and Chicanos with other historically defined racialized groups in the United States
7. Demonstrate active engagement with Chicana and Chicano issues of ethnicity and race to build just and equitable communities beyond the classroom.

Course Learning Outcomes:

1. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of Chicanas and Chicanos with an emphasis on agency and group-affirmation in their contributions to the development of U.S. society.
2. Analyze and/or articulate how core concepts of Chicana and Chicano Studies, including but not limited to, race and ethnicity, oppression, equity, and intersectionality are socially and politically constituted and institutionalized in the changing Chicana and Chicano experience.
3. Describe how resistance, social justice, and liberation as experienced by Chicanas and Chicanos are relevant to current issues (communal, national, and international) in the US and impact on the world.
4. Demonstrate active engagement with Chicana and Chicano issues of ethnicity and race to build just and equitable communities beyond the classroom.

General Education Outcomes:

Humanities

- Student develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations.
- Student to demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
- Students to describe how through the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgements.

Ethnic Studies

NEED TO ADD

Course Scope and Content:

Unit I – Introduction to the Course / History

- a. Introduction to the field of Chicana and Chicano Studies and the history of the community engagement for its establishment in institutions of higher education
- b. Pre-colonial history and traditions of representative Native cultures of North American with a focus on Mesoamerica
- c. Histories on colonization, imperialism, genocide, persecution, and other forms of systemic dehumanization experiences.

Unit II – Theory and Definitions

- a. Definitions and concepts of race and racism, ethnicity, privilege, prejudice, discrimination, equity, asymmetrical power relations, hegemony, white supremacy, resistance, Chicano nationalism, Chicano Power, decolonization, and anti-racism
- b. Theory and knowledge produced by Chicana and Chicano communities emphasizing agency and group-affirmation on critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles

Unit III – Policies

- a. Longitudinal demographic profiles, laws, court cases, and U.S. policies focusing on or impacting Chicanas and Chicanos
- b. Key multidimensional elements of systemic oppression: historical, structural, cultural, ideological, and its study through interpersonal interaction and as forms of internalized dominance and internalized oppression
- c. Intersectionality of race and racism with other forms of difference affecting hierarchy and oppression of Chicanas and Chicanos such as class, gender, sexuality, religions, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age

Unit IV – The Chicano/a Experience

- a. Chicana and Chicano centered perspectives on human, civil, labor, land, and immigration rights, and other Chicano movements for liberation, interethnic solidarity, and racial and social justice and the impact these struggles have on current issues, social movements, institutions, and society
- b. Popular culture, sports, art, film, literature, music, dance, religion, folklore reflecting Chicana and Chicano cultural production and critical consciousness
- c. Stories, experiences, and contributions of Chicana feminist and the LGBT communities
- d. Affirmative framing with Chicana and Chicano approaches of social upliftment, community empowerment, cultural assets, community cultural wealth, and Chicana and Chicano identity formation.

Activities Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying,
2. Answering questions,
3. Completing required reading,
4. Completing written work,
5. Completing field journals,
6. Conducting Oral Interviews/Histories,
7. Conducting Observational Studies (in the community),
8. Preparing oral presentations, and
9. Completing term paper.

Methods of Instruction:

1. Lectures,
2. Class discussions,
3. Active Learning activities and
4. Audiovisual viewings.

Methods of Evaluation:

1. Substantial writing assignments, include one or more of the following:
 - a. Essay exams and
 - b. Term or other papers.
2. Other examinations, including:
 - a. Multiple choice items,
 - b. Matching items,
 - c. True/false items
 - d. Oral Presentations
 - e. Video Recordings
 - f. Creating Art or Flyers

Supplemental Data:

TOP Code:	2203.00 Ethnic Studies
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online; Offline; Hybrid
Funding Agency:	Y: Not Applicable(funds not used)

Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Y: Credit By Exam
Eligible for Pass/No Pass:	Y: Pass/No Pass
Taft College General Education:	CSD: CSU Area F: Ethnic Studies; GE C2 Humanities; GE D: Social Science IG4J: IGETC Area 4J Ethnic Studies; 3B Humanities; 4 Social and Behavioral Science. LES: Local Ethnic Studies; Humanities, and Social and Behavioral Science LSBS: Local GE Social/Behavioral Sci
Discipline:	Ethnic Studies or Chicano Studies

Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: ETHN 1520

Course Title: Chicano/a Studies

Submitted by: Tina Mendoza and Salvador Jimenez Murguia

Date of First Submission: 8/3/23

Date of Resubmission:

Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

This course will push the percentage of Distance Learning courses offered in the program over 50%

A Substantive Change has been submitted to ACCJC.

A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

*** If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

Educational materials

Field trips

Labs

Models

Presentations

Requirements to attend a live performance

Requirements to present in front of live audience

Other:

After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

- **Other:** For Oral Presentations – students will utilize CANVAS Studio to record their presentation. Students will also be given the option to meet via Zoom Meetings for course presentations. If students cannot meet via zoom – they can record and post their oral presentations.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
 - b. Audio files are transcribed.
 - c. Objects (including images, tables, and charts) have alternative text.
 - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
 - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
 - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

Regular Effective Contact Guidelines: DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor,
 - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.

- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- | | | |
|---|--|---|
| a. Orientation materials | g. Face-to-face formal meetings | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS | h. Feedback for student work | n. Voicemail and telephone |
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |



Distance Learning and Education Committee Comments:

Approved by DLEC on March 10, 2025

Date forwarded to the Curriculum Committee: 03/12/2025

Curriculum Committee Comments:

Course Approved or Disapproved

Created by: T. C. Mendoza
Reviewed by: S. Jimenez Murguia
Textbook update:
Date Reviewed: Fall 2023
C&GE Approved:
Board Approved:
Semester effective:

Ethnic Studies (ETHN) 1530 Black American Studies (3 Units) CSU

Prerequisite: None

Advisory: Eligibility for ENGL 1500 or ENGL 1501 strongly recommended

Hours and Unit Calculations:

48 hours lecture. 96 Outside of Class Hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: This course uses an ethnic studies approach to Black Studies covering periods of social, cultural and historical development. Topics include African civilization, slavery, the Diaspora, abolition, reconstruction, segregation, Harlem Renaissance, and the Civil Rights Movement. Field trips may be a part of this course.

Type of Class/Course: Degree Credit

Recommended Books:

OEI – Slavery to Liberation: The African American Experience

- <https://encompass.eku.edu/ekuopen/1/>

Recommended Additional

Instructional Materials:

2020: Visualizing Equality: African American Rights and visual Culture in the Nineteenth Century, Aston Gonzalez, University of North Carolina Press, Chapel Hill, NC

Course Objectives:

By the end of the course, a successful student will be able to:

1. Understand and explain the history, geography, politics, culture, economics, and customs of African indigenous peoples
2. Develop knowledge and understanding of critical events in the histories, cultures, and intellectual traditions of African and African Americans with an emphasis on agency and group affirmation
3. Analyze and articulate how core Black American Studies concepts such as race, ethnicity, oppression, equity, self-determination, and white supremacy are socially and politically constituted and institutionalized.

4. Critically analyze the intersection of African American racialization with other forms of difference affecting hierarchy and oppression such as class, gender, sexuality, immigration status, national origin, religion, spirituality, ability, and/or age
5. Explain the importance of African American racial and ethnic identity in the creation of cultural and artistic expressions with an emphasis on liberation and social justice movements.
6. Assess the status, growth, demographic diversity, and the socioeconomic and political issues of African American communities in the United States
7. Compare and contrast the inter-ethnic and race relations of African Americans with other historically defined racialized groups in the United States
8. Demonstrate active engagement with African American issues of ethnicity and race to build just and equitable communities beyond the classroom.

Course Student Learning Outcomes:

1. Analyze and/or Articulate how core concepts of Black American Studies, including but not limited to, race and ethnicity, oppression, equity, and intersectionality are socially and politically constituted and institutionalized in the changing African American experience.
2. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of African and African Americans with an emphasis on agency and group-affirmation in their contributions to the development of U.S. society.
3. Describe how resistance, social justice, and liberation as experienced by African Americans are relevant to current issues (communal, national, and international) in the US and Impact on the World.
4. Demonstrate active engagement with African American issues of ethnicity and race to build just and equitable communities beyond the classroom.

General Education Outcomes:

Humanities

- Student develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations.
- Student to demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
- Students to describe how through the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgements.

Ethnic Studies:

NEED TO ADD

Course Scope and Content:

Unit I – Introduction / History

- a. Diversity of people, cultures, geography, and history of Africa with an emphasis on West Africa, the African Diaspora, and African American history in the United States

Unit II – Terms/Theory

- a. Definitions and concepts of race and racism, ethnicity, privilege, prejudice, discrimination, equity, Afrocentricity, Blackness, asymmetrical power relations, hegemony, white supremacy, resistance, self-determination, Black nationalism, Black Power, decolonization, and anti-racism
- b. Theory and knowledge produced by African and African American communities emphasizing agency and group- affirmation on critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles
- c. African American centered theoretical perspectives on the transatlantic slave trade, colonization, antislavery movement, abolition, civil war, civil right laws, reconstruction, Jim Crow laws, equal opportunity, poverty, and the criminal justice system
- d. Key multidimensional elements of systemic oppression: historical, structural, cultural, ideological, and its study through interpersonal interaction and as forms of internalized dominance and internalized oppression

Unit III – Policies/Laws

- a. Intersectionality of race and racism with other forms of difference affecting hierarchy and oppression of African Americans such as class, gender, sexuality, religions, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age
- b. Human rights, civil rights, labor rights, and other movements for African American liberation, interethnic solidarity, and racial and social justice and the impact these struggles have on current issues, social movements, institutions, and society
- c. Longitudinal demographic profiles, laws, court cases, and U.S. policies focusing or impacting African Americans

Unit IV – Black Voice

- d. Popular culture, sports, art, film, literature, music, dance, religion, folklore reflecting the veracity and resilience of African American cultural production and critical consciousness
- e. Stories, experiences, and contributions of Black feminist, gay, lesbian, bisexual and transsexual communities
- f. Critique of capitalism, free-market ideology, individualism, and meritocracy
- g. Affirmative framing of African American contributions, social upliftment, group empowerment, cultural assets, community cultural wealth, and black identity formation.

