Introduction | Sacramento City College

In This Section

**How to Use This Catalog** ([/2020-2021-catalog/catalog-introduction/how-to-use-this-catalog](/2020-2021-catalog/catalog-introduction/how-to-use-this-catalog))

The college catalog is a vital resource for you as a Sacramento City College student. Spend some time familiarizing yourself with the information in this catalog - it can be a key tool in your academic success.

**About Sacramento City College** ([/2020-2021-catalog/catalog-introduction/about-sacramento-city-college](/2020-2021-catalog/catalog-introduction/about-sacramento-city-college))

Learn about Sacramento City College, including its mission and vision, accreditation status, and leadership.
How to Use This Catalog
| Sacramento City College

An Important Resource

This college catalog is a vital resource for you as a student at Sacramento City College. Please spend some time becoming familiar with the information in this catalog – it can be a key tool in your academic success.

Changes

It's important to keep in mind that policies and regulations are subject to change. Many of these changes are dictated by the State of California or federal agencies. This catalog captures the latest information as of the publish date, but changes happen on a regular basis. For updated information, please consult the college website.

Official Updates

If there are significant changes – such as new courses, programs, or regulations – the college will publish a catalog update online (similar to an "addendum" in a print catalog). If updates are published, then they will typically appear in November of each year, but may be added at other times if critical content updates are necessary. Throughout the year, the catalog website [https://scc.losrios.edu/2020-2021-catalog](https://scc.losrios.edu/2020-2021-catalog) will always include the most current catalog content.

Career Education Program Changes

Please be aware that the required courses for career education (formerly career and technical education, or CTE) programs are subject to change due to state, regional, and federal agencies. It's important to meet with a counselor to stay on top of any potential changes to these programs.

About This Catalog

Every effort has been made to ensure that what is stated in this catalog is accurate. The courses and programs we offer, together with other information contained in this online catalog, are subject to change without notice by the administration of the Los Rios Community College District and Sacramento City College for reasons related to student enrollment, level of financial support, or for any other reason, at the discretion of the district and Sacramento City College. The district and Sacramento City College further reserve the right to add, amend, or repeal any of their rules, regulations, policies, and procedures.
Since 1916, Sacramento City College has provided outstanding academic and vocational training to the Sacramento region. The college serves more than 20,000 students at the Main Campus, Davis Center, West Sacramento Center and online.

For more than 100 years, Sacramento City College has remained committed to fostering a community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership.

In This Section

See Sacramento City College’s mission, vision, and values.

**Accreditation ([/2020-2021-catalog/catalog-introduction/about-sacramento-city-college/accreditation])**
Sacramento City College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges.

**Board of Trustees and Chancellor ([/2020-2021-catalog/catalog-introduction/about-sacramento-city-college/board-of-trustees-and-chancellor])**
The Board of Trustees is the governing body of Los Rios Community College District, including Sacramento City College.
Mission, Vision, and Values
| Sacramento City College

Our Mission

Sacramento City College is an open-access, comprehensive community college, serving a diverse student population. We provide a wide range of educational opportunities and support services designed to foster the success of all students seeking transfer, career advancement, Associate degree and certificate attainment, basic skills development, and personal enrichment. Our commitment to continuous improvement through outcome-guided assessment, planning, and evaluation promotes student learning. Through these efforts, we contribute to the intellectual, cultural, and economic vitality of the community.

Our Vision

Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership.

Our Values

- Working Together
- Pursuing Excellence
- Inspiring Achievement
Accreditation | Sacramento City College

The Los Rios Community College District consists of four comprehensive, public California community colleges: American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College. Sacramento City College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council of Higher Education Accreditation and the US Department of Education. The Sacramento City College educational centers are fully accredited under the college's accreditation status.
The Board of Trustees is the governing body of Los Rios Community College District. The board is responsible for the educational, physical, and financial well-being of the district. The board also sets legal policy for the district.

The board is composed of seven board members who are elected to four-year terms by registered voters. The board also includes a non-voting student trustee who is elected by students.

**Board Members**

Ms. Pamela Haynes  
Mr. Robert Jones  
Mr. Dustin Johnson  
Mr. John Knight  
Ms. Tami Nelson  
Ms. Deborah Ortiz  
Student Trustee

**Chancellor**

Brian King
In This Section

Academic Calendar (/2020-2021-catalog/getting-started/academic-calendar)
See important academic dates and deadlines for Sacramento City College.

How to Enroll (/2020-2021-catalog/getting-started/how-to-enroll)
Learn how to apply to Sacramento City College and enroll in classes, and find other enrollment-related information.

Admission Requirements and Procedures (/2020-2021-catalog/getting-started/admission-requirements-and-procedures)
Learn about admission requirements and procedures at Sacramento City College.

Fees (/2020-2021-catalog/getting-started/fees)
Learn about fees, payment deadlines, refunds, and more.
# Summer 2020


<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTION/EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 8</td>
<td>Instruction begins</td>
</tr>
<tr>
<td>June 19</td>
<td>Last day to petition for graduation/certification</td>
</tr>
<tr>
<td>July 3</td>
<td>Holiday – Independence Day (no classes; offices closed)</td>
</tr>
<tr>
<td>August 5</td>
<td>End of semester</td>
</tr>
<tr>
<td>August 10</td>
<td>Grades due</td>
</tr>
</tbody>
</table>

# Fall 2020


<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTION/EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22</td>
<td>Instruction begins</td>
</tr>
<tr>
<td>September 7</td>
<td>Holiday – Labor Day (no classes; offices closed)</td>
</tr>
<tr>
<td>October 2</td>
<td>Last day to petition for graduation/certification</td>
</tr>
<tr>
<td>November 11</td>
<td>Holiday – Veterans Day (no classes; offices closed)</td>
</tr>
<tr>
<td>November 26 to 29</td>
<td>Holiday – Thanksgiving Recess</td>
</tr>
<tr>
<td>December 17</td>
<td>End of semester</td>
</tr>
<tr>
<td>January 4, 2021</td>
<td>Grades due</td>
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</tbody>
</table>

# Spring 2021


<table>
<thead>
<tr>
<th>DATE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>January 16</td>
<td>Instruction begins</td>
</tr>
<tr>
<td>January 18</td>
<td>Holiday – Martin Luther King, Jr. Birthday (no classes; offices closed)</td>
</tr>
<tr>
<td>February 12</td>
<td>Holiday – Lincoln Birthday (no classes; offices closed)</td>
</tr>
<tr>
<td>February 15</td>
<td>Holiday – Washington Birthday (no classes; offices closed)</td>
</tr>
<tr>
<td>March 5</td>
<td>Last day to petition for graduation/certification</td>
</tr>
<tr>
<td>DATE</td>
<td>ACTION/EVENT</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>March 29 to April 4</td>
<td>Holiday – Spring Recess (no classes; offices closed)</td>
</tr>
<tr>
<td>May 19</td>
<td>End of semester</td>
</tr>
<tr>
<td>May 26</td>
<td>Grades due</td>
</tr>
</tbody>
</table>
How to Enroll
| Sacramento City College

In This Section

Steps to Enroll (/2020-2021-catalog/getting-started/how-to-enroll/steps-to-enroll)
Learn about the steps to enrollment, including how to apply to Folsom Lake College, how to apply for financial aid, and other admissions tips.

Challenges to Matriculation Process (/2020-2021-catalog/getting-started/how-to-enroll/challenges-to-matriculation-process)
Students can elect to not participate or be exempt from some or all of the matriculation process if they meet certain criteria.
Steps to Enroll
| Sacramento City College

Apply Now

Guarantee your admission to Sacramento City College by completing the online application to Sacramento City College [https://www.opencccapply.net/cccapply-welcome?cccMisCode=233].

Note: You must submit a new application any time you have a break of enrollment where you do not attend for a year or more.

When applying to one college in the Los Rios Community College District, you are able to enroll in all four colleges (American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College).

Save Money

To qualify for the Los Rios Promise and other programs, fill out the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA). Learn more about how to save money with financial aid [https://scc.losrios.edu/save-money].

Other Admissions Tips

- Submit your high school and/or college transcripts to be placed automatically into English and mathematics courses that match your skill level. Learn more about placement [https://scc.losrios.edu/admissions/placement], English as a Second Language (ESL) assessment testing is still available via assessment testing [https://scc.losrios.edu/admissions/placement/assessment-testing].

- Participate in orientation for new students [https://scc.losrios.edu/admissions/orientation].
Students can elect to not participate or be exempt from most or parts of the matriculation process based on the following criteria:

1. The student has completed an associate degree or higher.

2. The student satisfies at least two of the following:
   - The student has identified a goal of upgrading job skills
   - The student has enrolled for fewer than 12 units
   - The student is concurrently enrolled in another post-secondary institution
   - The student has declared no degree or occupational objective
In This Section

**Admissions Eligibility** (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/admissions-eligibility)
Learn about admissions eligibility for first-time college students, continuing Sacramento City College students, returning or transfer students, and high school students.

**Admission with Transfer Credit** (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/admission-with-transfer-credit)
Students who desire academic credit for courses taken at other regionally accredited colleges and universities must submit official transcripts to the Admissions and Records Office.

**Admission for Veterans and Dependents Using Veterans Educational Benefits** (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/admission-for-veterans-and-dependents-using-veterans-educational-benefits)
Learn about admissions information for veterans, spouses of veterans, and dependents of veterans.

**International Student Admission** (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/international-student-admission)
Learn about admissions for international students.

**Advanced Education for High School Students** (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/advanced-education-for-high-school-students)
Learn about admissions for high school students who want to take college classes through advanced education.

**Undocumented Student Admission** (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/undocumented-student-admission)
Learn about admissions for undocumented students, a group we define as all immigrants who reside in the US without legal status.

**Residency Requirements** (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/residency-requirements)
Learn about the requirements for having and maintaining California residency.

**Readmission from Dismissed Status** (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/readmission-from-dismissed-status)
Students on dismissed status from Sacramento City College must submit a petition to be readmitted after dismissed status.
Admissions Eligibility
| Sacramento City College

Any person who has earned a high school diploma or the equivalent – such as a certificate of proficiency issued by the State Board of Education including a General Education Development (GED) – is eligible for admission to Sacramento City College. Non-high school graduates 18 years of age or older who demonstrate ability to profit from a community college education may also be admitted.

There are four main types of students who attend Sacramento City College:

First-Time College Students

First-time college students are individuals who are a high school graduates or are at least 18 years old and never attended any college (other than those who attended while in high school).

Continuing Students

Continuing students are individuals who attended classes at any Los Rios college in the term immediately prior to the next term.

Returning or Transfer Students

All students returning after an absence or transferring from a non-Los Rios college must complete an admissions application and submit official transcripts of all other college work to the Admissions and Records Office.

High School Students

High school students who will be a junior or senior (grades 11 or 12) or at least 16 years of age by the start of classes may be eligible to enroll in a maximum of two community college classes each semester through the Advanced Education program.
Admission with Transfer Credit
| Sacramento City College

Students who desire academic credit for courses taken at other regionally accredited colleges and universities must submit official transcripts of that work to the Admissions & Records office. It is the student’s responsibility to initiate a request to each institution asking that an official transcript of their work be sent directly to:

To be credited by Sacramento City College, the coursework must meet the following criteria:

- The course(s) must have been taken at a regionally accredited college or university.
- The course(s) must be at the undergraduate level.
- The course(s) must have been completed with a grade of D or higher. All transferred grades (including Fs) will be used in the calculation of units attempted, units completed, and the grade point average.
- For determination of course applicability/equivalency, student must meet with a counselor.

Students who have completed college- or university-level courses outside of the United States and who are requesting credit must have those transcripts evaluated by a Foreign Credit Evaluation Service. Sacramento City College will accept a foreign transcript evaluation from a current member of Association of International Credential Evaluators, Inc. (http://aice-eval.org/) (AICE) or National Association of Credential Evaluation Services (https://www.naces.org/) (NACES).

Credit for coursework/degrees will be granted if it is determined to be equivalent to that of a regionally accredited college or university in the US and is at the baccalaureate level. Once received by Sacramento City College, the evaluation becomes property of the college and is treated in the same manner as an official transcript.
Veterans services are available to assist veterans, spouses, and children of disabled or deceased veterans who may be eligible for federal and/or state educational benefits. New students should contact the Admissions & Records office at least two months prior to the start of the college semester to initiate the required paperwork.

In most cases, all tuition and enrollment fees, miscellaneous fees, textbooks, and class supplies are paid for by the student and not by Veterans Affairs (VA). The exception is students who are using the Post 9/11 GI Bill or Vocational Rehabilitation benefits.

If you believe VA will be paying your enrollment fees, then please verify with Veterans Services before you enroll in courses. The benefit process may take several months to complete for new benefit recipients. For continuing students, the benefit process can take four to six weeks. Benefit recipients should anticipate a delay of at least two months before receiving the first payment.

Visit the GI Bill website (https://benefits.va.gov/gibill/) for more information on VA benefits. Disabled veterans who qualify for additional benefits should contact their VA Vocational Rehabilitation Counselor prior to enrolling.

For more information, see veteran student admissions (https://scc.losrios.edu/veteran-admissions).
Sacramento City College welcomes students from all over the world. Students who enter the US on a non-immigrant visa are considered international students; however, there are different attendance requirements for each visa type.

Sacramento City College is approved by the Bureau of Citizenship and Immigration Services (formerly INS) to issue the I-20 for the F-1 visa. An international student must be enrolled in at least 12 units each semester and must maintain a C (2.0) grade point average at all times, in order to comply with F-1 visa requirements.

For more information, see international student admissions (https://scc.losrios.edu/international-students).
Courses that provide enrichment and advancement in educational experience may be offered on a limited basis to high school students who have demonstrated academic achievement. The student must be 16 years of age or have completed their sophomore year of high school prior to the first day of the college semester. Advanced education students may not take remedial classes, those classes which need to be repeated because of low grades, and classes offered in the student’s own school.

High school students should request information from their high school counselor regarding eligibility and an advanced education application. Advanced education students should then submit online a completed advanced education application form which has been signed by a parent and by a high school counselor or principal, an official transcript plus work in progress, and a written statement describing how the eligibility criteria are met and why they wish to take classes.

After the advanced education application has been approved, the student may register for classes. Students must enroll in person at Admissions & Records. An advanced education student is not considered a continuing student when registering for classes for any subsequent semesters. It is the responsibility of the advanced education student to become familiar with, and aware of, all the requirements, processes, and deadlines pertaining to advanced education.

For more information, see advanced education admissions (https://scc.losrios.edu/advanced-education).
At Sacramento City College, we define undocumented to include all immigrants who reside in the US without legal status. All undocumented students must:

1. Complete the online application to Sacramento City College (https://www.opencccapply.net/cccapply-welcome?cccMisCode=233).

2. Submit a California Non-Resident Tuition Exemption Form available to the Admissions & Records Office.


For more information, see undocumented student admissions (https://scc.losrios.edu/undocumented-students).
Students who are California residents pay in-state tuition of $46 per unit, whereas students who are non-residents pay out-of-state tuition of $353 per unit. (Note: Tuition fees are for the 2020-21 academic year.) Community college enrollment fees are set by the California State Legislature. All fees are subject to change.

The term "California resident" for fee purposes may differ from other definitions of California residency. A person who has a California driver’s license and/or vehicle registration or who is a California resident for tax, voting, or welfare purposes may have established legal residence in the state but not necessarily be considered a resident for fee purposes.

**Residency Eligibility**

To be eligible for California residency, a student must do the following:

- Be a citizen or hold a US immigration status that does not prevent establishment of residency
- Verify physical presence in California for at least one year and one day prior to the first day of the semester/term
- Verify intent to make California your permanent place of residence
- Establish financial independence from a non-resident parent or guardian

For more information, go to residency requirements on the Sacramento City College website (https://scc.losrios.edu/residency-requirements).
Readmission from Dismissed Status
| Sacramento City College

Students on dismissed status from Sacramento City College must submit a Petition for Readmission After Dismissed Status form, which is completed with a college counselor. In order to enroll in classes, the dean must approve readmission following counselor recommendation.
Fees | Sacramento City College

In This Section

Schedule of Fees (/2020-2021-catalog/getting-started/fees/schedule-of-fees)
See the schedule of fees at Sacramento City College, including tuition, student representation fees, health services fees, and more.