Activities Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying,
2. Answering questions,
3. Completing required reading,
4. Completing written work,
5. Completing field journals,
6. Conducting Oral Interviews/Histories,
7. Conducting Observational Studies (Within the community),
8. Preparing oral presentations, and
9. Completing term paper

Methods of Instruction:

1. Lectures,
2. Class discussions,
3. Active Learning activities and
4. Audiovisual viewings.

Methods of Evaluation:

1. Substantial writing assignments, include one or more of the following:
 - a. Essay exams and
 - b. Term or other papers.
2. Other examinations, including:
 - a. Multiple choice items,
 - b. Matching items,
 - c. True/false items
 - d. Oral Presentations
 - e. Video Recordings
 - f. Creating Art or Flyers

Supplemental Data:

TOP Code:	2203.00 Ethic Studies
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online; Offline; Hybrid
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable

Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Y: Credit By Exam
Eligible for Pass/No Pass:	Y: Pass/No Pass
Taft College General Education:	CSD: CSU Area F: Ethnic Studies; GE C2 Humanities; GE D: Social Science IG4J: IGETC Area 4J Ethnic Studies; 3B Humanities; 4 Social and Behavioral Science. LES: Local Ethnic Studies; Humanities, and Social and Behavioral Science LSBS: Local GE Social/Behavioral Sci
Discipline:	Ethnic Studies or African-American/Black/Africana Studies

Other Recommendations for Readings:

- 2017: *Black Matters: Introduction to Black Studies*, Michel DeGraff, MIT OpenCourseWare
- 2017: *Miseducation of the Negro* Carter Woodson, Tribeca Books
- 2010: *From Slavery to Freedom* Franklin, John Hope and Evelyn Brooks Higginbotham McGraw Hill 9th 2010 978-0077407513 Has been revised
- 2010: *The Making of African America: The Four Great Migrations*, Ira Berlin, Viking Penguin
- Asante, Molefi Kete, and Molefi Kete Asante. *Afrocentricity*. New rev. ed. Trenton, N.J.: Africa World Press, 1988.
- Asante, Molefi Kete, and Clyde Ledbetter. *Contemporary Critical Thought in Africology and Africana Studies*. Edited by Molefi Kete
- Asante and Clyde Ledbetter. Lanham, Maryland: Lexington Books, 2016.
- Asante, Molefi Kete. *Maulana Karenga: an Intellectual Portrait*. Cambridge: Polity, 2009.
- Conyers, James L. *Qualitative Methods in Africana Studies: an Interdisciplinary Approach to Examining Africana Phenomena*. Edited
- by James L. Conyers. Lanham, [Maryland: University Press of America, 2016.
- McDougal, Serie. *Research Methods in Africana Studies*. New York: Peter Lang, 2014.

- *Nobles, Wade W. Africanity and the Black Family: The Development of a Theoretical Model. Oakland, Calif: Institute for the*
- *Advanced Study of Black Family Life and Culture, 1985*
- *Woodson, Carter Godwin. The Miseducation of the Negro. 1st ed. Hampton, VA: U.B. & U.S. Communication Systems, 1992*

Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: ETHN 1530

Course Title: Black American Studies

Submitted by: Tina Mendoza and Dr. Salvador Jimenez Murguia

Date of First Submission: 8/3/23

Date of Resubmission:

Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

This course will push the percentage of Distance Learning courses offered in the program over 50%

A Substantive Change has been submitted to ACCJC.

A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

*** If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

Educational materials

Field trips

Labs

Models

Presentations

Requirements to attend a live performance

Requirements to present in front of live audience

Other:

After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

- **Other:** For Oral Presentations – students will utilize CANVAS Studio to record their presentation. Students will also be given the option to meet via Zoom Meetings for course presentations. If students cannot meet via zoom – they can record and post their oral presentations.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

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 - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
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Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor,
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- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

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- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- | | | |
|---|--|---|
| a. Orientation materials | g. Face-to-face formal meetings | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS | h. Feedback for student work | n. Voicemail and telephone |
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |



Distance Learning and Education Committee Comments:

Approved by DLEC on March 10, 2025

Date forwarded to the Curriculum Committee: 03/12/2025

Curriculum Committee Comments:

Course Approved or Disapproved

-
- Natural Science Social & Behavioral Science English Composition
- Humanities Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:



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West Kern Community College District

Reviewed by: J. Martínez
Reviewed by: ~~S. Swenson~~
Date reviewed: ~~February 2025~~ April 2012
Text update: Spring 2020

Spanish (SPAN) 1602 Elementary Spanish II (4 Units) CSU:UC
[formerly Spanish 2]

Prerequisite: Successful completion in Spanish 1601 or two years of high school Spanish with a grade of "C" or better

Prerequisite knowledge/skills:

Before entering the course a student should be able to:

1. Identify numbers 0-1,000 in Spanish,
2. Understand conversations about introductions, daily life, course subjects, dates, time, errands, food, house activities, and weekend activities,
3. Understand the general idea behind short, simple texts,
4. Introduce himself/herself,
5. Talk about and request information about food, order in restaurants,
6. Talk about future actions,
7. Maintain a phone conversations at a novice low to novice mid-level,
8. Write lists, and small paragraphs about daily life, course subjects, dates, time, errands, food, house activities, and weekend activities,
9. Conjugate verbs in the present tense and immediate future tense, and
10. List several aspects about hispanic culture.

Student Learning Outcomes (SLOs)

1. Using formulaic phrases and memorized vocabulary students will create dialogues.
2. Using formulaic phrases and memorized vocabulary, the student will write what they did last week.
3. Using formulaic phrases and memorized vocabulary, the student will be able to create a presentation about their daily routine.

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SPAN1602 Elementary Spanish— Student Learning Outcomes (SLO's)
SPAN 1602 Course #1— Using formulaic phrases and memorized vocabulary students will create dialogues.
SPAN 1602 Course #2— Using formulaic phrases and memorized vocabulary, the student will write what they did last week.
SPAN 1602 Course #3— Using formulaic phrases and memorized vocabulary, the student will be able to create a presentation about their daily routine.

Total Hours: 64 hours lecture

Catalog Description: This course, a continuation of Spanish 1601, stresses pronunciation, vocabulary, sentence structure, grammar, dialogues, cultural readings and ~~laboratory on-~~
[line](#) exercises. C-ID: SPAN 110

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Type of Class/Course: Degree Credit

Text: ~~Jarvis, Ana, Raquel Lebrede, and Francisco Mena Ayllon. *¡Hola Amigos!*. 8th ed. Boston: Cengage, 2013. Print.~~

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~~Jarvis, Ana, Raquel Lebrede, and Francisco Mena Ayllon. *¡Hola Amigos! Workbook*. 8th ed. Boston: Cengage, 2013. Print.~~

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Martinez, Julian. *Viajes Elementary Spanish 2*. Great River Learning, 2019.

Additional Instructional Materials:

Yabla Access Card. 1st. ed. 2015. Software

Course Objectives:

By the end of the course, a successful student will be able to:

1. Understand conversations about clothes, shopping, food, ordering at a restaurant, ~~and house chores and being at the hospital,~~
2. Understand the general idea behind simple texts,
3. Give an oral presentation about their daily life,
4. Talk about and request information about clothes, shopping, food, ordering at a restaurant, ~~and house chores and being at the hospital,~~
5. Maintain a phone conversations at a novice mid to novice high level,
6. Write lists, and paragraphs about clothes, shopping, ~~food, ordering at a restaurant, house chores and being at the hospital,~~ [describing their daily routine, inviting someone to go out, use weather expressions, running errands and discussing outdoor activities.](#)
7. Conjugate verbs in the preterit, imperfect, present perfect and past perfect_tense, and
8. List several aspects about Hispanic culture.

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Course Scope and Content:

Unit I ~~Shopping~~ [Puerto Rico](#)

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1. preterit
2. preterit of ser, ir and dar
3. reflexive pronouns [and verbs](#)



- 4. indirect object pronouns
- 5. ~~gustar~~
- 5. describe your daily Routine
- 6. invite someone to go out
- 7. Puerto Rico

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Unit II ~~At the Supermarket~~ Peru

- 1. preterit of irregular verbs
- 2. the imperfect
- 3. adverbs
- 4. stem changing preterit verbs
- 5 the use of indirect object pronouns and direct object pronouns together
- 6. ~~parts of a house, and domestic appliances (Destinos)~~ discuss outdoor activities
- 7. Peru

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Unit III ~~At the Restaurant~~ Ecuador

- 1. por and para
- 2. weather expressions
- 3. the preterit contrasted with the imperfect
- 4. ~~parts of the body, and medical situations (Destinos)~~ talk about shopping for clothes
- 5. express past events that happened time ago
- 6. the use of possessive pronouns
- 7. Ecuador

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Unit IV ~~At the Hospital~~ Venezuela

- 1. present perfect and past perfect
- 2. ~~places in a city, and stores (Destinos)~~ talk about running errands
- 3. talk about cars and the repair shop
- 4. the uses of the past participle
- 5. use formal commands "Ud." and "Uds."
- 6. Venezuela

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Learning Activities Required Outside of Class:

The students in this class will spend a minimum of ~~87~~ hours per week outside of the regular class time doing the following:

- 1. Studying
- 2. Answering questions
- 3. Skill practice
- 4. Required reading



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- 5. Written work
- 6. Listening activities
- 7. Watching videos

Methods of Instruction:

- 1. A brief introduction to the principles of Spanish pronunciation prior to textbook work.
- 2. Practice in familiar expressions that are used in everyday situations
- 3. Active conversations on subjects and situations meaningful to students.
- 4. Reading aloud of passages in Spanish, followed by oral question-and answer exercises.
- 5. Discussion of grammar followed by written exercises.
- 6. Preparation by students of short written composition exercises.
- 7. Gradual increase in use of Spanish in classroom.
- 8. Simple conversations based upon "~~Lecturas~~" and ~~Notas culturales~~ the textbook readings containing information of culture, history, and geography of Spain and Latin America.
- 9. Review and practice by students in class.
- 10. Appropriate audio and visual materials such as ~~compact discs, newspapers, magazines, slides,~~ Power Point Presentations, videos, podcasts and films.

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Methods of Evaluation:

- 1. Substantial writing assignments, including:
 - a. written homework
- 2. Skill demonstrations, including:
 - a. class performance/presentations
- 3. Other examinations, including:
 - a. multiple choice
 - b. true/false
 - c. completion
 - d. writing complete sentences
 - e. listening comprehension

Supplemental Data:

TOP Code:	110500 Spanish
SAM Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable



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Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Course is not a part of a cooperative education program
Eligible for Credit by Exam:	Yes
Eligible for Pass/No Pass:	Yes
<u>Discipline</u>	<u>Foreign Languages</u>

Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: 1602

Course Title: Elementary Spanish II

Submitted by: Julián Martínez

Date of First Submission: 2/5/25

Date of Resubmission:

Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

- Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
- This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
- This course will push the percentage of Distance Learning courses offered in the program over 50%
 - A Substantive Change has been submitted to ACCJC.
 - A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

*** If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

- Educational materials
- Field trips
- Labs
- Models
- Presentations
- Requirements to attend a live performance
- Requirements to present in front of live audience
- Other:

- After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:
Students may purchase the required materials at the TC Bookstore or the TC Bookstore will ship them to the student. Students submit video presentations.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
 - b. Audio files are transcribed.
 - c. Objects (including images, tables, and charts) have alternative text.
 - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
 - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
 - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

Regular Effective Contact Guidelines: DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor,
 - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- | | | |
|---|--|---|
| a. Orientation materials | g. Face-to-face formal meetings | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS | h. Feedback for student work | n. Voicemail and telephone |
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |



Distance Learning and Education Committee Comments:

Course approved during February 2025 meeting.