Fee Payment Deadlines (/2020-2021-catalog/getting-started/fees/fee-payment-deadlines)
See fee payment deadlines for each semester and learn how to pay for your classes at Sacramento City College.

Debts Owed to College (/2020-2021-catalog/getting-started/fees/debts-owed-to-college)
If a student or former student fails to pay a debt owed to the institution, then the institution may withhold permission or access to certain information or services.

Federal Education Tax Credits (/2020-2021-catalog/getting-started/fees/federal-education-tax-credits)
Students (or parents of dependent students) may be able to obtain federal tax credits for enrollment fees if a student meets certain criteria.

Fee Refunds (/2020-2021-catalog/getting-started/fees/fee-refunds)
See which fees are refundable and learn how to apply for a refund.
Schedule of Fees
| Sacramento City College

Community college enrollment fees are set by the California State Legislature. All fees are subject to change.

2020-2021 Mandatory Fees

<table>
<thead>
<tr>
<th>FEE NAME</th>
<th>SUMMER 2020</th>
<th>FALL 2020</th>
<th>SPRING 2021</th>
<th>REFUNDABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident tuition and enrollment</td>
<td>$46 per unit</td>
<td>$46 per unit</td>
<td>$46 per unit</td>
<td>Yes</td>
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<tr>
<td>Non-resident tuition and enrollment</td>
<td>$353 per unit</td>
<td>$353 per unit</td>
<td>$353 per unit</td>
<td>Yes</td>
</tr>
<tr>
<td>Foreign student application fee</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
<td>No</td>
</tr>
<tr>
<td>Student representation fee</td>
<td>N/A</td>
<td>$2</td>
<td>$2</td>
<td>Yes</td>
</tr>
<tr>
<td>Health services fee</td>
<td>N/A</td>
<td>$20</td>
<td>$20</td>
<td>Yes</td>
</tr>
<tr>
<td>Universal transit pass (UTP) fee</td>
<td>$11 (flat fee)</td>
<td>$2.50 per unit 2</td>
<td>$2.50 per unit 2</td>
<td>Yes</td>
</tr>
</tbody>
</table>

1 The foreign student application fee applies to international students who are not legal US residents or permanent residents.

2 Eligible students must be taking one (1) or more units to be charged the UTP fee. Students taking more than 15 units will only be charged for 15 units ($33.75). Fractions of units are rounded up to the nearest whole unit.

2020-2021 Parking Fees

<table>
<thead>
<tr>
<th>FEE NAME</th>
<th>SUMMER 2020</th>
<th>FALL 2020</th>
<th>SPRING 2021</th>
<th>REFUNDABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester parking permit (automobiles)</td>
<td>N/A 1/2020-2021-catalog/getting-started/fees/schedule-of-fees#sup3</td>
<td>$41 4/2020-2021-catalog/getting-started/fees/schedule-of-fees#sup4</td>
<td>$41 4/2020-2021-catalog/getting-started/fees/schedule-of-fees#sup4</td>
<td>Yes</td>
</tr>
</tbody>
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2020-2021 Parking Fees

<table>
<thead>
<tr>
<th>FEE NAME</th>
<th>SUMMER 2020</th>
<th>FALL 2020</th>
<th>SPRING 2021</th>
<th>REFUNDABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester parking permit (carpools with 3 or more passengers)</td>
<td>N/A 1/2020-2021-catalog/getting-started/fees/schedule-of-fees#sup3</td>
<td>$36</td>
<td>$36</td>
<td>Yes</td>
</tr>
<tr>
<td>Semester parking permit (motorcycles)</td>
<td>N/A 1/2020-2021-catalog/getting-started/fees/schedule-of-fees#sup3</td>
<td>$26</td>
<td>$26</td>
<td>Yes</td>
</tr>
<tr>
<td>Daily parking permit</td>
<td>N/A 1/2020-2021-catalog/getting-started/fees/schedule-of-fees#sup3</td>
<td>$2</td>
<td>$2</td>
<td>No</td>
</tr>
</tbody>
</table>

3 All summer 2020 classes will be online; therefore, no parking services will be available.
4 Students who receive the California College Promise Grant (formerly known as the BOG Fee Waiver) only pay $31 for a fall or spring semester parking permit.

Fee Descriptions

Tuition and Enrollment Fee
Refundable: Yes. Learn more about refunds [here](https://scc.losrios.edu/admissions/cost-of-attendance/refunds).

Tuition and enrollment fees are charged per unit of enrollment. These fees are set by the State of California and are subject to change at any time. Students who have registered for classes prior to an increase may be required to pay the additional amount.

Foreign Student Application Fee
Refundable: No.

The foreign student application fee applies to all international students. Some international students may be exempt from paying this fee if they demonstrate economic hardship. Read Regulation R-2251 Nonresident and International Student Fees to learn more.

Student Representation Fee
Refundable: Yes.

The student representation fee supports student government in its effort to advocate and lobby for legislative issues that affect students.

$1 of every $2 fee supports the operations of a statewide community college student organization that is recognized by the Board of Governors of the California Community Colleges (Assembly Bill 1504). This statewide organization provides for student representation and participation in state-level community college shared governance as well as governmental affairs representatives to advocate before the legislature and other state and local governmental entities.

Students can refuse to pay this fee based on moral, religious, political, or financial grounds. To be exempted from paying the fee, complete and submit the Student Representation Fee Form BS-55 (PDF) to your college Business Services Office, preferably before you pay your fees.

This fee was established under provision of California Education Code section 76060.5 and California Code of Regulations, Title V, sections 54801-54805.

Health Services Fee
Refundable: Yes.
The following students may be exempted from the health services fee if they submit the required paperwork to the Admissions and Records Office before they register for classes:

- Students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization
- Students who receive California College Promise Grant (formerly BOG Fee Waiver) Part A

The following students are not charged the health services fee:

- Students enrolled in the Sacramento Regional Public Safety Training Center (SRPSTC)
- Students enrolled in apprenticeship programs
- Students only enrolled in UC Davis Co-Op program courses
- Incarcerated students inside correctional facilities
- Students admitted as special part-time students (K-12 students)

Universal Transit Pass (UTP) Fee

Refundable: Yes. Learn more about refunds [here](https://scc.losrios.edu/admissions/cost-of-attendance/refunds).

The Universal transit pass (UTP) is available to certain students for use on Regional Transit (RT) services, including buses and light rail. All eligible students are charged the UTP fee, regardless of whether or not they use the pass. The UTP is a sticker that attaches to your student access card.

Visit the [Regional Transit website](http://www.sacrt.com/fares/) for a list of all transit and bus systems that accept the UTP. UC Davis Unitrans does not accept the UTP.

Eligibility

Students taking one or more units during the spring or fall semester are eligible for the UTP. All students are eligible for the UTP in the summer semester, regardless of how many units they take.

Some students are not eligible for the UTP, and therefore are not charged the fee. These students include:

- Students enrolled in the Sacramento Regional Public Safety Training Center (SRPSTC)
- Students enrolled in apprenticeship programs
- Students taking classes on the UC Davis main campus
- Students studying abroad
- Incarcerated students inside correctional facilities
- Students whose home college is not a Los Rios college but who are enrolled in courses at a Los Rios college through the California Community Colleges Online Education Initiative Course Exchange

Valid Dates

- For the spring semester, the UTP is valid January 1 through May 31.
- For the summer semester, the UTP is valid June 1 through July 31.
- For the fall semester, the UTP is valid August 1 through December 31.

Fee Structure

Beginning with the fall 2020 semester, eligible students will pay $2.50 per unit during the fall and spring semesters. Any fraction of a unit is rounded up to the next whole unit. The minimum fee charged is $2.50 (for one unit) and the maximum fee is $37.50 (for 15 or more units). For example:

- A student enrolled in .5 units will not pay the UTP fee.
- A student enrolled in one unit will pay $2.50.
- A student enrolled in 1.5 units will pay $5.00.
- A student enrolled in 15 or more units will pay the maximum fee of $37.50.

During the summer 2020 semester, all eligible students pay $11 for the UTP.
Lost or Stolen UTP Stickers
If your UTP sticker is lost or stolen, then you will have to pay the full price of $37.50 for a new one.

Damaged UTP stickers
If your UTP sticker is damaged but the remnants are still attached to your student access card, then we will issue a replacement for free.

Semester Parking Permit Fee

Students can buy a semester parking permit online via eServices (https://ps.losrios.edu/student/signon.html) or in person*. The semester parking permit is a decal that is placed on the windshield or hung from the rear-view mirror.

Read Administrative Regulation R-2252: Student Parking Fees (https://www.losrios.edu/docs/lrccd/board/regulations/R-2252.pdf) to learn more.

Lost, Stolen, or Damaged Parking Permit
If a semester parking permit is lost or stolen, then you will have to pay full price for a new one. If a vehicle is sold or damaged, then a replacement can be issued for $2. You will need to provide the old decal and proof of sale or repair for the $2 replacement.

* At American River College, Cosumnes River College, and Sacramento City College, parking permits can be purchased at the Business Services Office. At Folsom Lake College, parking permits can be purchased at the Admissions & Records Office.

Daily Parking Permit Fee
Refundable: No.

Students can buy daily parking permits from machines located in the parking lots at each campus. Daily parking permits are not recommended for motorcycles because they can be easily stolen. Read Los Rios’ Administrative Regulation R-2252: Student Parking Fees (PDF) (https://www.losrios.edu/docs/lrccd/board/regulations/R-2252.pdf) to learn more.

Instructional Material Fees

Instructional material fees for designated courses may be assessed in accordance with Title 5, Section 59400 and Los Rios Policy P-2253 (/shared/doc/board/policies/P-2253.pdf).
Fee Payment Deadlines
| Sacramento City College

Your tuition and fees are due soon after you enroll in classes. You will be dropped if your fees are not paid by the fee payment deadline. This is true even if you enroll in a class that starts later in the semester.

Summer 2020 Payment Deadlines

Payment deadlines for the summer 2020 semester.

<table>
<thead>
<tr>
<th>DATE ENROLLED IN CLASSES</th>
<th>DATE DROPPED IF NOT PAID</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 20 to May 22, 2020</td>
<td>14 days after enrollment date</td>
</tr>
<tr>
<td>May 23 to June 3</td>
<td>June 5</td>
</tr>
<tr>
<td>June 4 to June 8</td>
<td>June 9</td>
</tr>
<tr>
<td>June 9 or later</td>
<td>The next day</td>
</tr>
</tbody>
</table>

Fall 2020 Payment Deadlines

This information is still being finalized.

Spring 2021 Payment Deadlines

This information is still being finalized.

A Note About Financial Aid

Your financial aid award is not automatically applied to your fees (except the California College Promise Grant). After you have applied your financial aid, you are responsible for paying the remaining amount on your account.

Make sure you apply for financial aid as early as possible and review the financial aid deadlines (https://scc.losrios.edu/financial-aid-deadlines).
Debts Owed to College
| Sacramento City College

Should a student or former student fail to pay a debt owed to the institution, the institution may withhold permission to any combination of the following from any person owing a debt until the debt is paid (Title 5, California Code of Regulations, Sections 42380 and 42381):

- Register
- Use facilities for which a fee is authorized to be charged
- Receive services, materials, food, or merchandise

If a student believes they do not owe all or part of an unpaid obligation, the student should contact the Business Services office.
Federal Education Tax Credits
| Sacramento City College

Students (or parents of dependent students) may be able to obtain federal tax credits (including the American Opportunity Credit and Lifetime Learning Credit) for enrollment fees if the student:

- Is enrolled in at least six (6) units during any semester or summer session
- Meets the other conditions prescribed by federal law

Students who consent to online access can view and print the IRS Form 1098-T through eServices by January 31 of each year. For eligible students who do not consent to online access, the IRS Form 1098-T will be mailed by January 31.
Fee Refunds | Sacramento City College

What Fees are Refundable?

<table>
<thead>
<tr>
<th>Refundable Fees</th>
<th>Non-Refundable Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Resident enrollment and tuition fee</td>
<td>• Foreign student application fee</td>
</tr>
<tr>
<td>• Non-resident enrollment and tuition fee</td>
<td>• Daily parking permit fee</td>
</tr>
<tr>
<td>• Universal transit pass (UTP) fee</td>
<td></td>
</tr>
<tr>
<td>• Student representation fee</td>
<td></td>
</tr>
<tr>
<td>• Health services fee</td>
<td></td>
</tr>
<tr>
<td>• Semester parking permit fee</td>
<td></td>
</tr>
</tbody>
</table>

How to Get a Refund

Refunds for Enrollment and Tuition Fees

Follow these steps to get a refund for enrollment and tuition fees:

1. **Drop your class(es) by the deadline.** After your class is dropped, money is credited to your eServices account. Keep all documentation that shows the date your class was officially dropped.

2. **Request a refund** (https://scc.losrios.edu/admissions/cost-of-attendance/refunds/refund-application) to get the money out of your eServices account by the deadline. You can submit this request online or in person at the Business Services Office.

Refunds for Student Representation Fee

Follow these steps to get a refund for the student representation fee:

1. Complete and submit the Student Representation Fee Form BS-55 (/shared/doc/bso/bs-55.pdf) (PDF) to your college Business Services Office.

2. If you paid by credit card, then a refund credit will be issued to the credit card you used. All other methods of payment will be refunded by check and mailed to the address on file with your college’s Admissions and Records Office.

Refunds for UTP and Health Services Fees

Follow these steps to get a refund for Universal Transit Pass (UTP) and health services fees:

1. **Drop your class(es) by the deadline.** After your class is dropped, money is credited to your eServices account. Keep all documentation that shows the date your class was officially dropped.

2. **Request a refund** (https://scc.losrios.edu/admissions/cost-of-attendance/refunds/refund-application) to get the money out of your eServices account by the deadline. You can submit this request online or in person at the Business Services Office.

Important Information About UTP Refunds

**Fall or Spring Semester**

For the spring or fall semester, the UTP fee is refundable if you drop your courses within the fee refund period. If you drop to less than one
unit, then you are expected to return the UTP sticker.

**Summer Semester**
For the summer semester, the UTP fee is refundable if you drop all of your units within the refund period. A minimum fee of $11 will be withheld from your refund if you have already picked up a UTP sticker for the summer semester. You are expected to return the UTP sticker if you drop all units.

**Refunds for Semester Parking Permits**

To get a refund for a semester parking permit:

- **Go to the Business Services Office to fill out a paper refund application before the deadline.** Your parking permit decal must be attached to your application. You cannot do this step online. Your refund will be processed within 6-8 weeks.

---

**Important Information About Refunds**

**Credit Balances in eServices**

Money in your eServices account is not automatically refunded to you. If you have a credit balance in your eServices account and you do not request a refund by the last day of instruction of the semester, then you forfeit that money.

**Exceptions for Military Students**

If you have to withdraw from classes for military purposes, then you will be refunded 100% of your fees and tuition. This is true even if you drop after the deadline or request your refund after the end of the semester.

**How long will it take to get my refund?**

Refunds are issued within six to eight weeks. If you paid by credit card, then a refund will be issued to the credit card you paid with. All other methods of payment will be refunded by check and mailed to the address on file with Admissions and Records.
While You Are Here
| Sacramento City College

In This Section

**Financial Aid** ([/2020-2021-catalog/while-you-are-here/financial-aid](/2020-2021-catalog/while-you-are-here/financial-aid))
The Financial Aid Office is here to help you get the financial support you need to afford college. Learn how to apply for financial aid.

**College and Academic Regulations** ([/2020-2021-catalog/while-you-are-here/college-and-academic-regulations](/2020-2021-catalog/while-you-are-here/college-and-academic-regulations))
Learn about Sacramento City College's grading policies and academic regulations.

**Enrollment Verification** ([/2020-2021-catalog/while-you-are-here/enrollment-verification](/2020-2021-catalog/while-you-are-here/enrollment-verification))
Enrollment verification for child care, health insurance, or car insurance can be printed out via eServices or requested by fax or in-person. All other requests can be processed immediately by the National Student Clearinghouse for a small fee.

**Alternative Credit/Study Options** ([/2020-2021-catalog/while-you-are-here/alternative-credit/study-options](/2020-2021-catalog/while-you-are-here/alternative-credit/study-options))
In addition to regularly scheduled credit classes, students may receive college credit for participation in certain alternative credit and study options.