Date forwarded to the Curriculum Committee:

Form emailed 02/21/2025 JL.

Curriculum Committee Comments:

Course **Approved** or Disapproved



Phase III Course List

February 2025

This document represents the recommended list of courses and SUBJ options to be considered by discipline faculty when developing the Common Course Numbering (CCN) Templates for the CCN Phase III courses.

The CCN Phase III list of recommended courses was compiled by the CCN Development Workgroup, the CCN Steering Committee, and the CCN Council and is based on criteria established by the CCN Task Force. The list includes courses from List A for some ADTs with CCN templates developed for Phase I and II courses.

Course Title	C-ID
1. Financial Accounting	ACCT 110
2. Managerial Accounting	ACCT 120
3. Introduction to Criminal Justice	AJ 110
4. Concepts of Criminal Law	AJ 120
5. Understanding Art	ARTH 100
6. Survey of Modern Art	ARTH 150
7. Anatomy and Biology I	BIOL 115S
8. Anatomy and Biology II	BIOL 115S
9. Introduction to Business	BUS 110
10. Business Communication	BUS 115
11. Legal Environment of Business	BUS120
12. Business Law	BUS125
13. Child, Family, and Community	CDEV 110
14. Introduction to Chicana/o Studies	CHS 101
15. Argumentation and Debate	COMM 120
16. Intercultural Communication	COMM 150
17. Business Statistics	Currently aligned with Math 110
18. Psychology Statistics	Currently aligned with Math 110
19. Principles and Practices of Teaching Young Children	ECE 120
20. Introduction to Curriculum	ECE 130
21. Observation and Assessment	ECE 200
22. Practicum in Early Childhood Education	ECE 210

Presented to:
Steering Committee: Dec. 12,2024
Council: Dec. 11,2024
Workgroup: Dec 19, 2024
Final recommendation: Jan. 7, 2025

23. Health, Safety, and Nutrition	ECE 220
24. Teaching in a Diverse Society	ECE 230
25. World History to 1500	HIST 150
26. World History since 1500	HIST 160
27. Western Civilization I	HIST 170
28. Western Civilization II	HIST 180
29. Introduction to Kinesiology	KIN 100
30. Finite Mathematics	MATH 130
31. Business Calculus	MATH 140
32. Multivariable Calculus	MATH 230
33. Music Appreciation	MUS 100
34. Music Fundamentals	MUS 110
35. Microbiology	NO C-ID
36. Introduction to Philosophy	PHIL 100
37. Introduction to Logic	PHIL 110
38. Introduction to Political Theory and Thought	POLS 120
39. Introduction to Comparative Government and Politics	POLS 130
40. Introduction to Biological Psychology	PSY 150
41. Introduction to Research Methods in Psychology	PSY 200
42. Introduction to Research Methods in Psychology with Lab	PSY 205B
43. Social Problems	SOCI 115
44. Introduction to Statistics in Sociology	SOCI 125
45. Introduction to Marriage and Family	SOCI 130
46. Introduction to Gender	SOCI 140
47. College Composition for multi-language learners	TBD

Presented to:
Steering Committee: Dec. 12,2024
Council: Dec. 11,2024
Workgroup: Dec 19, 2024
Final recommendation: Jan. 7, 2025

AP 4235 Credit for Prior Learning

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Reference:

Education Code Section 79500;
Title 5 Section 55050, 55051, and 55052, and 55052.5

Credit may be obtained by one of the following methods:

- Achievement of a score of 3 or higher on an Advanced Placement Examination administered by the College Entrance Examination Board.
- Achievement of a score that qualifies for credit by examination in the College Level Examination Program examination.
- Achievement of a score that qualifies for credit by International Baccalaureate examination.
- Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.
- Achievement of an examination administered by other agencies approved by the college.
- Assessment approved or conducted by proper authorities of the college.
- Evaluation of transcripts, portfolios, or other documentation of experiential learning.

Colleges shall consider the credit recommendations of the American Council on Education.

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Credit may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the individual's prior learning, and only for a course listed in the catalog of the community college. Award of credit may be made to electives for students who do not require additional general education or program credits to meet their goals.

Determination of Eligibility to Receive Credit by Examination:

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- The student must be currently registered in the college and in good standing,
- The course is listed in the college catalog,

- Credits acquired by assessment are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran's or Social Security benefits.

Credits acquired by assessment shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree.

- The student's academic record clearly indicates that the credit was earned by assessment of prior learning.
- Limits on the number of units that may be applied to the Associate degree; the maximum number of units that may be earned in Credit by Exam is 12.
- Students may be able to attain credit for prior learning that includes credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized documentation, and standardized exams.

Other limits on student and course eligibility for credit by examination:

- Students may not challenge a course in which they are currently enrolled or have received a grade.
- Students may appeal, accept, or decline credits by exam pursuant to Title 5 Sections 55021 and 55025.
- Assessment shall be determined by discipline faculty who normally teach the course for which credit is to be granted.
- Credit shall be awarded in first priority to program requirements and last priority to electives.
- The District may charge a fee for exam administration not to exceed the enrollment fee for the course in which the student seeks credit by exam. No fee is allowed for learning assessments.
- The college shall refer the student to assessment of prior learning if the student is a veteran, ~~active-duty~~active-duty member of the military, holds industry-recognized credentials, or requests credit based on prior learning.
- Grading for credit by exam shall be according to the regular WKCCD system, with "pass/no-pass" option if ordinarily available.

BP 4235 Credit for Prior Learning

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Reference:

Title 5, Section 55753 et seq.

Credit may be earned by students who satisfactorily pass an assessment or examination. The Superintendent/President shall establish administrative procedures to implement this policy.

See Administrative Procedures AP 4235

AP 4236 Advanced Placement Credit

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Reference:

Education Code Section 79500:

Title 5 Section 55052

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Any student who passes a College Board Advanced Placement (AP) examination with a minimum score of three in a subject matter will be awarded credit in a general education area with a subject matter similar to that of the AP examination.

AP credit can be used to meet IGETC, CSU GE and A.A. or A.S. general education (GE) and/or some major requirements in accordance with the established Taft College policies.

Students must have the College Board send AP exam transcripts to the Admissions Office (hand carried copies will not be accepted) to be considered for granting credit. Course credit and units granted at Taft College may differ from course credit and units granted by a transfer institution.

For any AP examination that the District does not offer a course similar in content, the District will award credit in the General Education area shown on the California Community College General Education AP List. If there is no General Education area that fits the AP Examination, the District may award elective credit.

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A student's academic record will be annotated to reflect credit earned through an AP examination.

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The District shall post its Advanced Placement Credit procedure on its Internet Web site.

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TO: Chief Instructional Officers
Admissions & Records Officers
CTE Deans
Nursing Directors
Regional Consortia Chairs

FROM: Anthony Cordova
Vice Chancellor of Workforce and Economic Development

RE: Allied Health and Nursing - Updates to Multicriteria Screening Admissions Processes
(AB 1891 and SB 1183)

On Sep. 22, 2024, [SB 1183](#) was amended, and [AB 1891](#) was signed into law. These bills encourage community colleges to adopt a Multicriteria Selection (MCS) process to promote equitable admissions for limited enrollment for nursing and allied health programs. While MCS has been used in nursing programs, it is now newly available for allied health programs. This memo outlines the required changes.

Multicriteria Screening Admissions Processes for Nursing and Allied Health Programs

SB 1183 and AB 1891 require community college nursing and allied health programs that **elects** to adopt a multicriteria screening process on or after July 1, 2025, to evaluate applicants based on specific criteria, including academic performance, work or volunteer experience, foreign language skills, life experiences, and special circumstances. The bills also authorize these programs to use an approved diagnostic assessment tool before, during, or after the screening process.

AB 1891 Review for Allied Health

[Section 78263.1](#) was added to the Education Code, to read: “A community college allied health program that determines that the number of applicants to that program exceeds its capacity may admit students in accordance with any of the following procedures:

1. Administration of a multicriteria screening process, if authorized by [Section 78263.2](#), in a manner that is consistent with the standards set forth in subdivision (b).
2. A random selection process.
3. A blended combination of random selection and a multicriteria screening process.

If the college chooses to use a multicriteria screening process for their allied health program, they may consider the following criteria, but not necessarily be limited to, all the following:

1. Academic degrees or diplomas, or relevant certificates, held by an applicant.
2. Grade point average in relevant coursework.
3. Any relevant work or volunteer experience.
4. Life experiences or special circumstances of an applicant, including, but not limited to, any, or any combination of, the following experiences or circumstances:

- i. Disabilities.
 - ii. Low family income.
 - iii. First generation of family to attend college.
 - iv. Need to work.
 - v. Disadvantaged social or educational environment.
 - vi. Difficult personal and family situations or circumstances.
 - vii. Refugee or veteran status.
 - viii. Living in a medically underserved area or population, as designated by the federal Health Resources and Services Administration.
5. Proficiency or advanced level coursework in languages other than English. Credit for languages other than English shall be received for languages that are identified by the chancellor as high-frequency languages, as based on census data. These languages may include, but are not limited to, any of the following languages:
 - i. American Sign Language.
 - ii. Arabic.
 - iii. Chinese, including its various dialects.
 - iv. Farsi.
 - v. Russian.
 - vi. Spanish.
 - vii. Tagalog.
 - viii. The various languages of the Indian subcontinent and Southeast Asia.
 - ix. The various languages of the African continent.
6. Additional criteria, such as a personal interview, a personal statement, letter of recommendation, or the number of repetitions of prerequisite classes, or other criteria, as approved by the chancellor, may be used, but are not required.
7. A community college allied health program using a multicriteria screening process under this article may use an approved diagnostic assessment tool, in accordance with Section 78263.2, before, during, or after the multicriteria screening process.

This section of the Education Code provided by AB 1891 shall remain in effect until January 1, 2030, unless a bill is enacted that deletes or extends this date.

SB1183 Amendment for Nursing Programs

For colleges using a multicriteria screening process for nursing programs, SB 1183 requires the additional consideration of African languages and whether applicants live in medically underserved areas, in addition to existing criteria, which mirrors the language of AB1891. The Health Resources and Services Administration provides a [tool](#) to identify these areas. SB 1183 also extends the sunset date for the nursing multicriteria screening process until January 1, 2030.

Reporting Requirements

To comply with this mandate, districts using a multicriteria screening process must report annually to the Chancellor's Office. Beginning in the 2025-26 academic year, the Chancellor's Office will compile data from all California community college allied health programs and associate degree nursing (ADN) programs. Colleges implementing a multicriteria screening process must establish a method for collecting the required information.