**College Safety and Security** ([/2020-2021-catalog/while-you-are-here/college-safety-and-security](/2020-2021-catalog/while-you-are-here/college-safety-and-security))
Learn about Sacramento City College's commitment to maintaining a safe learning environment and supporting an ongoing comprehensive safety program.

**Student Rights and Responsibilities** ([/2020-2021-catalog/while-you-are-here/student-rights-and-responsibilities](/2020-2021-catalog/while-you-are-here/student-rights-and-responsibilities))
Learn about rights and responsibilities for students at Sacramento City College.

Learn about Sacramento City College's commitment to equal opportunity, equity, and diversity. In addition, see our policies prohibiting harassment, discrimination, and retaliation.
Money shouldn't get in the way of getting a college education. The Financial Aid Office is here to help you get the financial support you need to afford college.

Financial Aid Eligibility

Generally, to be eligible for financial aid, students must:

- Demonstrate financial need (for most programs)
- Be a US citizen or an eligible non-citizen
- Have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau)
- Be registered with Selective Service (/2020-2021-catalog/while-you-are-here/financial-aid#ss), if you're a male (you must register between the ages of 18 and 25)
- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program
- Be enrolled at least half-time to be eligible for Direct Loan Program funds
- Maintain satisfactory academic progress
- Sign the certification statement on the Free Application for Federal Student Aid (FAFSA) stating that:
  - You are not in default on a federal student loan and do not owe money on a federal student grant
  - You will use federal student aid only for educational purposes
- Show you're qualified to obtain a college or career school education by one of the following:
  - Having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate
  - Completing a high school education in a homeschool setting approved under state law (or - if state law does not require a homeschooled student to obtain a completion credential – completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law)
  - Enrolling in an eligible career pathway program and meeting one of the ability-to-benefit alternatives (/2020-2021-catalog/while-you-are-here/financial-aid#benefit)

Registering for Selective Service

Most male students must be registered with Selective Service to receive federal student aid. You also must register if you are a male and are not currently on active duty in the US armed forces. If you are a citizen of the Federated States of Micronesia, the Republic of the Marshall Islands or the Republic of Palau, then you are exempt from registering for selective service.

You can call Selective Service toll-free at (888) 655-1825 for general information about registering, register online at sss.gov (https://www.sss.gov), or register when you submit your Free Application for Federal Student Aid (FAFSA) (https://fafsa.ed.gov/).

Ability-to-Benefit Alternatives

If you were enrolled in college or career school prior to July 1, 2012, or if you are currently enrolled in an eligible career pathway program*, then you may show you're qualified to obtain a higher education by one of the following:

- Passing an approved ability-to-benefit test* (if you don't have a diploma or GED, a college can administer a test to determine whether you can benefit from the education offered at that school)
- Completing six credit hours or equivalent course work toward a degree or certificate (you may not receive aid while earning the six credit hours)
In This Section


The Free Application for Federal Student Aid (FAFSA) is a form you fill out to get financial aid. Financial aid includes fee waivers, grants, work study, loans, and scholarships.

**California Dream Act Application** ([/2020-2021-catalog/while-you-are-here/financial-aid/california-dream-act-application](/2020-2021-catalog/while-you-are-here/financial-aid/california-dream-act-application))

The California Dream Act is a law that allows some undocumented and nonresident students to receive certain types of financial aid. To apply, students submit the California Dream Act Application (CADAA).

**Promise Programs** ([/2020-2021-catalog/while-you-are-here/financial-aid/promise-programs](/2020-2021-catalog/while-you-are-here/financial-aid/promise-programs))

Promise programs offer first-time, full-time students up to two years of tuition-free education at Sacramento City College.

**Grants** ([/2020-2021-catalog/while-you-are-here/financial-aid/grants](/2020-2021-catalog/while-you-are-here/financial-aid/grants))

A grant is money given to you by the federal or state government that you don’t usually have to pay back.

**Federal Work-Study** ([/2020-2021-catalog/while-you-are-here/financial-aid/federal-work-study](/2020-2021-catalog/while-you-are-here/financial-aid/federal-work-study))

The Federal Work-Study (FWS) program provides jobs to students to help them pay for their educational expenses.

**Federal Direct Loans** ([/2020-2021-catalog/while-you-are-here/financial-aid/federal-direct-loans](/2020-2021-catalog/while-you-are-here/financial-aid/federal-direct-loans))

A federal direct loan is money you borrow from the government that you have to pay back with interest. We encourage students to apply for grants and scholarships before taking out a student loan. A loan is a serious and long-term obligation.

**Scholarships** ([/2020-2021-catalog/while-you-are-here/financial-aid/scholarships](/2020-2021-catalog/while-you-are-here/financial-aid/scholarships))

A scholarship is money given to you to help pay for your education or related expenses. Scholarships come from a variety of sources, such as your college or a private organization.
The Free Application for Federal Student Aid (FAFSA) is a form you fill out to get financial aid. Financial aid includes fee waivers, grants, work-study, loans, and scholarships. Submit the FAFSA each year you are in college – it only takes about 30 minutes to complete when you are prepared.

Though undocumented students cannot apply for aid through the FAFSA, they may be eligible for state financial aid through the California Dream Act.

**Deadline to Submit FAFSA**

Submit the FAFSA as early as you can. This will help you figure out how to pay for college before classes begin.

**Academic Year 2020-2021**

The 2020-2021 academic year includes fall 2020, spring 2021, and summer 2021.

- Date FAFSA available: October 1, 2019
- Deadline to submit FAFSA: March 2, 2020*
- Tax filing year to use for FAFSA: 2018

* You can submit the FAFSA after the "Deadline to Submit" date until June 30 of the following year, but priority is given on a first-come, first-served basis. You may not be considered for a Cal Grant if you submit your application after this date.

**Federal School Code**

Sacramento City College’s federal school code is **001233**. Make sure you include this on your FAFSA if you want to receive financial aid at Sacramento City College.
California Dream Act Application  
| Sacramento City College

The California Dream Act is a law that allows undocumented and nonresident students (US citizens and eligible non-citizens) who qualify for a non-resident exemption under Assembly Bill 540 (AB 540) to receive certain types of financial aid. The California Dream Act is unrelated to the federal Deferred Action for Childhood Arrivals (DACA) program.

Instead of submitting the Free Application for Federal Student Aid (FAFSA), students for whom any of the following are true can submit the California Dream Act Application (https://dream.csac.ca.gov/) (CADAA) to receive financial aid. You are eligible to complete the CADAA if you:

- Are undocumented
- Have a valid or expired DACA status
- Are a U visa holder
- Have Temporary Protected Status (TPS)
- Meet the non-resident exemption requirements under AB 540

Financial Aid Available for Undocumented Students

Undocumented students may qualify for the following types of financial aid:

- State grants, including the California College Promise Grant (formerly BOG Fee Waiver), Cal Grants, Chafee Grants, and Student Success Completion Grant
- Assistance from EOPS, CARE, or CalWORKs
- Some scholarships
- Los Rios Promise Program
Promise Programs
| Sacramento City College

Los Rios Promise

At Sacramento City College, we believe in you and your goals, and we want to see you achieve them – that’s why we’re making the Los Rios Promise. Promise programs offer first-time, full-time students up to two years of tuition-free education at any Los Rios college.

The Los Rios Promise covers tuition for 12 to 18 units but does not cover the cost of books or other fees. Learn about other types of financial aid (https://scc.losrios.edu/student-resources/financial-aid/types-of-financial-aid) that can help cover your expenses.

Deadline for Los Rios Promise Program Enrollment and FAFSA Completion

Eligible students must enroll in classes and submit the FAFSA/CADAA by the following deadlines to receive Los Rios Promise funds:

<table>
<thead>
<tr>
<th>2019-2020</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 2019:</strong> June 3, 2019</td>
<td><strong>Summer 2020:</strong> June 17, 2020</td>
</tr>
<tr>
<td><strong>Fall 2019:</strong> August 14, 2019</td>
<td><strong>Fall 2020:</strong> September 8, 2020</td>
</tr>
<tr>
<td><strong>Spring 2020:</strong> January 9, 2020</td>
<td><strong>Spring 2021:</strong> February 1, 2021</td>
</tr>
</tbody>
</table>

Eligibility

To be eligible for the Los Rios Promise, you must:

- Be a California resident
- Be a first-time college student*
- Enroll in and maintain at least 12 units for fall and spring semesters by the deadline
- Complete the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA) by the deadline

* Courses taken during high school (through dual enrollment or advanced education) are considered "pre-college" and do not prevent you from taking advantage of the Los Rios Promise. Students who transfer from a college other than a Los Rios college are not eligible for the Los Rios Promise.

Los Rios Promise Funds for Summer Tuition Fees

To use Los Rios Promise funds to pay for your summer tuition fees, you must do both of the following by the Los Rios Promise Program Enrollment and FAFSA Completion deadline:

- Enroll in any number of units for the summer term
- Enroll in at least 12 units for the fall semester

Eligibility for a Second Year

To apply for the Los Rios Promise Program for a second year, you must have been enrolled in at least 24 units by the Los Rios Promise Program Enrollment and FAFSA Completion deadline for the previous year.

West Sacramento Promise
The West Sacramento Promise provides residents of West Sacramento, who graduated from a high school within the last 6 months, fee-free college for their first year at Sacramento City College's main campus, West Sacramento Center, or Davis Center.
Grants | Sacramento City College

What is a Grant?

A grant is money given to you by the federal or state government that you don’t usually have to pay back.

Types of Grants for Community College Students

Learn more about the types of grants available to community college students, eligibility, and how and when to apply.

Cal Grant B

Cal Grants are awarded by the State of California and do not have to be repaid.

What it Covers

Cal Grant B Entitlement and Competitive awards provide up to $1,670 for books and living expenses, plus up to an additional $2,000 for full-time community college students. If you transfer to an eligible four-year college or university, Cal Grant B also helps pay for tuition, fees, and living expenses.

Eligibility

Cal Grant B Entitlement awards are for first-year, low-income students whose academic program is at least one academic year.

Cal Grant B Competitive awards are for disadvantaged and low-income students who have a minimum 2.0 grade point average (GPA) and are enrolled in an academic program that is at least one year long.

How to Apply

To apply for a Cal Grant, you must submit the following by March 2 each year you are eligible:

- FAFSA ([https://fafsa.ed.gov/](https://fafsa.ed.gov/)) or the California Dream Act ([https://dream.csac.ca.gov/](https://dream.csac.ca.gov/)) application* (if you do not have a social security number)
- [Verified Cal Grant GPA](http://www.csac.ca.gov/pod/cal-grant-gpa-information)

* DACA and AB 540 students are not eligible for Cal Grant Competitive awards.

Cal Grant C

Cal Grants are awarded by the State of California and do not have to be repaid. ([http://www.csac.ca.gov/pod/cal-grant-gpa-information](http://www.csac.ca.gov/pod/cal-grant-gpa-information))

What it Covers

Cal Grant C awards pays $547 toward tuition, books, tools, and equipment for students in occupational, technical, or vocational programs at community colleges.

Eligibility

Cal Grant C awards are for students enrolled in vocational programs that are at least four months long. Funding is available for up to two years, depending on the length of your program.

How to Apply

To apply for a Cal Grant C award, you must submit the following by March 2 each year you are eligible:

- FAFSA ([https://fafsa.ed.gov/](https://fafsa.ed.gov/)) or the California Dream Act ([https://dream.csac.ca.gov/](https://dream.csac.ca.gov/)) application (if you do not have a social security number)
California College Promise Grant

The California College Promise Grant (formerly BOG Fee Waiver) is just for California community college students and does not have to be repaid.

What it Covers

The California College Promise Grant waives enrollment fees for eligible students. It does not cover the cost of books or other expenses.

Eligibility

You may qualify for the California College Promise Grant if you are a California resident or are exempt from nonresident fees under AB 540 and you meet the criteria of Type A, Type B, or Type C described below.

Type A

You are receiving Temporary Aid For Needy Families (TANF), Supplemental Security Income (SSI/SSP), or General Assistance.

Type B

You meet the income standards listed below. Please note:

- Family size means the number of people in your household, including yourself
- Total family income means adjusted gross income and/or untaxed income for the year listed

<table>
<thead>
<tr>
<th>FAMILY SIZE</th>
<th>2017 TOTAL FAMILY INCOME (FOR 2019/2020 SCHOOL YEAR)</th>
<th>2018 TOTAL FAMILY INCOME (FOR 2020/2021 SCHOOL YEAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$18,210</td>
<td>$18,735</td>
</tr>
<tr>
<td>2</td>
<td>$24,690</td>
<td>$25,365</td>
</tr>
<tr>
<td>3</td>
<td>$31,170</td>
<td>$31,995</td>
</tr>
<tr>
<td>4</td>
<td>$37,650</td>
<td>$38,625</td>
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<tr>
<td>5</td>
<td>$44,130</td>
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<tr>
<td>6</td>
<td>$50,610</td>
<td>$51,885</td>
</tr>
<tr>
<td>7</td>
<td>$57,090</td>
<td>$58,515</td>
</tr>
<tr>
<td>8</td>
<td>$63,570</td>
<td>$65,145</td>
</tr>
</tbody>
</table>

Note: For each additional family member, add $6,480

Type C

You submitted the Free Application for Federal Student Aid (FAFSA) or the California Dream Act application (if you don’t have a social security number) and it shows you have unmet financial need.

How to Apply

To apply, fill out the California College Promise Grant (https://home.cccapply.org/money/california-college-promise-grant) application online. Alternatively, you can fill out the application below and return the completed application to the Financial Aid Office.

- 19-20 California College Promise Grant Application (/shared/doc/financial-aid/forms/19-20_CCPG_Application.pdf) PDF (For Summer 2019, Fall 2019, Spring 2020)
- 20-21 California College Promise Grant Application (/shared/doc/financial-aid/forms/20-21_CCPG_Application.pdf) PDF (For Summer 2020, Fall 2020, Spring 2021)

Maintaining the California College Promise Grant

If you qualify for the California College Promise Grant, then make sure you continue to meet the following academic and progress standards to keep receiving the grant funds.
• **Academic:** Maintain a grade point average (GPA) of 2.0 or higher. If your cumulative GPA falls below 2.0 for two consecutive primary terms (fall/spring semesters), then you may lose your grant eligibility.

• **Progress:** Complete more than 50% of your coursework. If the cumulative number of units you complete is not more than 50% in two consecutive primary terms (fall/spring semesters, or fall/winter/spring quarters), then you may lose your grant eligibility.

• **Combination of academic and progress standards:** Any combination of two consecutive terms of cumulative GPA below 2.0 and/or cumulative unit completion of not more than 50% may result in loss of grant eligibility.

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**Chafee Grant for Foster Youth**

Chafee Grants are awarded by the State of California to current or former foster youth. Chafee Grants do not have to be repaid.

**What it Covers**

A Chafee Grant can be used to pay for tuition, fees, books, supplies, transportation, living expenses, and child care.

**Eligibility**

To qualify for a Chafee Grant, you must meet the following criteria:

- You are a current or former foster youth who was a ward of the court, living in foster care, for at least one day between the ages of 16 and 18.
- If you are or were in Kin-GAP, a non-related legal guardianship, or were adopted, you are only eligible if you were a dependent or ward of the court, living in foster care, for at least one day between the ages of 16 and 18.
- You have not reached your 26th birthday as of July 1 of the award year.
- You have not participated in the program for more than five years (consecutive or otherwise).

**How to Apply**

To apply for a Chafee Grant, you must submit the following each year you are eligible:

- [FAFSA](https://fafsa.ed.gov/) or the [California Dream Act](https://dream.csac.ca.gov/) application (if you do not have a social security number).
- The [Chafee Grant](https://chafee.csac.ca.gov) application.

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**Federal Pell Grant**

Federal Pell Grant are awarded by the federal government and do not have to be repaid.

**What it Covers**

Federal Pell Grant can be used for tuition, fees, books, supplies, transportation, living expenses, and child care.

**Eligibility**

Federal Pell Grant is based on financial need, cost of attendance, the number of financial aid eligible units enrolled, and how long you plan to attend college. Eligible students can receive the Federal Pell Grant for up to six years (12 full-time semester or the equivalent), or 600%.

Pell Grant are usually only given to undergraduate students who have not earned a bachelor’s degree or higher. In some cases, a student enrolled in a post-baccalaureate teacher certification program can receive a Federal Pell Grant. You are not eligible to receive a Pell Grant if you are incarcerated or are subject to an involuntary civil commitment upon completion of a period of incarceration for a forcible or non-forcible sex offense.

DACA and undocumented AB 540 students are not eligible to receive Federal Pell Grant.

**How to Apply**

Submit the [FAFSA](https://fafsa.ed.gov/) every year to see if you qualify for a Federal Pell Grant. The amount of other student aid you qualify for does not affect the amount of your Federal Pell Grant.

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**Federal Supplemental Educational Opportunity Grant (FSEOG)**

Federal Supplemental Educational Opportunity Grants are awarded by the federal government and do not have to be repaid.
What it Covers
A FSEOG can be used for tuition, fees, books, supplies, transportation, living expenses, and child care. You can receive $100 to $600 per year.

Eligibility
FSEOGs are awarded based on financial need, how early you apply, number of financial aid eligible units enrolled, and total amount of Financial Aid.

FSEOGs are only given to undergraduate students who have not earned a bachelor’s or a professional degree.

DACA and AB 540 students are not eligible to receive FSEOGs.

How to Apply
Submit the FAFSA (https://fafsa.ed.gov/) each year to see if you qualify for a FSEOG. Sacramento City College has a limited amount of FSEOG funds, so make sure you submit your FAFSA as early as possible.

Student Success Completion Grant (SSCG)

What it Covers
The Student Success Completion Grant (SSCG) provides up to $4,000 per year to pay for educational costs.

Eligibility
To qualify for a SSCG, you must be:

- A Cal Grant B or C recipient
- Enrolled in at least 12 units each semester

Students enrolled in 12 to 14.99 units will receive $649 for that semester. Students enrolled in 15 or more units will receive $2,000 for that semester.

How to Apply
Students who qualify will be notified. No additional application is necessary for eligibility for the SSCG.
Federal Work-Study
| Sacramento City College

What is Federal Work-Study?

The Federal Work-Study (FWS) program provides jobs to students to help them pay for their educational expenses.

Eligibility

To be eligible, you must:

- Have a complete financial aid file
- Have unmet financial need
- Be enrolled in at least six financial aid course eligible units at Sacramento City College*
- Maintain satisfactory academic progress

*If you are enrolled at multiple Los Rios colleges, then you must have an approved consortium on file for those units to be counted towards your enrollment status.

You are not guaranteed a FWS job just because you are eligible for FWS. FWS jobs are limited, so make sure you apply for a FWS job as early as possible.

Hours

FWS students work an average of 17 hours per week during the fall and spring semesters. Students may be employed for no more than 26 hours per week during a semester and no more than 40 hours per week between semesters. The number of hours may change depending on the needs of the department. Summer FWS hours are based on funding availability.

You may not work more than the number of hours you were awarded.

Pay

FWS students are paid an hourly rate at minimum wage. On average, FWS students earn up to $7,000 during the school year. Paychecks are distributed on the tenth of each month.

Disclaimer

We reserve the right to reduce your FWS award at the end of the fall or spring semester for hours not worked or due to ineligibility. Your FWS award may also be reduced if your financial need changes. You will be notified of any change via email and it is your responsibility to notify your supervisor of the change.
Federal Direct Loans
| Sacramento City College

What is a Federal Direct Loan?

A federal direct loan is money you borrow from the government that you have to pay back with interest. We encourage students to apply for grants and scholarships before taking out a student loan. A loan is a serious and long-term obligation.

Loan Eligibility

To be eligible for a federal student loan, you must:

- Submit the [Free Application for Federal Student Aid (FAFSA)](https://fafsa.ed.gov/)
- Demonstrate that you are qualified to enroll in college by one of the following means:
  - You have a high school diploma
  - You have a General Education Development (GED) Certificate
  - You passed the California High School Proficiency Exam (CHSPE)
- Be a US citizen or eligible non-citizen with a social security number (SSN)
- Be enrolled in an eligible degree or certificate program
- Maintain satisfactory academic progress
- Register with the US Selective Service (for males age 18 to 25)
- Have never been convicted of selling or possessing illegal drugs
- Certify that you will use federal financial aid only for educational purposes
- Certify that you are not in default on a federal student loan and do not owe money on a federal student grant

All borrowers must sign the Master Promissory Note (MPN) annually. New borrowers must also complete entrance loan counseling through [studentloans.gov](https://studentloans.gov).

Types of Federal Loans

Subsidized Direct Loans

Subsidized direct loans are given to eligible students who demonstrate financial need.

The federal government pays the interest on subsidized loans while you are enrolled in school at least half-time (six units in the fall or spring semester; three units in the summer semester). If you graduate, drop below half-time, or withdraw from school, then you have a six-month grace period where the federal government will continue to pay the interest on your loan. After the six-month grace period, you are responsible for paying the interest on your loan.

Unsubsidized Direct Loans

Unsubsidized direct loans are given to eligible students, regardless of their financial need. The combined amount of an unsubsidized direct loan and all other financial aid that you receive cannot exceed the cost of attendance.

Interest accrues from the time the loan is disbursed, and interest payments begin immediately but can be deferred until you are done with school. It is advantageous to pay the interest while you are in school. This way, the debt will be the principal amount only when
repayment begins. Regular monthly payments begin six months after you graduate, drop below half-time status, or withdraw from school.

Annual Loan Limits

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DEPENDENT STUDENTS (EXCEPT STUDENTS WHOSE PARENTS ARE UNABLE TO OBTAIN PLUS LOANS)</th>
<th>INDEPENDENT STUDENTS (AND DEPENDENT UNDERGRADUATE STUDENTS WHOSE PARENTS ARE UNABLE TO OBTAIN PLUS LOANS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Undergraduate Annual Loan Limit</td>
<td>$5,500 – no more than $3,500 of this amount may be in subsidized loans.</td>
<td>$9,500 – no more than $3,500 of this amount may be in subsidized loans.</td>
</tr>
<tr>
<td>Second-Year Undergraduate Annual Loan Limit</td>
<td>$6,500 – no more than $4,500 of this amount may be in subsidized loans.</td>
<td>$10,500 – no more than $4,500 of this amount may be in subsidized loans.</td>
</tr>
<tr>
<td>Subsidized and Unsubsidized Aggregate Loan Limit</td>
<td>$31,000 – no more than $23,000 of this amount may be in subsidized loans.</td>
<td>$57,500 for undergraduates – no more than $23,000 of this amount may be in subsidized loans.</td>
</tr>
</tbody>
</table>

Borrower's Rights and Responsibilities

When you accept a loan, you accept legal rights and responsibilities that last until the loan is repaid.

Borrower's Rights

You have the right to:

- Receive a copy of your promissory note either before or at the time the loan is made
- Receive a disclosure statement before repayment on your loan begins, including information about:
  - Interest rates
  - Fees
  - Loan balance
  - The number of payments
  - The amount of each payment
- A grace period after you leave school or drop below half-time status and before your loan payments begin (if applicable)
- Prepay all or part of your loans without a repayment penalty
- Receive written notice if your loan is sold to a new holder
- Apply for deferment for your loan payments for certain specified periods (if eligible)
- Request forbearance from the holder of your loan if unable to make payments and don’t qualify for deferment
- Receive proof when your loan is paid in full

Borrower's Responsibilities

You agree to:

- Repay your loan(s), including accrued interest and fees, even if you do not:
  - Complete or find satisfaction in your education
  - Complete the program within the regular timeframe
Obtain employment

- Attend exit counseling before you leave school or drop below half-time enrollment

- Notify your loan holder within ten days if you:
  - Change your name, address, or phone number
  - Drop below half-time status
  - Withdraw from school
  - Transfer to another school
  - Change your graduation date

- Direct all correspondence to your loan holder or servicer

- Make monthly payments on your loan after leaving school, unless you are granted a deferment or forbearance

- Notify your loan holder of anything that might change your eligibility for an existing deferment

Loan Exit Counseling

All students who receive a loan must complete mandatory online loan exit counseling through the Department of Education. Loan exit counseling provides important information regarding repayment, deferment, and default prevention.

How to Complete Loan Exit Counseling

Visit studentloans.gov to complete loan exit counseling. You will need your FAFSA PIN to complete the loan exit counseling. Be sure to select Sacramento City College (federal school code: 001233) when asked, otherwise the Financial Aid Office will not receive confirmation that you completed the requirement.

When to Complete Loan Exit Counseling

Loan recipients must complete loan exit counseling when they do any of the following:

- Withdraw from college
- Drop below half-time units
- Transfer to another college
- Graduate

Failure to complete loan exit counseling may result in the delay of your financial aid processing.
What is a Scholarship?

A scholarship is money given to you to help pay for your education or related expenses. Scholarships come from a variety of sources, such as your college or a private organization.

Examples of types of scholarships:

- Merit scholarships are based on a student's achievements.
- School scholarships are given to students by the school they attend.
- Work scholarships require students to work to receive scholarship money.
- Field of Study scholarships are given to students pursuing a specific field of study or academic program.
- Need scholarships are based on financial need.
- Student-specific scholarships can be based on a student's nationality, gender, race, religion, medical history, and so on.

The Financial Aid office maintains a list of local, state, and national scholarships. Enrollment verification is usually required.

LEARN MORE ABOUT SCHOLARSHIPS ▶ (HTTPS://SCC.LOSRIOS.EDU/SCHOLARSHIPS)
Academic Freedom

Statement of Principles on Academic Freedom (American Association of University Professors)

- The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

- Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and the freedom of the student in learning. It carries with it duties correlative with rights.

- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter, which has no relation to their subject.

- College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Academic Honors

The distinction of honors and highest honors is noted on a student’s transcript for each semester in which a student has enrolled in twelve (12) units or more, and has earned a grade point average (GPA) of at least 3.0 (honors) or 3.5 or higher (highest honors). Students earning highest honors will be notified by email of their eligibility to join the honor society, Phi Theta Kappa.

Honors at Graduation

Students who maintain a high grade point average are eligible for honors at graduation. Students who maintain a grade point average of 3.0 or better are eligible for graduation with honors, and students who maintain a grade point average of 3.5 or better are eligible for graduation with highest honors. All college coursework that a student has completed is used to calculate honors at graduation (including coursework taken outside of Los Rios). The published lists of students are compiled from the data available at the time of publication and may be subject to subsequent revision.

Academic Renewal

A student may petition to have previous sub-standard grades (a D or F) earned at Sacramento City College discounted. Courses and grades which no longer reflect a student’s current educational objective and current level of academic success may upon petition be discounted in the computation of the grade point average (Title 5, Section 55046). The following conditions must apply:

- A minimum of twelve (12) consecutive months shall have elapsed since the end of the semester or summer session in which the work to be alleviated was recorded; and a minimum of twelve (12) semester units (or its equivalent) with a grade of C or Pass/Credit or better shall have been attained. The coursework must have been completed at a regionally accredited college.

- Current educational objectives must be discussed with a counselor and the counselor’s recommendation must be included on the petition.

- No more than thirty (30) units of substandard grades may be discounted.

- Under no circumstances may course work be discounted if it was used to fulfill requirements for a degree or certificate that has been awarded.

- All grades remain on the permanent record and transcript of grades. However, a proper notation on the transcript will indicate the
specific grades that were discounted from the grade point average.

- Once elected, the academic renewal cannot be reversed.
- Academic renewal is not intended for courses that are required and/or will be repeated.

Students with questions regarding this policy or who want to initiate a petition should contact the Counseling office.

**Attendance**

For students to successfully complete their college work, regular class attendance is necessary, and students are expected to attend all sessions of classes in which they are enrolled (Los Rios Regulation R-2222 (shared/doc/board/regulations/R-2222.pdf)).

All students who remain enrolled in a class after the last day to withdraw (see the academic calendar [https://scc.losrios.edu/academic-calendar](https://scc.losrios.edu/academic-calendar)) will be issued a letter grade for the course. If a student has stopped attending but not dropped the class, the student may receive an F grade for the course on their permanent record. Exception to this policy involves completion of the Student Petition, with appropriate signatures and documentation of extenuating circumstances.

**Excessive Absences**

Students are expected to attend all sessions of the class in which they are enrolled. Any student with excessive absences may be dropped from class (Title 5, Section 58004).

Per Los Rios Regulation R-2222, a student may be dropped from any class when that student’s absences exceed six percent (6%) of the total hours of class time. Instructors shall state in each course syllabus what constitutes excessive absences for that course.

**Non-Attendance at First Class**

Per Los Rios Regulation R-2222, students who fail to attend the first session of a class may be dropped by the instructor.

**Auditing Courses**

Sacramento City College does not permit auditing of classes. Auditing is defined as attending a course without having enrolled in the course, without responsibility for completing assignments, and without receiving a grade or credit.

**Catalog Rights**

For purposes of graduation from any of the colleges of the Los Rios Community College District, students who remain in attendance in one regular session (semester or summer session) may elect to meet the requirements in effect at the Los Rios college from which the student intends to graduate, in one of three ways:

1. Requirements in effect at the time of admission to a Los Rios college
2. Requirements in effect at the time the student originally enrolled in a regionally accredited college or university
3. Requirements in effect at the intended date of graduation from a Los Rios college

Please note:

- A college may authorize or request substitution for discontinued courses.
- Students changing their major field of study may be required to complete those requirements for the major in effect at the point of change.
- For purposes of this section, “attendance” means taking classes in at least one session (semester or summer session) in each calendar year. Absence for attendance at another regionally accredited institution shall not be considered an interruption in attendance, Los Rios Policy P-7242 (/shared/doc/board/policies/P-7242.pdf).

**Change of Address and/or Name**

Requests to have a student’s name changed are submitted directly to the Admissions & Records office. In order for this type of request to be processed, documentation (such as a marriage license, court documents, or naturalization papers) is required to verify a legal name change.

Students should report a change of address immediately. Changes can be submitted online in eServices [https://es.losrios.edu/student/signon.html](https://es.losrios.edu/student/signon.html) or by submitting a Change of Data form to the Admissions & Records office. Sacramento City College is not responsible for misdirected mail if the address change is not provided by the student.

Students can submit birth date and social security number corrections to the Admissions & Records office along with proper documentation (official birth certificates or social security verification).
Course Repetition and Repeatability

Repetition of courses must be conducted by all California community colleges in compliance with Title 5, Sections 55040 through 55046.

Course Repetition Where Substandard Grade is Recorded

Where a student has received a substandard grade in a course taken at a college, a student may repeat that course up to a maximum of two (2) times in an effort to alleviate the substandard academic grade. Substandard grade is defined as a notation of D, F, NC (No Credit), NP (No Pass), or W (Withdrawal). This regulation is effective across all Los Rios colleges.

The grade and credits earned in the final enrollment shall be used exclusively in determining the grade points earned for that particular course (Title 5, Section 55042).

Repeatable Courses

Courses taken where a grade of C or better was earned cannot be repeated. There are, however, certain specialized courses that are designated as “repeatable” and are listed as such in the course description. These include:

- Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree
- Intercollegiate athletics and their related conditioning courses may be repeated to meet requirements for California Community College Athletic Association (CCCAA) eligibility.
- Intercollegiate academic or vocational competition courses with the primary purpose to prepare students for competition
- Variable unit courses that are open entry/exit such as math, reading, and writing laboratory courses. Students may re-enroll in these courses as many times as necessary to complete one time the entire curriculum of the course.
- Work Experience courses, which can be taken again when there is new or expanded learning on the job for a maximum of six (6) to sixteen (16) units.

Repetition Without Substandard Grades

Unless a specific exception applies, a student who has received a satisfactory grade shall not repeat the course. Satisfactory grade is defined as A, B, C, P (Pass), or CR (Credit). There are special circumstances that allow for repetition. However, the student must submit a petition requesting the course repetition. These include:

- Students may repeat a course where a course is required by a statute or regulation as a condition of continued paid or volunteer employment, or as a result of a significant change in industry or licensure standards such that repetition is necessary for employment or licensure. These repetitions are not limited and are granted based on the college's verification of established legal mandates (Cal. Code Regs., Title 5, section 55040).