Allied Health Programs (AB 1891)

Community college allied health programs must report to the Chancellor's Office the following data by June 30 of each year:

- Program student participation
- Program retention rate
- Program completion rates
- Student's age, gender, ethnicity, and language spoken at the home

The admissions policies reported shall include:

- The weight given to any criteria used by the program; and
- Demographic information relating to both the persons admitted to the program and the persons of that group who successfully completed the program including the participation, retention, and completion rates in allied health programs of students admitted through a multicriteria screening process, as described in this section, disaggregated by the age, gender, ethnicity, and language spoken at the home of those students.

The Chancellor's Office is expanding NOVA data reporting for Allied Health to include a section for MCS data. Additional information and training to follow.

Nursing Programs (SB 1183)

Community college nursing programs must report to the Chancellor's Office the following data by June 30 of each year:

- Program student participation
- Program retention rate
- Program completion rates
- Program first time NCLEX pass rate
- Student's age, gender, ethnicity, and language spoken at the home
- Languages of the African continent
- Students living in a medically underserved area or population

The Chancellor's Office will update the annual data collection process to include the data required above. Additional information and training to follow.

Model Admissions Process

[A sample admissions process based on the criteria above is attached for reference.](#) While this list outlines key criteria for a multicriteria screening process, it does not represent a complete model. Nursing and allied health programs have flexibility in assigning points, provided they meet the requirements of SB 1183 and AB 1891. The law also includes examples of required considerations within each category.

The multicriteria selection process is designed for associate degree nursing and allied health programs with more qualified applicants than available enrollment spots. The process may occur in two phases.

The initial phase determines whether applicants meet prerequisite requirements, which may involve a validated selection process or verifying that students have completed required courses with a grade of “C” or better. If there are still more applicants than available seats, programs may use an additional selection method, such as multicriteria screening, a lottery, or a combination of both.

In accordance with SB 1183 and AB 1891, five selection categories have been established, each with recommended point allocations. These categories are summarized below. For selection purposes, refer to the definitions provided below.

1. **GPA** – Determine an appropriate number of points
 - 2.75 minimum GPA in anatomy, physiology, and microbiology
 - 2.75 minimum GPA in remaining prerequisite courses for the nursing program
2. **Assessment/Readiness Test Results** – Determine an appropriate number of points
3. **Degrees/Work Experience** – Determine an appropriate number of points
4. **Life Experiences** – Determine an appropriate number of points
5. **Proficiency in languages other than English** – Determine an appropriate number of points

Definitions Provided in the Bill

- “Disabilities” has the same meaning as used in [Section 2626](#) of the Unemployment Insurance Code.
- “Disadvantaged social or educational environment” includes, but is not necessarily limited to, the status of a student who has participated in Extended Opportunity Programs and Services.
- “Grade point average” refers to the same fixed set of required prerequisite courses that all applicants to the allied health program administering the multicriteria screening process are required to complete.
- “Low family income” shall be measured by a community college allied health program in terms of a student’s eligibility for, or receipt of, financial aid under a program that may include, but is not necessarily limited to, a fee waiver from the board of governors under Section 76300, the Cal Grant Program under Chapter 1.7 (commencing with Section 69430) of Part 42 of Division 5, the federal Pell Grant program, or CalWORKs.
- “Need to work” means that the student is working at least part time while completing academic work that is a prerequisite for admission to the allied health program.

Contacts

Please submit any questions about this memo to Dean Ochoa and Jennifer Xiong-Moua at: LOchoa@CCCCO.edu and NursingApps@CCCCO.edu.

cc: Sonya Christian, Chancellor
Linda Vazquez, Assistant Vice Chancellor, State and Federal Relations

Prepared by: K. Carlson

Reviewed by: ~~V. Jacobi~~

Geoffrey Dyer

Danielle Kerr

Bill Devine

Reviewed by: ~~J. Grimes~~

Date Prepared: ~~April 18, 2018~~

Date Revised: January 1, 2025

Textbook update: ~~Fall 2019~~

C & GE approved: ~~May 1, 2018~~

Board Approved: ~~June 13, 2018~~

Semester effective: ~~Spring 2019~~

English (ENGL) 1650 Introduction to Literature (3 Units) CSU; UC

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

Prerequisite knowledge and skills: Before entering the course, the student should be able to:

1. read **good** prose intelligently,
2. demonstrate techniques in library research and in writing a term paper,
3. show competency in writing within the four modes of discourse: narration, description, exposition, persuasion,
4. ~~demonstrate a vocabulary enriched by several hundred new words,~~
5. exhibit an understanding of connotation and denotation of meaning in context, and
6. demonstrate understanding of grammar and mechanics.

Hours and Unit Calculations: 48 hours lecture. 96 Outside-of-class Hours. (144 Total Student Learning Hours)

Catalog Description: **This course introduces representative works of multi-genre children's literature and develops students' close reading and analytical writing skills while promoting an appreciation and understanding of cultural, historical, and aesthetic qualities of literature written for children. This course introduces multi-genre works of literature in the areas of poetry, drama, and short fiction. Students will engage in active and critical reading strategies to deepen and promote understanding of cultural, historical, and aesthetic qualities of literature. Literary terminology, literary devices, and methods of literary analysis will be examined to provide a broad understanding of literature and to advance critical writing about literature.** C-ID: ENGL 120 Transfer Credit: CSU; UC.