- Students may repeat a course if there has been a significant lapse of time since the first grade was obtained, and:
  - If the college has a properly established recency prerequisite for a course or program (Title 5, Section 55043).
  - If the college finds that another institution of higher education to which the student seeks to transfer has established a recency requirement which the student shall not be able to satisfy without repeating the course in question (Title 5, Section 55043)
  - The college finds that the student’s most recent previous grade is, at least in part, the result of extenuating circumstances. Extenuating circumstances are verified cases of accident, illness, or other circumstances beyond the student’s control. This is a one-time exception.
  - A special course that can be repeatable by petition so that a particular student can be approved to repeat it as a disability-related accommodation.

Limitations on Active Participatory Courses

Active participatory courses are those courses where individual study or group assignments are the basic means by which learning objectives are obtained. These include kinesiology/physical education (PE) active participatory courses, as well as visual and performing arts active participatory courses (theatre arts, music, and art). Some courses in these categories are related in content and have been placed in groups that the Los Rios colleges are calling “families” of courses. Each family of courses allows for skill development beyond an introductory level.

Students are limited to taking a maximum of four courses in any one family across all four Los Rios colleges, regardless of how many courses there are. Sometimes a family of courses may include more than four. For example, the Modern Dance Technique family of courses across the four Los Rios colleges includes five courses – DANCE 330 through DANCE 334 (Modern Dance I, II, III, IV, and V).

In addition, if a student gets a substandard grade [a notation of D, F, NC (No Credit), NP (No Pass), or W (Withdrawal)] in any course within a family, the substandard grade counts as one of the four course limitations in the family. The list of families of courses is available in the Counseling office. Please consult with a counselor for more information.

Course Time Conflict/Course Overlap

Students may not enroll in two classes that meet during part of the same hour, except through a petition process. The student must state
Good Standing

In some circumstances, a previous sub-standard grade (a D or F) can be alleviated. You may petition to discount these units in computing your grade point average (GPA) if they meet the criteria set out by the Admissions and Records policies. However, no discount will be given for coursework required for a degree or certificate that has been granted.

Grades and Grade Point Averages (GPA)

Types of Grades

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>EXPLANATION</th>
<th>GRADE POINTS PER UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>Four (4) grade points per unit</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>Three (3) grade points per unit</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>Two (2) grade points per unit</td>
</tr>
<tr>
<td>D</td>
<td>Passing (not satisfactory)</td>
<td>One (1) grade point per unit</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>Zero (0) grade points per unit</td>
</tr>
<tr>
<td>P</td>
<td>Pass (C or better)</td>
<td>Not computed in GPA</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass (less than C)</td>
<td>Not computed in GPA; affects progress probation and dismissal</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>Not computed in GPA; affects progress probation and dismissal</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>Not computed in GPA; affects progress probation and dismissal</td>
</tr>
<tr>
<td>EW</td>
<td>Excused Withdrawal</td>
<td>Not computed in GPA; does not affect progress probation and dismissal; does not count as one of your three attempts</td>
</tr>
</tbody>
</table>

Grade Point Average

The grade point average is found by taking the (Total Grade Points Earned) divided by (Total units attempted with a letter grade).

Progress Percentage

The progress percentage is found by taking the (Total units with W, I and NC) divided by (Total units enrolled).

Pass/No Pass Grading

You may choose one course each semester from courses that allow Pass/no Pass (P/NP) grading. A petition must be filed with the admissions office before the deadline published in the Class Schedule. A grade earned with an "A", "B" or "C" grade will be recorded as P with Grade Points Per Unit. A "D" or "F" grade will be recorded as NP with no Grade Points Per Unit. Units attempted for P/NP grades are not computed in the grade point average but are used for determining progress probation and dismissal. Once you have filed for P/NP grading in a course, it cannot be changed to a letter grade. No more than 15 units of Pass/No Pass may be applied toward an AA or AS degree.

Incomplete Grading

An instructor may assign an incomplete grade, "I", when the instructor believes the student cannot complete the requirements of the class before the end of the semester due to unforeseeable emergency and justified reasons. To receive credit for the class, the student must finish the incomplete work within one year after the end of the semester. After the work is completed and evaluated, or when the time has expired, a final grade will be assigned. A student receiving an incomplete may not reenroll in the class.

In Progress

If you receive an "in-progress" grade, you must re-enroll in the class in the next semester. If you don’t re-enroll, a grade will be assigned in lieu of the "in-progress."

Withdrawal from Class
A student may officially drop a class without notation on the permanent academic record/transcript prior to the point in which 15% of a
class has occurred (see the academic calendar (https://scc.losrios.edu/admissions/academic-calendar) for withdrawal deadlines).
Withdrawals occurring after this time, and before the point in which 75% of the class has occurred, shall result in a W notation on the
permanent academic record/transcript. Official withdrawals are those that have been processed via eServices or in the Admissions and
Records office.

A W grade on the permanent academic record/transcript is used for determining progress probation and progress dismissal. No
withdrawals are permitted during the last 25% of a course (see academic calendar for deadlines), except due to extenuating circumstances
(verified cases of accidents, illness, or other circumstances beyond the control of the student), for which a student may request
withdrawal through the student petition process. After consultation with the instructor and with administrative approval, the grade may
be recorded as a W rather than as a less than satisfactory or failing grade on the permanent academic record/transcript. In all other cases,
after the 75% date, a student will receive a grade in the course.

Military withdrawal is available for students who are members of an active or reserve military service, and who receive orders compelling a
withdrawal from courses. Students requesting military withdrawal must file a student petition and include supporting documentation.

Excused withdrawal is available when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the
student making his or her ability to complete a course(s) impractical. These events may include a job transfer outside the geographical
region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison
or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an
immigration action, or other extenuating circumstances. Excused withdrawal shall not be counted in progress probation and dismissal
calculation. Excused withdrawal shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

Probation and Dismissal

There are two types of probation: academic and progress.

**Academic Probation**
A student who has attempted at least twelve (12) units is placed on academic probation if the student has earned a cumulative grade point
average below 2.0.

**Progress Probation**
A student who has enrolled in a minimum of twelve (12) semester units is placed on progress probation when W, I, or NP grades are
recorded in one-half or more of all units in which a student has enrolled.

**Unit Limitation**
A student on either academic or progress probation may be limited to 12 or fewer units, or to a course load recommended by the student's
counselor.

**Removal from Probation**
A student on academic probation is removed from probation and achieves good standing when the student’s cumulative grade point
average is 2.0 or higher.

A student on progress probation is removed from probation and placed in good standing when less than half of the student's units are
recorded as W, I, or NP.

Remedial Unit Limitation

The California Community Colleges Board of Governors has adopted regulations limiting the number of remedial course units a student
may take to 30. These courses are usually numbered 1 through 99. Students may petition for a waiver to the 30-unit limitation through a
counselor. However, federal financial aid does not allow a student to receive aid for more than 30 remedial units.

Transcripts

**Order Transcripts Online**

Current and former students can order transcripts and authorize the release of student records online. Students must submit a separate
order for each Los Rios college they attended.

[ORDER TRANSCRIPTS ONLINE](https://scc.losrios.edu/order-transcripts)

Unit/Academic Load

Per Los Rios Regulation R-7211, fifteen (15) units each semester is considered a full load. Twelve (12) units each semester is a minimum
full-time load and is usually acceptable to qualify for scholarships, grants, loans, and holding student offices.

Fall/Spring Semester
Eighteen (18) units per semester is a maximum load. Unit limit shall be district-wide. A petition to exceed the maximum load must be submitted in writing to the college at which the additional units will be taken prior to registration. A student may petition up to a maximum of six (6) additional units district-wide through this process.

**Summer Session**

Eight (8) units per summer session is a maximum load. Unit limit shall be district-wide. A petition to exceed the maximum load must be submitted in writing to the college at which the additional units will be taken prior to registration. A student may petition up to a maximum of four (4) additional units district-wide through this process.

**Special Considerations**

Full governmental subsistence for veterans and dependents requires the unit load of twelve (12) units (with reduced benefit amounts dependent on the total number of enrolled units).

The following categories require the minimum unit load indicated:

- International students – twelve (12) units
- Student athletes – twelve (12) units, including kinesiology/physical education

**Unit of Credit**

Units of credit are assigned to courses based on the "Carnegie Unit," which assigns one unit of credit for three hours of work by the student per week. Usually this means one hour of lecture or discussion led by the instructor and two hours of outside preparation by the student. In laboratory courses, three hours of work in the laboratory are normally assigned one unit of credit which may include some additional preparation outside of class time. Students can find the number of units of credit with each course description.
Enrollment Verification
| Sacramento City College

Enrollment verification for child care, health insurance, or car insurance can be printed out via eServices or requested by fax or in-person. All other requests can be processed immediately by the National Student Clearinghouse for a fee.

Verifications for Child Care, Health Insurance, and Car Insurance

eServices

You can print or save an enrollment verification certificate for free through eServices (https://ps.losrios.edu/student/signon.html). From your eServices dashboard:

1. Click Student Center
2. Click Enrollment Verification (under Academics)
3. Follow the instructions to get to your printable verification

Fax and In-Person Requests

We do not accept verification requests over the phone. Faxed and in-person requests are processed in five to seven business days after we receive the request. We do not fax back verifications – all verifications must be picked up in person at Admissions and Records. You must provide a photo ID when you pick up your enrollment verification.

Other Enrollment and Degree Verifications

Requests from the following types of companies or individuals will be directed to the National Student Clearinghouse:

- Credit issuers
- Travel and consumer product companies
- Housing providers
- Scholarship providers
- Employers and employment agencies
- Verifications required by students or parents that do not include child care, health insurance, or car insurance

For your convenience, Los Rios has authorized the National Student Clearinghouse to act as its agent for verification of student enrollment and degree status. You can obtain an official Enrollment Verification Certificate at any time via the National Student Clearinghouse website at nscverifications.org (http://nscverifications.org/welcome-to-verification-services/).
Alternative Credit/Study Options
| Sacramento City College

In addition to regular classes, students may receive college credit when they participate in the following alternative credit and study options.

**Advanced Placement (AP) Exams**

Sacramento City College grants credit for College Board Advanced Placement (AP) examinations. A student who meets the following requirements may receive credit for exams they successfully passed:

- Official copies of test scores are on file with Admissions and Records
- Student is in good standing, which is defined as having completed twelve (12) units of credit and having a minimum 2.0 grade point average (GPA)

Students should be aware that other colleges and universities have the right to accept, modify, or reject the use of AP scores towards their graduation requirements. Check with your counselor to determine whether these test results will be accepted at the transfer institution of your choice.

Review the [AP Credit Chart](https://scc.losrios.edu/ap-scores-chart) to see how Sacramento City College grants credit for AP exams.

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

Sacramento City College grants credit for College-Level Examination Program (CLEP) examinations. CLEP scores fulfill general education areas only; they do not fulfill graduation competencies, requirements for any major at Sacramento City College, or enrollment limitations (such as prerequisite requirements) for any course at Sacramento City College.

A student may receive credit for CLEP exams they have successfully passed once the following requirements are met:

- Official copies of test scores are on file with Admissions and Records
- Student has completed twelve (12) units of credit and has a minimum 2.0 grade point average (GPA)

Visit [College Board's College-Level Examination Program website](https://clep.collegeboard.org) to learn more.

CLEP scores are not accepted for transfer to the University of California. Students should be aware that other colleges and universities have the right to accept, modify, or reject the use of CLEP scores towards their graduation requirements. Check with your counselor to determine whether these test results will be accepted at the transfer institution of your choice.

Review the [CLEP Credit Chart](https://scc.losrios.edu/clep-scores-chart) to see how Sacramento City College grants credit for CLEP exams.

**International Baccalaureate (IB) Tests**

Sacramento City College may award college credit for international baccalaureate (IB) higher-level course completion, if the course work is compatible with the college's curriculum. No credit will be granted for lower-level course work completed in the IB program.

A student who meets the following requirements may receive credit for IB tests they successfully passed:

- Official copies of test scores are on file with Admissions and Records
- Student is in good standing, which is defined as having completed twelve (12) units of credit and having a minimum 2.0 grade point average (GPA)

Review the [IB Credit Chart](https://scc.losrios.edu/ib-scores-chart) to see how Sacramento City College grants credit for IB tests.

Students should be aware that other colleges and universities have the right to accept, modify, or reject the use of IB scores towards their graduation requirements. Check with your counselor to determine whether these test results will be accepted at the transfer institution of your choice.
Students who have earned credit from an IB test should not take a comparable college course because transfer credit will not be granted for both.

Credit by Examination

Under special circumstances, and with the concurrence of the department, students regularly enrolled and in good standing who believe they are qualified by experience or previous training may take a special examination to establish credit in a course in which they are not formally enrolled.

Instructions

1. Download the Petition for Credit By Examination/Course Challenge [PDF] or obtain a copy from the Division Office.
2. Go to the Division Office to determine if you can challenge a course via the credit by exam process.
3. After receiving approval and signatures from the Division representatives, take the form to Admissions and Records [Get Started and Apply/Admissions and Records/Petition for Credit By Examination Course Challenge.pdf] to determine eligibility (you will not be enrolled in the course at this time).
4. If eligible, then go to the Business Office [Student Resources/Support Services/Business Services] to pay the appropriate fees.
5. Take the completed form to the instructor who will collect the form and administer the exam.
6. The instructor will submit the completed form and results to the Admissions and Records Office for processing.
7. You will receive a letter grade unless you also fill out the Pass/No Pass grade request.
8. The Admissions and Records Office will post the credit by exam course and grade at the end of the semester.

Credit for Military Service

Veterans may receive credit for military service if they present papers showing honorable discharge from active duty of one year or more in the United States armed forces.

How to Apply

After you have completed one semester at Sacramento City College, submit a copy of your DD-214 (member copy 4) separation paper and a petition to the Admissions and Records Office.

You may be eligible to receive the following credit (if applicable):

- Three (3) units of living skills graduation requirements
- One (1) unit of elective credit

In some circumstances, veterans may also receive credit for satisfactory training completed in service school.

Guidance from the American Council on Education

Credit granted for military service is based on A Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education.

Students in the six-month reserve training program are not eligible for military credit. This is in accordance with the recommendation of the American Council on Education.

Students are encouraged to contact a counselor for more information.

Distance/Online Education

Sacramento City College offers instruction via the internet. This includes online course sections where all work is carried out online, and partially online course sections where instruction is divided between online and in-person modalities.

To be successful in online courses, students need to be self-directed, motivated, and able to independently complete and electronically submit assignments on schedule. Students will also need reliable access to a computer and basic internet skills.

Online Classes

In online classes, classes meet online and all coursework is done online.

Partially Online or "Hybrid" Classes

Partially online classes feature a mix of online and in-person meetings and coursework. Class schedules will indicate the day/time of the
Online Learning Platform

All online classes are offered through Canvas (https://canvas.losrios.edu), a cloud-based learning management system used by faculty and students within Los Rios Community College District.

Learn more about online education at Sacramento City College (https://scc.losrios.edu/academics/online-education).

Independent Study

An independent study course involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s). Independent studies require regular meetings between the student and instructor. Additionally, the instructor may require examinations or other measures of evaluation, field trips, term papers, and other assignments.

Please note that some four-year colleges and universities do not accept units granted through independent study. Students are encouraged to meet with a counselor for more information.

For the appropriate petition and course proposal form, please contact Admissions and Records (https://scc.losrios.edu/admissions-records).

Study Abroad

Study abroad can be an enlightening, maturing, and life-changing experience. Students are challenged to re-examine themselves, their attitudes, and their studies as they learn to understand new and different cultures. In cooperation with the American Institute for Foreign Study, Los Rios Community College District offers unique study opportunities in cities such as:

- London, England
- Barcelona, Spain
- Florence, Italy

Requirements

To study abroad, students must:

- Be at least 18 years old
- Be in good academic standing with 12 college units completed by the time you go abroad
- Have a minimum overall grade point average (GPA) of 2.25

During the 13-week Study Abroad program, all students take 12 units – a three-unit Life and Culture class, an additional Los Rios class, and two other classes from the list of offerings.

Financial Aid

Financial Aid is available for study abroad.

Upcoming Study Abroad Opportunities

Learn more about current and upcoming study abroad opportunities (https://scc.losrios.edu/study-abroad).

Work Experience and Internship Program

Work experience is an academic program in which students apply what they have learned in the classroom to a job or internship and work to earn college credits. There are two types of programs: vocational and general.

For more information, please visit the Work Experience and Internship Program (https://scc.losrios.edu/wexp).
Advanced Placement Test Scores  
| Sacramento City College

Students may earn credit for College Entrance Board Advanced Placement (AP) tests with scores of 3, 4, or 5. AP scores can be used to meet Sacramento City College AA/AS general education requirements (/2020-2021-catalog/while-you-are-here/alternative-credit/study-options/advanced-placement-test-scores#aa-as-ge), California State University (CSU) general education requirements (/2020-2021-catalog/while-you-are-here/alternative-credit/study-options/advanced-placement-test-scores#csu-ge), and Intersegmental General Education Transfer Curriculum (IGETC) (/2020-2021-catalog/while-you-are-here/alternative-credit/study-options/advanced-placement-test-scores#igetc).

A student may receive credit for AP exams they have successfully passed once the following requirements are met:

- Official copies of test scores are on file with Admissions and Records
- Student has completed twelve (12) units of credit and has a minimum 2.0 grade point average (GPA)

Students should be aware that other colleges and universities have the right to accept, modify, or reject the use of AP scores towards their graduation requirements. Check with your counselor to determine whether these test results will be accepted at the transfer institution of your choice.

### AP Credit Toward Sacramento City College General Education Requirements

This table describes how passing AP scores translate into college credit at Sacramento City College, and which general education areas they satisfy (if any).

<table>
<thead>
<tr>
<th>AP EXAM</th>
<th>AP TEST SCORE</th>
<th>SCC COURSE EQUIVALENCY</th>
<th>SATISFIES SCC GE AREA</th>
<th>UNITS EARNED AT SCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3, 4, 5</td>
<td>ARTH 304, or ARTH 306, or ARTH 308, or ARTH 310</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>3, 4, 5</td>
<td>BIOL 308 and BIOL 309</td>
<td>IV</td>
<td>4</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3, 4, 5</td>
<td>MATH 400</td>
<td>II(b)</td>
<td>5</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3, 4, 5</td>
<td>MATH 400 and MATH 401</td>
<td>II(b)</td>
<td>5 to 10</td>
</tr>
<tr>
<td>Calculus BC/AB Subscore</td>
<td>N/A</td>
<td>N/A</td>
<td>II(b)</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>CHEM 305</td>
<td>IV</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>CHEM 400</td>
<td>IV</td>
<td>5</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>0</td>
</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
</tr>
</tbody>
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<th>UNITS EARNED AT SCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science A</td>
<td>3, 4, 5</td>
<td>CISC 360</td>
<td>II(b)</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>3, 4, 5</td>
<td>CISC 400</td>
<td>II(b)</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>3, 4, 5</td>
<td>ENGWR 300 and ENGWR 303 *</td>
<td>II(a)</td>
<td>3 to 7</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>3, 4, 5</td>
<td>ENGWR 300 and ENGWR 303 *</td>
<td>II(a)</td>
<td>3 to 7</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3, 4, 5</td>
<td>BIOL 350</td>
<td>IV</td>
<td>3</td>
</tr>
<tr>
<td>European History</td>
<td>3, 4, 5</td>
<td>HIST 300</td>
<td>I or V(b)</td>
<td>3</td>
</tr>
<tr>
<td>French Language</td>
<td>3, 4, 5</td>
<td>FREN 401 and FREN 402</td>
<td>I</td>
<td>8</td>
</tr>
<tr>
<td>French Language and Culture</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>German Language</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>0</td>
</tr>
<tr>
<td>German Language and Culture</td>
<td>3, 4, 5</td>
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<td>N/A</td>
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</tr>
<tr>
<td>Human Geography</td>
<td>3, 4, 5</td>
<td>GEOG 310</td>
<td>V(b)</td>
<td>3</td>
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<tr>
<td>Italian Language and Culture</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>0</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>0</td>
</tr>
<tr>
<td>Latin</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Latin Literature</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>3, 4, 5</td>
<td>ECON 302</td>
<td>V(b)</td>
<td>3</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>3, 4, 5</td>
<td>ECON 304</td>
<td>V(b)</td>
<td>3</td>
</tr>
</tbody>
</table>
**AP Credit Toward Sacramento City College General Education Requirements**

This table describes how passing AP scores translate into college credit at Sacramento City College, and which general education areas they satisfy (if any).

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<th>AP TEST SCORE</th>
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<th>SATISFIES SCC GE AREA</th>
<th>UNITS EARNED AT SCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Theory</td>
<td>3, 4, 5</td>
<td>MUFHL 400 and MUFHL 401</td>
<td>I</td>
<td>8</td>
</tr>
<tr>
<td>Physics 1</td>
<td>3, 4</td>
<td>PHYS 310</td>
<td>V(b)</td>
<td>3</td>
</tr>
<tr>
<td>Physics 1</td>
<td>5</td>
<td>PHYS 350</td>
<td>V(b)</td>
<td>4</td>
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<tr>
<td>Physics 2</td>
<td>3, 4</td>
<td>PHYS 310</td>
<td>V(b)</td>
<td>3</td>
</tr>
<tr>
<td>Physics 2</td>
<td>5</td>
<td>PHYS 350</td>
<td>V(b)</td>
<td>4</td>
</tr>
<tr>
<td>Physics B</td>
<td>3, 4, 5</td>
<td>PHYS 310</td>
<td>IV</td>
<td>3</td>
</tr>
<tr>
<td>Physics B</td>
<td>5</td>
<td>PHYS 350</td>
<td>IV</td>
<td>4</td>
</tr>
<tr>
<td>Physics C (Electricity Magnetism)</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>IV</td>
<td>0</td>
</tr>
<tr>
<td>Physics C (Mechanics)</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>IV</td>
<td>0</td>
</tr>
<tr>
<td>Psychology</td>
<td>3, 4, 5</td>
<td>PSYC 300</td>
<td>V(b)</td>
<td>3</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>3, 4, 5</td>
<td>SPAN 401 and SPAN 402</td>
<td>I</td>
<td>8</td>
</tr>
<tr>
<td>Spanish Language and Culture</td>
<td>3, 4, 5</td>
<td>SPAN 401 and SPAN 402</td>
<td>I</td>
<td>8</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Spanish Literature and Culture</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Statistics</td>
<td>3, 4, 5</td>
<td>STAT 300</td>
<td>II(b)</td>
<td>4</td>
</tr>
<tr>
<td>Studio Art – 2D Design</td>
<td>3, 4, 5</td>
<td>ART 320</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art – 3D Design</td>
<td>3, 4, 5</td>
<td>ART 370</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art – Drawing</td>
<td>3, 4, 5</td>
<td>ART 300</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>US Government and Politics</td>
<td>3, 4, 5</td>
<td>POLS 301 or POLS 481</td>
<td>V(a) or V(b)</td>
<td>3</td>
</tr>
<tr>
<td>US History</td>
<td>3, 4, 5</td>
<td>HIST 310, or HIST 311, or HIST 320, or HIST 321, or HIST 483, or HIST 484</td>
<td>V(a)</td>
<td>6</td>
</tr>
</tbody>
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### AP Credit Toward Sacramento City College General Education Requirements

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<th>UNITS EARNED AT SCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History</td>
<td>3, 4, 5</td>
<td>HIST 307 and HIST 308</td>
<td>V(b)</td>
<td>6</td>
</tr>
</tbody>
</table>

* To earn credit for ENGWR 303, student must pass both the AP English Language and Composition and English Literature and Composition with a score of 3, 4, or 5.

### AP Credit Toward CSU General Education Requirements

This table describes how a passing AP exam score of 3, 4, or 5 meets California State University (CSU) general education (GE) breadth requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>AP EXAM</th>
<th>AMERICAN INSTITUTIONS AND/OR GE BREADTH AREA</th>
<th>SEMESTER CREDITS TOWARD GE BREADTH CERTIFICATION</th>
<th>MINIMUM SEMESTER CREDITS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>C1 or C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>B2 and B3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>B4</td>
<td>3</td>
<td>3 *</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>B4</td>
<td>3</td>
<td>6 *</td>
</tr>
<tr>
<td>Calculus BC/AB Subscore</td>
<td>B4</td>
<td>3</td>
<td>3 *</td>
</tr>
<tr>
<td>Chemistry (taken in Fall 2009 or later)</td>
<td>B1 and B3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry (taken before Fall 2009)</td>
<td>B1 and B3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>D</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>N/A</td>
<td>0</td>
<td>3 *</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>N/A</td>
<td>0</td>
<td>6 *</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>B4</td>
<td>3</td>
<td>6 *</td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>A2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>A2 and C2</td>
<td>6</td>
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</tbody>
</table>
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<table>
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<tr>
<th>AP EXAM</th>
<th>AMERICAN INSTITUTIONS AND/OR GE BREADTH AREA</th>
<th>SEMESTER CREDITS TOWARD GE BREADTH CERTIFICATION</th>
<th>MINIMUM SEMESTER CREDITS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Science (taken in Fall 2009 or after)</td>
<td>B1 and B3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Environmental Science (taken before Fall 2009)</td>
<td>(B1 and B3) or (B2 and B3)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>European History</td>
<td>C2 or D6</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>French Language and Culture</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>French Language (taken from Fall 2009 through Fall 2011)</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>French Language (taken before Fall 2009)</td>
<td>C2</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>French Literature (taken before Fall 2009)</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>German Language and Culture</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>German Language (taken from Fall 2009 through Fall 2011)</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>German Language (taken before Fall 2009)</td>
<td>C2</td>
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<td>6</td>
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<tr>
<td>Human Geography</td>
<td>D5</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Italian Language and Culture</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Latin</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Latin Literature (taken before Fall 2009)</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Latin: Vergil (taken before Fall 2012)</td>
<td>C2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>D2</td>
<td>3</td>
<td>3</td>
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## AP Credit Toward CSU General Education Requirements

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<thead>
<tr>
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<th>SEMESTER CREDITS TOWARD GE BREADTH CERTIFICATION</th>
<th>MINIMUM SEMESTER CREDITS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microeconomics</td>
<td>D2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Music Theory (taken before Fall 2009)</td>
<td>C1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Physics 1 ++</td>
<td>B1 and B3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physics 2 ++</td>
<td>B1 and B3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physics B (taken before Fall 2009) ++</td>
<td>B1 and B3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Physics B (taken from Fall 2009 through Fall 2013) ++</td>
<td>B1 and B3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Physics C (Electricity/Magnetism) ++</td>
<td>B1 and B3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physics C (Mechanics) ++</td>
<td>B1 and B3</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Psychology</td>
<td>D9</td>
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<tr>
<td>Seminar</td>
<td>N/A</td>
<td>0</td>
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</tr>
<tr>
<td>Spanish Language (taken before Spring 2014)</td>
<td>C2</td>
<td>6</td>
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</tr>
<tr>
<td>Spanish Language and Culture</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Spanish Literature (taken before Spring 2013)</td>
<td>C2</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Spanish Literature and Culture</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Statistics</td>
<td>B4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art – 2D Design</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art – 3D Design</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art – Drawing</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>US Government and Politics</td>
<td>D8 and US-2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>US History</td>
<td>(C2 or D6) and US-1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>World History</td>
<td>C2 or D6</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
If a student passes more than one AP exam in calculus or computer science, then only one examination may be applied to the CSU baccalaureate.

** If a student passes more than one AP exam in physics, then only six units of credit may be applied to the CSU baccalaureate and only four units of credit may be applied to CSU general education.

## AP Credit Toward IGETC

This table describes how a passing AP score of 3, 4, or 5 meets Intersegmental General Education Transfer Curriculum (IGETC) requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>AP EXAM</th>
<th>IGETC AREA</th>
<th>SEMESTER CREDITS TOWARD CSU GE BREADTH</th>
<th>TOTAL UC QUARTER UNITS AWARDED</th>
<th>TOTAL UC SEMESTER UNITS AWARDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3A or 3B</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Biology</td>
<td>5B and 5C</td>
<td>4</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>2A</td>
<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>2A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Calculus AB Subscore from BC Exam</td>
<td>2A</td>
<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5A and 5C</td>
<td>4</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>4</td>
<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
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<tr>
<td>Computer Science A</td>
<td>N/A</td>
<td>N/A</td>
<td>8 quarter</td>
<td>5.3 semester</td>
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<tr>
<td>Computer Science AB</td>
<td>N/A</td>
<td>N/A</td>
<td>4 quarter</td>
<td>2.6 semester</td>
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<tr>
<td>Computer Science Principles</td>
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<td>N/A</td>
<td>8 quarter</td>
<td>5.3 semester</td>
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<tr>
<td>English Language and Composition</td>
<td>1A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester ^</td>
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<tr>
<td>English Literature and Composition</td>
<td>1A or 3B</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester ^</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>5A or 5C %</td>
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<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td>European History</td>
<td>3B or 4</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>French Language/Culture</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
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</table>
## AP Credit Toward IGETC

This table describes how a passing AP score of 3, 4, or 5 meets Intersegmental General Education Transfer Curriculum (IGETC) requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>AP EXAM</th>
<th>IGETC AREA</th>
<th>SEMESTER CREDITS TOWARD CSU GE BREADTH</th>
<th>TOTAL UC QUARTER UNITS AWARDED</th>
<th>TOTAL UC SEMESTER UNITS AWARDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>German Language/Culture</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Human Geography</td>
<td>4</td>
<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Latin $</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>4</td>
<td>3</td>
<td>4 quarter</td>
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<td>Microeconomics</td>
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<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td>Music Theory</td>
<td>N/A</td>
<td>N/A</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Physics 1</td>
<td>5A and 5C</td>
<td>4</td>
<td>8 quarter ~</td>
<td>5.3 semester ~</td>
</tr>
<tr>
<td>Physics 2</td>
<td>5A and 5C</td>
<td>4</td>
<td>8 quarter ~</td>
<td>5.3 semester ~</td>
</tr>
<tr>
<td>Physics B</td>
<td>5A and 5C</td>
<td>4</td>
<td>8 quarter ~</td>
<td>5.3 semester ~</td>
</tr>
<tr>
<td>Physics C (Electricity/Magnetism)</td>
<td>5A and 5C ³⁶</td>
<td>3</td>
<td>4 quarter ~</td>
<td>2.6 semester ~</td>
</tr>
<tr>
<td>Physics C (Mechanics)</td>
<td>5A and 5C ³⁶</td>
<td>3</td>
<td>4 quarter ~</td>
<td>2.6 semester ~</td>
</tr>
<tr>
<td>Psychology</td>
<td>4</td>
<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td>Seminar</td>
<td>N/A</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Spanish Literature and Culture</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Spanish Language and Culture</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
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<tr>
<td>Spanish Language</td>
<td>3B and 6A</td>
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<td>5.3 semester</td>
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<tr>
<td>Spanish Literature</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Statistics</td>
<td>2A</td>
<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td>Studio Art – 2D Design</td>
<td>N/A</td>
<td>N/A</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Studio Art – 3D Design</td>
<td>N/A</td>
<td>N/A</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
</tbody>
</table>
### AP Credit Toward IGETC

This table describes how a passing AP score of 3, 4, or 5 meets Intersegmental General Education Transfer Curriculum (IGETC) requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>AP EXAM</th>
<th>IGETC AREA</th>
<th>SEMESTER CREDITS TOWARD CSU GE BREADTH</th>
<th>TOTAL UC QUARTER UNITS AWARDED</th>
<th>TOTAL UC SEMESTER UNITS AWARDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Studio Art – Drawing</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td><strong>US Government and Politics</strong></td>
<td>4 and US-2 **</td>
<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td><strong>US History</strong></td>
<td>(3B or 4) and US-1 **</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td><strong>World History</strong></td>
<td>3B or 4</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
</tbody>
</table>

® The maximum UC credit for AP calculus exams is 8 quarter units or 5.3 semester units.

^ The maximum UC credit for both AP English tests is 8 quarter units or 5.3 semester units.

% AP test meets IGETC science course and lab requirement but only grants three units toward IGETC. Student will need to earn at least seven units in IGETC Area 5 to be certified.

$ Offered May 2013 and beyond.

~ The maximum UC credit for all AP physics exams is 8 quarter units or 5.3 semester units.

** Students need to complete a course that covers California State and Local Government to complete CSU American Institutions requirement.