Type of Class/Course: Degree credit

Texts: ~~One of the following; An Introduction to Literature; or Literature, Approaches to Fiction, Poetry, and Drama~~

~~Meyer, Michael. *The Bedford Introduction to Literature; Reading, Thinking, Writing*. Macmillan, 2016.~~

~~Carlson, Kamala. *Increasing Metacognitive Active Learning Strategies*. 1st 2nd ed., Kamala Carlson, 2025. 2012.~~

~~Carlson, Kamala and Jessica Grimes. *Supersonic Writing Tips: Grammar Cards*. 4th 6th ed., Kamala~~

~~Carlson and Jessica Grimes, 2025 2017.~~

~~Clearly, Beverly. *Mouse & the Motorcycle*. HarperCollins, 2014.~~

- Collins, Suzanne. *The Hunger Games*. Scholastic Press, 2008.
- Dahi, Roahl. *Charlie and The Chocolate Factory*. Puffin, 2005.
- Fa, Lu C., and W. Becky. *Double Luck: Memoirs of a Chinese Orphan*. Holiday House, Inc., 2001.
- George, Jean C. *Julie and the Wolves*. HarperCollins, 2016.
- Hesse, Karen. *Out of the Dust*. Scholastic Inc, 2005.
- Lewis, C. S. *The Lion, the Witch, and the Wardrobe*. HarperCollins, 2005.
- London, Jack. *White Fang*. Scholastic Paperbacks, 2001.
- Lowrey, Lois. *Number the Stars*. Dell Yearling, 1998.
- Naylor, Phyllis R. *Shiloh*. Aladdin Paperbacks, 2003.
- O'Dell, Scott. *Island of the Blue Dolphins*. HMH Books for Young Readers, 2010.
- Pfeffer, Susan B. *Life as We Knew It*. HMH Books for Young Readers, 2006.
- Stanley, Jerry. *Children of the Dustbowl: The True Story of the School at Weedpatch Camp*. 1st ed., Crown, Random House, 1992.**
- Webb, E. B. *Charlotte's Webb*. HarperCollins Publishers, 2001.
- Wilder, Laura I. *Little House on the Prairie*. HarperCollins, 2008.
- Chung, Nicole. *All You Can Ever Know*. Catapult, 2018.**
(This text changes yearly based on the One Book Project.)

Additional Required Materials: **None**

Course Objectives:

By the end of the course, a successful student will be able to:

1. Read a variety of texts actively and critically;
2. Identify key elements of major genres in order to analyze and interpret texts;
3. Define common literary terms and apply them to the analysis of specific texts;
4. Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis, and
5. Research appropriate primary and secondary sources and apply documentation skills without plagiarism.

SLOS:

1. **Recognize the key elements of major genres to effectively analyze and interpret their purpose and themes.**
2. **Critically analyze and interpret a range of multi-genre texts, effectively identifying and applying the key elements specific to each genre.**
3. Evaluate and synthesize credible **primary and** secondary sources into an essay **without plagiarism.**
4. ~~Support original interpretations of literary works.~~

Course Scope and Content:

- Unit I Elements of Fiction
- A. Plot
 - B. Character
 - C. Setting
 - D. Point of view
 - E. Theme
 - F. Style
 - G. Symbolism
- Unit II Writing about Fiction
- A. Review of essay form
 - B. Literary Analysis
 - C. Comparison/Contrast
 - D. Argument
 - E. Interpretation
 - F. Research and criticism
- Unit III Elements of Non-Fiction**
- A. Plot**
 - B. Character**
 - C. Setting**
 - D. Theme**
 - E. Style**
 - F. Symbolism**
- Unit IV Writing about Non-Fiction**
- A. Review of essay form**
 - B. Literary Analysis**
 - C. Comparison/Contrast**
 - D. Argument**
 - E. Interpretation**
- ~~Unit III Elements of Drama~~
- ~~A. Plot~~
 - ~~B. Character~~
 - ~~C. Setting~~
 - ~~D. Theme~~
 - ~~E. Style~~
 - ~~F. Staging~~
 - ~~G. Conventions~~
- ~~Unit IV Writing about Drama~~
- ~~A. Interpretation~~
 - ~~B. Analysis~~
 - ~~C. Evaluation/Criticism~~
 - ~~D. Research and criticism~~
- Unit V Elements of Poetry
- A. Meter and rhythm**
 - B. Imagery

- C. Figurative language
- D. Rhyme and rhyme scheme
- E. Symbol
- F. Character/speaker
- G. Tone and mood
- H. Theme

Unit VI Forms of Poetry

- A. Fiction
- B. Non-fiction

Unit VII Writing about Poetry

- A. Explication
- B. Interpretation
- C. Evaluation
- D. Research and Criticism

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Reading,
2. Homework,
3. Research, and
4. Writing

Methods of Instruction

1. Lecture,
2. Class discussions based on reading assignments, ~~and/or~~
3. Discussion boards via Canvas,
4. Group and individual ~~panels and~~ presentations,
5. Role play,
6. Guest speaker,
7. Library, and
8. **Professor and student video conferencing.**

Methods of Evaluation

1. Read and analyze a variety of literature
2. Quizzes
3. Exams
4. Presentations
5. Informal writing (examples include journals, annotations, reader responses, and responses to questions)
6. Formal **research** essays
7. ~~Research project~~
8. Write in MLA conventions

Supplemental Data:

TOP Code:	150100: English
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	Y
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO
Taft College General Education:	Yes
Discipline	English