For more information about transferring to the University of California (UC), see how UC campuses accept AP credit [http://admission.universityofcalifornia.edu/counselors/exam-credit/ap-credits/index.html].
Sacramento City College grants credit for College-Level Examination Program (CLEP) examinations. CLEP scores may be used to meet Sacramento City College AA/AS general education requirements (/2020-2021-catalog/while-you-are-here/alternative-credit/study-options/college-level-examination-program-scores#aa-as-ge) and California State University (CSU) general education requirements (/2020-2021-catalog/while-you-are-here/alternative-credit/study-options/college-level-examination-program-scores#csu-ge); they do not fulfill graduation competencies, requirements for any major at Sacramento City College, or enrollment limitations (such as prerequisite requirements) for any course at Sacramento City College.

A student may receive credit for CLEP exams they have successfully passed once the following requirements are met:

- Official copies of test scores are on file with Admissions and Records
- Student has completed twelve (12) units of credit and has a minimum 2.0 grade point average (GPA)

Visit College Board’s College-Level Examination Program (https://clep.collegeboard.org/) website to learn more.

CLEP scores are not accepted for transfer to the University of California. Students should be aware that other colleges and universities have the right to accept, modify, or reject the use of CLEP scores towards their graduation requirements. Check with your counselor to determine whether these test results will be accepted at the transfer institution of your choice.

### CLEP Credit Toward Sacramento City College General Education Requirements

This table describes how passing CLEP scores translate into college credit at Sacramento City College, and which general education areas they satisfy (if any).

<table>
<thead>
<tr>
<th>CLEP EXAM</th>
<th>CLEP SCORE</th>
<th>SATISFIES SCC GE AREA</th>
<th>UNITS Earned AT SCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>50</td>
<td>V(a)</td>
<td>3</td>
</tr>
<tr>
<td>American Literature</td>
<td>50</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>50</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>IV</td>
<td>3</td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
<td>II(b)</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
<td>IV</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra</td>
<td>50</td>
<td>II(b)</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra – Trigonometry</td>
<td>50</td>
<td>II(b)</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>50</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>French</td>
<td>59</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>History, US I</td>
<td>50</td>
<td>V(a)</td>
<td>3</td>
</tr>
<tr>
<td>History, US II</td>
<td>50</td>
<td>V(a)</td>
<td>3</td>
</tr>
</tbody>
</table>
CLEP Credit Toward Sacramento City College
General Education Requirements

This table describes how passing CLEP scores translate into college credit at Sacramento City College, and which general education areas they satisfy (if any).

<table>
<thead>
<tr>
<th>CLEP EXAM</th>
<th>CLEP SCORE</th>
<th>SATISFIES SCC GE AREA</th>
<th>UNITS EARNED AT SCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Growth and Development</td>
<td>50</td>
<td>III(b)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>50</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>50</td>
<td>V(b)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>50</td>
<td>V(b)</td>
<td>3</td>
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<tr>
<td>Natural Sciences</td>
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<td>IV</td>
<td>3</td>
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<tr>
<td>Pre-Calculus</td>
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<td>II(b)</td>
<td>3</td>
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<td>Principles of Macroeconomics</td>
<td>50</td>
<td>V(b)</td>
<td>3</td>
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<tr>
<td>Principles of Microeconomics</td>
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<td>V(b)</td>
<td>3</td>
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<tr>
<td>Spanish</td>
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</tr>
<tr>
<td>Trigonometry</td>
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<td>3</td>
</tr>
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<td>Western Civilization I</td>
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<tr>
<td>Western Civilization II</td>
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<td>V(b)</td>
<td>3</td>
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</tbody>
</table>

Exceptions

Sacramento City College does not offer credit for the following CLEP exams, and these exams do not satisfy associate degree general education requirements:

- College Composition
- College Composition – Modular
- College Mathematics
- English Composition (with or without essay)
- Financial Accounting
- Freshman College Composition
- German
- Information Systems and Computer Applications
- Introduction to Educational Psychology
- Introduction to Business Law
- Principles of Accounting
- Principles of Management
- Principles of Marketing
- Social Sciences and History
## CLEP Credit Toward California State University General Education Requirements

This table describes how passing CLEP scores meet California State University (CSU) general education (GE) breadth requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>CLEP EXAM</th>
<th>CLEP SCORE</th>
<th>CSU GE AREA</th>
<th>SEMESTER UNITS OF GE CREDIT</th>
<th>SEMESTER UNITS *</th>
<th>REMOVAL DATE FOR GE BREADTH **</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>50</td>
<td>D</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>American Literature</td>
<td>50</td>
<td>C2</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>50</td>
<td>C2</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>B2 (no lab credit)</td>
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<td>3</td>
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<tr>
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<td>3</td>
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<td>N/A</td>
</tr>
<tr>
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<td>50</td>
<td>B1 (no lab credit)</td>
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<td>3</td>
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<tr>
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<td>3</td>
<td>12</td>
<td>Fall 2015</td>
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<tr>
<td>History, US I</td>
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<td>3</td>
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<tr>
<td>History, US II</td>
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<td>3</td>
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<tr>
<td>Human Growth and Development</td>
<td>50</td>
<td>E</td>
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<td>3</td>
<td>N/A</td>
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</table>
This table describes how passing CLEP scores meet California State University (CSU) general education (GE) breadth requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>CLEP EXAM</th>
<th>CLEP SCORE</th>
<th>CSU GE AREA</th>
<th>SEMESTER UNITS OF GE CREDIT</th>
<th>SEMESTER UNITS *</th>
<th>REMOVAL DATE FOR GE BREADTH **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>50</td>
<td>C</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Information Systems and Computer Applications</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Introduction to Educational Psychology</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Introduction to Business Law</td>
<td>50</td>
<td>D</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>50</td>
<td>D</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>50</td>
<td>D</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>50</td>
<td>B1 or B2 (no lab credit)</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>50</td>
<td>B4</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Principles of Accounting</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>50</td>
<td>D</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>50</td>
<td>D</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Spanish Level I ***</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Spanish Level II ***</td>
<td>63</td>
<td>C2</td>
<td>3</td>
<td>9</td>
<td>N/A</td>
</tr>
<tr>
<td>Spanish Level II ***</td>
<td>63</td>
<td>C2</td>
<td>3</td>
<td>12</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>50</td>
<td>B4</td>
<td>3</td>
<td>3</td>
<td>Fall 2006</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>50</td>
<td>C2 or D</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
</tbody>
</table>
This table describes how passing CLEP scores meet California State University (CSU) general education (GE) breadth requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>CLEP EXAM</th>
<th>CLEP SCORE</th>
<th>CSU GE AREA</th>
<th>SEMESTER UNITS OF GE CREDIT</th>
<th>SEMESTER UNITS *</th>
<th>REMOVAL DATE FOR GE BREADTH **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Civilization II</td>
<td>50</td>
<td>D</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* These unit values are used only in determination of eligibility for admissions to CSU and should not be confused with the unit values applied toward GE Certification.

** Students seeking certification in GE Breadth prior to transfer must have passed the CLEP exam before this date.

*** If a student passes more than one CLEP examination in the same language other than English (such as two exams in Spanish), then only one examination may be applied to the baccalaureate (BA or BS). For each examination in a language other than English, a passing score of 50 is considered "Level I" and earns six units of credit towards the baccalaureate (BA or BS); the higher score listed for each test is considered "Level II" and earns additional units of credit and placement in Area C2 of GE Breadth, as noted.

**Exceptions**

CSU does not offer credit for the following CLEP exams, and these exams do not satisfy CSU GE breadth requirements:

- College Composition
- College Composition – Modular
- College Mathematics
- English Composition (with or without essay)
- Freshman College Composition
- Social Sciences and History
Sacramento City College may award college credit for international baccalaureate (IB) higher-level (HL) course completion, if the course work is compatible with the college’s curriculum. IB test scores may be used to meet Sacramento City College AA/AS general education requirements (/2020-2021-catalog/while-you-are-here/alternative-credit/study-options/international-baccalaureate-test-scores#aa-as-ge), California State University (CSU) general education requirements (/2020-2021-catalog/while-you-are-here/alternative-credit/study-options/international-baccalaureate-test-scores#csu-ge), and Intersegmental General Education Transfer Curriculum (IGETC) (/2020-2021-catalog/while-you-are-here/alternative-credit/study-options/international-baccalaureate-test-scores#igetc). No credit will be granted for lower-level course work completed in the IB program.

A student may receive credit for IB tests they have successfully passed once the following requirements are met:

- Official copies of test scores are on file with Admissions and Records
- Student has completed twelve (12) units of credit and has a minimum 2.0 grade point average (GPA)

Students should be aware that other colleges and universities have the right to accept, modify, or reject the use of IB scores towards their graduation requirements. Check with your counselor to determine whether these test results will be accepted at the transfer institution of your choice.

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

### IB Credit Toward Sacramento City College General Education Requirements

This table describes how passing IB scores translate into college credit at Sacramento City College, and which general education areas they satisfy (if any).

<table>
<thead>
<tr>
<th>IB EXAM</th>
<th>PASSING SCORE</th>
<th>SCC GE AREA</th>
<th>UNITS Earned At SCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology HL</td>
<td>5</td>
<td>IV</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry HL</td>
<td>5</td>
<td>IV</td>
<td>3</td>
</tr>
<tr>
<td>Economics HL</td>
<td>5</td>
<td>V(b)</td>
<td>3</td>
</tr>
<tr>
<td>Geography HL</td>
<td>5</td>
<td>V(b)</td>
<td>3</td>
</tr>
<tr>
<td>History (any region) HL</td>
<td>5</td>
<td>I or V(b)</td>
<td>3</td>
</tr>
<tr>
<td>Language A (any language) HL</td>
<td>5</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Language A: Language and Literature HL (any language)</td>
<td>5</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Language A: Language and Literature HL (any language except English)</td>
<td>5</td>
<td>I</td>
<td>3</td>
</tr>
</tbody>
</table>
IB Credit Toward Sacramento City College General Education Requirements

This table describes how passing IB scores translate into college credit at Sacramento City College, and which general education areas they satisfy (if any).

<table>
<thead>
<tr>
<th>IB EXAM</th>
<th>PASSING SCORE</th>
<th>SCC GE AREA</th>
<th>UNITS EARNED AT SCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A: Literature HL (any language except English)</td>
<td>5</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Language A1 (any language) HL</td>
<td>5</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Language A2 (any language) HL</td>
<td>5</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics HL</td>
<td>5</td>
<td>II(b)</td>
<td>3</td>
</tr>
<tr>
<td>Physics HL</td>
<td>5</td>
<td>IV</td>
<td>3</td>
</tr>
<tr>
<td>Psychology HL</td>
<td>5</td>
<td>V(b)</td>
<td>3</td>
</tr>
<tr>
<td>Theatre HL</td>
<td>5</td>
<td>I</td>
<td>3</td>
</tr>
</tbody>
</table>

Exceptions

Sacramento City College does not offer credit for the following IB tests, and these tests do not satisfy associate degree general education requirements:

- Language B (any language) HL

IB Credit Toward California State University General Education Requirements

This table describes how passing IB test scores meet California State University (CSU) general education (GE) breadth requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>IB TEST</th>
<th>PASSING SCORE</th>
<th>CSU GE AREA</th>
<th>SEMESTER UNITS FOR GE CERTIFICATION</th>
<th>MINIMUM SEMESTER CREDITS EARNED</th>
<th>REMOVAL DATE FOR GE BREADTH *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology HL</td>
<td>5</td>
<td>B2</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Chemistry HL</td>
<td>5</td>
<td>B1</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Economics HL</td>
<td>5</td>
<td>D2</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Geography HL</td>
<td>5</td>
<td>D5</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>History (any region) HL</td>
<td>5</td>
<td>C2 or D6</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
</tbody>
</table>
IB Credit Toward California State University General Education Requirements

This table describes how passing IB test scores meet California State University (CSU) general education (GE) breadth requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>IB TEST</th>
<th>PASSING SCORE</th>
<th>CSU GE AREA</th>
<th>SEMESTER UNITS FOR GE CERTIFICATION</th>
<th>MINIMUM SEMESTER CREDITS EARNED</th>
<th>REMOVAL DATE FOR GE BREADTH *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A (any language) HL</td>
<td>4</td>
<td>C2</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Language A: Language and Literature HL (any language)</td>
<td>4</td>
<td>C2</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Language A: Language and Literature HL (any language except English)</td>
<td>4</td>
<td>C2</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Language A: Literature HL (any language except English)</td>
<td>4</td>
<td>C2</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Language A1 (any language) HL</td>
<td>4</td>
<td>C2</td>
<td>3</td>
<td>6</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Language A2 (any language) HL</td>
<td>4</td>
<td>C2</td>
<td>3</td>
<td>6</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Language B (any language) HL **</td>
<td>4</td>
<td>N/A</td>
<td>0</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics HL</td>
<td>4</td>
<td>B4</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Physics HL</td>
<td>5</td>
<td>B1</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Psychology HL</td>
<td>5</td>
<td>D9</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Theatre HL</td>
<td>4</td>
<td>C1</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* Students seeking certification in GE Breadth prior to transfer must have passed the test before this date.
** For CSU only – the IB curriculum offers language at various levels for native and non-native speakers. Language B courses are offered at the intermediate level for non-natives. Language A1 and A2 (any language) HL are advanced courses in literature for native and non-native speakers, respectively.

## IB Credit Toward IGETC Requirements

This table describes how passing IB test scores meet Intersegmental General Education Transfer Curriculum (IGETC) requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>IB TEST</th>
<th>PASSING SCORE</th>
<th>IGETC AREA</th>
<th>SEMESTER UNITS FOR IGETC CERTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology HL</td>
<td>5</td>
<td>5B (no lab)</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry HL</td>
<td>5</td>
<td>5A (no lab)</td>
<td>3</td>
</tr>
<tr>
<td>Economics HL</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Geography HL</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>History (any region) HL</td>
<td>5</td>
<td>3B or 4</td>
<td>3</td>
</tr>
<tr>
<td>Language A: Language and Literature HL (any language)</td>
<td>5</td>
<td>3B</td>
<td>3</td>
</tr>
<tr>
<td>Language A: Language and Literature HL (any language except English)</td>
<td>5</td>
<td>3B and 6A</td>
<td>3</td>
</tr>
<tr>
<td>Language A: Literature HL (any language except English)</td>
<td>5</td>
<td>3B and 6A</td>
<td>3</td>
</tr>
<tr>
<td>Language A: Literature HL (any language)</td>
<td>5</td>
<td>3B</td>
<td>3</td>
</tr>
<tr>
<td>Language B (any language) HL</td>
<td>5</td>
<td>6A</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics HL</td>
<td>5</td>
<td>2A</td>
<td>3</td>
</tr>
<tr>
<td>Physics HL</td>
<td>5</td>
<td>5A (no lab)</td>
<td>3</td>
</tr>
<tr>
<td>Psychology HL</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Theatre HL</td>
<td>5</td>
<td>3A</td>
<td>3</td>
</tr>
</tbody>
</table>
College Safety and Security
| Sacramento City College

At Sacramento City College, we are committed to maintaining a safe learning environment and supporting an ongoing comprehensive safety program. The Los Rios Police Department (LRPD) employs sworn police officers who are certified through California Peace Officers Standards and Training (POST) and are responsible for protecting life and property across the district.

LRPD has excellent working relationships with other law enforcement agencies and emergency service providers in our neighboring communities. These strong partnerships help support more effective responses in emergency situations.

Learn more about Los Rios Police Department (https://police.losrios.edu).

In This Section

  Learn about crime prevention programs at Sacramento City College.

  Learn about campus traffic regulations enforced by Los Rios Police Department.

  Learn how to report an on-campus crime or incident to Los Rios Police Department.

  Each year, the Los Rios Police Department publishes the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Report.
Crime Prevention  
| Sacramento City College

Sacramento City College actively supports crime prevention through a number of programs, including:

Emergency Automobile Assistance

Though they are not mechanics, Los Rios Police officers are equipped and trained to start cars with dead batteries or unlock non-electric car doors. Proper identification is required for the performance of these services.

Firearms

California Penal Code Section 626.9 (h) prohibits the possession of a firearm on college grounds.

Alcohol

Consumption of, or being under the influence of, alcohol while on campus is strictly prohibited. Violators are subject to suspension, expulsion, and/or criminal prosecution (Los Rios Policy P-2443 (shared/doc/board/policies/P-2443.pdf)).

Emergency Telephones

Outdoor, emergency telephones have been installed at strategic locations throughout the campuses. These blue phones, when accessed, will automatically connect the caller to the Los Rios Police Department.

Illegal Drugs

Sacramento City College is committed to being a drug-free campus. Violators will be subject to disciplinary procedures. The use, sale, or possession on campus of, or presence on campus under the influence of, any controlled substance is strictly prohibited. Violators are subject to suspension, expulsion, and/or criminal prosecution (Los Rios Policy P-2441 (shared/doc/board/policies/P-2441.pdf) and Los Rios Policy P-2443 (shared/doc/board/policies/P-2443.pdf)).

Children on Campus

It is not appropriate for children to attend classes with their parents. All children on campus must be under the direct supervision of a parent, guardian, or other authorized adult. Unattended or disruptive children will be reported to the proper authorities.

Parking

Vehicles that do not have a valid semester parking decal or daily permit properly displayed will be issued a parking citation. There is a $283 fine for parking in designated disabled spaces (including hatch marks next to disabled spaces) without a state-issued disabled decal or plate.

Sexual Harassment

Sexual harassment in any situation is unacceptable and is in violation of state and federal laws and regulations. Corrective action will be taken where evidence of sexual harassment is found (Los Rios Policy P-2424 (shared/doc/board/policies/P-2424.pdf)).
Los Rios Police Department (LRPD) enforces the California Vehicle Code (CVC) and board-approved regulations on grounds designated for vehicle parking and traffic.

For more information, see parking regulations [https://police.losrios.edu/parking-resources/parking-regulations].
To report an on-campus crime or incident, see [crime and reporting](https://police.losrios.edu/crime-and-reporting) on the Los Rios Police Department website.
Each year, the Los Rios Police Department publishes the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Report (also known as the Annual Clery Report). This report includes information about our safety and security policies and specific crime statistics.

Student Rights and Responsibilities
| Sacramento City College
The classroom (including laboratories, field trips, independent study, and so on) is the essential part of any college where freedom to learn should flourish. The instructor has the responsibility for the manner of instruction and the conduct of the classroom. The instructor should not act in any way that denies the rights of students as set forth below (Los Rios Regulation R-2411).

Student Academic Rights

In preparing student publications, the editorial staff and faculty advisors shall be free from censorship and advance copy approval except as provided by published district policy, statutes, or college regulation. These publications should do the following:

- Adhere to canons of responsible journalism, such as avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.
- State on the editorial page that the opinions expressed are not necessarily those of the college or the student body.

Support Causes

Students shall have the right to:

- Take stands on issues
- Examine and discuss questions of interest to them
- Support causes by orderly means which are in harmony with the regular functioning of the institution

Free Assembly and Free Speech

Students shall have the right to hear speakers on any subject and college recognized student organizations shall have the right to present speakers on any subject. In addition, students shall have the right of free assembly on each campus subject to regulations that assure the regular functioning of the institution.

The policies and regulations shall include reasonable provisions for the time, place, and manner of conducting these activities, but shall not prohibit the right of students to exercise free expression including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, and the wearing of buttons, badges, and other insignia.

Expression which is obscene, libelous, or slanderous according to current legal standards, or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful district or college regulations, or the substantial disruption of the orderly operation of the college, shall be prohibited.

Free to Organize

Students shall have the right to form an organization around any particular interest. This right includes the freedom to organize and to join student organizations subject to published college and district regulations.

Voice in Decision-Making

Students shall have the right to be informed on all college matters that can be shown to be directly relevant to them by having a voice in decision making that affects their academic future, with the exception of staff appointment, termination, and tenure.
In case of conflict in determining what college matters are relevant to students, the determination will be made by a college-designated student, faculty, and administrative committee.

In addition, student representatives shall be members of all faculty and administrative committees related to students' concerns; such student representatives shall have a vote as committee members.

Confidentiality

Students shall have the right to have their academic records treated in a confidential and responsible manner with due regard to the personal nature of the information these records contain. Students' records will be released only on the written consent of the students or as provided by law. Learn more about access to student records (https://scc.losrios.edu/access-to-student-records).

Academic Evaluation

Students shall have the right of protection against prejudiced or capricious academic evaluation. At the same time, students are responsible for maintaining standards of academic performance established in advance for each course in which they are enrolled.

Grievance Procedure

Students shall have the right to file a grievance as outlined in Los Rios Regulation R-2412 (/shared/doc/board/regulations/R-2412.pdf), in the event of an alleged breach of their rights. Sacramento City College's designated grievance officer will hear grievances of students who believe their academic rights have been denied or violated.

Student Responsibilities

The Expectations of the College

Admission to college assumes the expectation that the student will:

- Be a responsible member of the college community
- Obey the law
- Comply with the published rules and regulations of the college
- Respect the rights, privileges, and property of the other members of the college community
- Not interfere with legitimate college affairs

Students enrolled in a class are responsible for meeting standards of performance and conduct established by the Los Rios Community College District and the instructor. Students are responsible for registering, "adding," and "dropping" classes in a timely fashion to make sure that other students have an opportunity to take classes. Students are responsible for completing and submitting all class assignments, examinations, tests, projects, reports, and so on by scheduled due dates, or face penalties.

If any problem arises regarding coursework or attendance, the student will be held responsible for initiating communication and contact with the instructor. In addition, students will be held responsible for behavior and conduct adverse to the preservation of order as established by the college and the instructor. Students are responsible for meeting their degree requirements as provided in the college catalog.

Students also have the responsibility to use information technology resources effectively. Each user has the responsibility to:

- Use the resources appropriately and efficiently
- Respect the freedom and privacy of others
- Protect the stability and security of the resources
- Understand and fully abide by established college policies and applicable public laws

In the case of student conduct that involves an alleged or proven violation of criminal law, the disciplinary authority of the college will not be used to duplicate the function of criminal authority. Disciplinary action may be taken if the conduct also involves a violation of district or college policy.
Access to Student Records (FERPA)  
| Sacramento City College

Use and Release of Student Information

The Family Educational Rights and Privacy Act of 1974 (FERPA) was designed to protect the privacy of educational records and to establish the rights of students to inspect and review their educational records. It also provides control over the release of educational record information. The original intent of this legislation was to keep elementary and high school records private and to give parents access to their child’s school records.

After a student turns eighteen or attends an institution of higher education (a college or university), the rights of access to the student’s records transfer to the student. This means that all academic information regarding a college student goes directly to the student unless the student has given specific, written permission to release that information to someone else.

While parents understandably have an interest in their child’s academic progress, they are not automatically granted access to a student’s records without written consent of the student. Parents are encouraged to consult with the student if academic information is needed.

A student can give permission for a third party to access their records by filing a Student Consent for Release of Records Form (/shared/doc/admissions-records/forms/student-consent-for-release-of-student-records.pdf) (PDF) with the Admissions and Records office.
Alcohol, Drug, and Smoking Policy
| Sacramento City College

Alcohol and Drug Policy

The abuse of illicit drugs and alcohol disrupts classes, compromises your physical and mental health, subjects you to criminal penalties, and impairs your ability to benefit from the learning experience. We therefore ask the college community to actively support a drug- and alcohol-free learning environment by knowing and making others aware of college policies and the substantial health and legal consequences of abuse.

District Policy

Policy P-2443: Drug and Alcohol-Free Workplace and College Premises (/shared/doc/board/policies/P-2443.pdf) states that the district "is committed to maintaining a drug- and alcohol-free workplace in accordance with the requirements of the US Drug-Free Workplace Act of 1988, and a drug- and alcohol-free college environment for students and employees in accordance with the requirements of the Drug-Free Schools and Community Act Amendment of 1989."

Legal Sanctions

The Los Rios Standards of Student Conduct prohibit the use, sale, or possession on campus of, or presence on campus under the influence of, any controlled substance. Controlled substances include cocaine, marijuana, LSD, heroin, methadone, mescaline, peyote, and methaqualone, among others.

If you abuse drugs or alcohol on campus, or appear on campus or at a college-sponsored function under the influence of drugs or alcohol, you can be suspended, expelled, and/or criminally prosecuted. The penalties for the more common offenses are:

- Possession or use of alcohol: year in jail and/or fine
- Possession of marijuana: criminal citation and fine
- Possession of cocaine: imprisonment in a state prison
- Sales of any illegal drug: imprisonment in a state prison
- Possession or use of alcohol by a minor: one year in jail and/or fine
- If you are a student employee, you may be terminated
- You are required to report any convictions within five days of the occurrence
- You will be ineligible for financial aid

Smoking Policy

Per section 2.23 of Regulation R-1411: Use of Facilities (/shared/doc/board/regulations/R-1411.pdf), smoking, vaping, and the use of tobacco is prohibited on all district/college property. Smoking is defined as inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated tobacco or other product intended for inhalation, in any matter or in any form. Smoking also includes the use of e-cigarettes. An e-cigarette is any oral device that provides a vapor of nicotine or any other substance for inhalation. E-cigarettes do not include products approved by the United States Department of Food and Drug Administration for medical treatment.
Computer and Internet Use Policy
| Sacramento City College

Computer Use Policy

The following rules apply to all computer labs on campus. Specific labs may have additional rules.

General Rules

- Equipment use in the lab is intended for class assignments only – use of computers is closely monitored for compliance with acceptable use standards.
- Computers are available on a first-come, first-served basis.
- Food and/or drinks (including water bottles) are not allowed in computer labs at any time.
- Children (under 18) are not allowed to use computer equipment unless they are current Sacramento City College students.
- Report problems with computers and/or printers to computer lab staff.
- A valid login may be used for assigned purposes only – sharing access with others is not permitted.
- All downloading and saving must be to removable media.
- Playing games on college computers is prohibited except for class assignments.
- When you’re done, log off the computer but don’t turn the computer off.
- Directions from any lab assistant or instructor concerning equipment/facilities or student conduct must be followed in order to continue use of the facilities.

Respect Those Around You

- Bring your own headphones for sound control.
- Pets are not allowed, except for service animals.
- Keep noise to a minimum.
- Use one workstation per person.
- Keep backpacks out of the walkways.
- Turn off or silence cell phones and pagers and answer phone calls outside of the lab.

Software

- Software may not be copied from computers or network drives.
- Installing software or games on computers is prohibited.

Internet Use Policy

Internet access is limited to classroom assignments only.

The acceptable use standards concerning internet use must be followed where applicable. The following activities are not allowed:
• Transmitting unsolicited information, which contains profane language or panders to bigotry, sexism, or other forms of discrimination

• Using the internet to gain unauthorized access to any computer

• Engaging in personal attacks (writing bullying, intimidating, threatening, or harassing entries)

• Making threats (directed towards others or yourself) without expecting the recipients of those threats, the college, and the police to consider them real

• Transmitting information that contains obscene, indecent, lewd, or lascivious material or other material that explicitly or implicitly refers to sexual conduct. This includes displaying such material where other individuals could potentially view it

• Inappropriate mass mailing, which includes multiple mailing to news groups, mailing lists, or individuals

Attempts by students to obtain, manipulate, delete, or change the contents of another user’s files, passwords, etc. are regarded as infractions of the California Computer Crime Penal Code. Attempts to “break” the operating system constitute a felony under this law.
Copyright and Piracy Policy
| Sacramento City College

What is a Copyright?

A copyright is a legal protection that gives the developer of an original piece of work (intellectual or artistic) exclusive rights for a certain time period. Copyright infringement is the unauthorized use of copyrighted material.

What is Piracy?

Piracy is the recreational downloading of copyrighted materials. Piracy is a violation of both federal law and college policy. The Recording Industry Association of America (RIAA) and Motion Pictures Association of America (MPAAP) have been cracking down on piracy in the US and targeting university and college networks, since this is where the highest amount of copyright infringements occur.

What is Peer-to-Peer (P2P) Software?

Peer-to-Peer (P2P) software allows users to download and distribute files from computer to computer across networks using P2P protocols, regardless of whether the user has paid for the files. When users have not paid for these files, they break federal and international copyright laws.

Piracy is not the only down side of using P2P software. P2P software allows users to access your computer and potentially hack into your private data. The result is exposure of your computer to significant security risks from viruses, worms, and hackers that could lead to possible loss of data, identity theft, and other liabilities.

College Actions for Violation

Sharing music, videos, or other copyrighted materials using Peer-to-Peer (P2P) applications over the network exposes you and anyone you share files with to legal action.

If a notice is sent from a trusted agency to Sacramento City College, then the student’s account will be blocked from accessing the WiFi network. The student in question may have to go through the college’s disciplinary process to regain access.

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

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

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

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

Additional Resources

- Policy P-8861: Copyright (/shared/doc/board/policies/P-8861.pdf)
- US Copyright Office (http://www.copyright.gov)
- Recording Industry Association of America (RIAA) (https://www.riaa.com/resources-learning/about-piracy/)
- Motion Picture Association (MPA) (https://www.motionpictures.org)
- Business Software Alliance (BSA) (http://www.bsa.org/anti-piracy)
Disciplinary Procedures and Due Process | Sacramento City College

The following are the disciplinary and due process procedures for when a student is referred to the Office of Student Conduct.

1. A student who is referred for discipline is required to meet with the Student Conduct Officer. This referral means the student’s alleged behavior is believed to have been a violation of the Los Rios Student Standards of Conduct.

2. The student will receive a certified letter via US standard mail notifying them of their referral. In the notification, the student is instructed to make an appointment for an investigative meeting with the Student Conduct Officer.

3. At the informal, investigative meeting, the Student Conduct Officer shall interview the student for the purpose of discussing the alleged misconduct and the disciplinary action that should be taken (if any).

4. At the investigative meeting, the parties shall have the right to present statements, testimony, evidence, and witnesses, except that neither party shall have the right to be represented by an attorney.

5. The investigative meeting is mandatory. If the student fails to make an appointment and/or does not attend the meeting, then the Student Conduct Officer may review the case and initiate disciplinary action without input from the student.

6. After the investigative meeting, the Student Conduct Officer may initiate disciplinary action by filing a notice with the Vice President of Student Services and serving such notice on the student charged. This decision depends entirely on the information obtained during the investigation.

7. The student has the right to request an appeal to the disciplinary action with the Vice President of Student Services no later than seven (7) days after the service of the notice of disciplinary action. A copy of the appeal form will be mailed to you along with your notice of disciplinary action.

8. After an appeal hearing, a written decision will be mailed to the student from the Office of the President within ten days of the conclusion of the hearing.

9. At this point, the final decision for disciplinary action rests with the college president. The president may approve, reject, or modify the written decision. The decision of the college president for disciplinary action is final.

Refer to Regulation R-2442: Due Process [/shared/doc/board/regulations/R-2442.pdf] for complete information regarding student standards of conduct and due process.

Contact

For additional information on student conduct, please contact the Student Conduct Officer:

Andre Coleman (Dean, Campus Intervention)
Email: colemaa@scc.losrios.edu (mailto:colemaa@scc.losrios.edu)
Phone: (916) 650-2929
Academic Integrity and Responsibility

Academic integrity and responsibility mean acting honestly, conscientiously, and honorably in all academic endeavors. Students are accountable for all that they say and write. Since trust is the foundation of an intellectual community, and since student work is the basis for instructors to evaluate student performance in courses, students should not misrepresent their work nor give or receive unauthorized assistance.

Academic Dishonesty

In contrast to academic integrity and responsibility, academic dishonesty takes the form of plagiarism and/or cheating.

Plagiarism

The word plagiarism comes from the Latin word “plagiarius,” meaning kidnapper. Plagiarism is generally the taking of words, sentences, organization, and ideas from another source without acknowledging that source.

Plagiarism may include:

- Submitting papers, examinations, or assignments written/completed entirely or in part by others
- Directly copying portions of another’s work without enclosing the copied passage in quotation marks for written work or without citing appropriately in an oral presentation and without acknowledging the source in the appropriate scholarly convention whether the work is presented in written or oral form
- Using a unique term or concept without acknowledging the source
- Paraphrasing or summarizing a source’s ideas without acknowledging the source
- Replicating a visual presentation, representation, or performance without acknowledging the source

Cheating

Cheating is similar to plagiarism in that it involves representing another’s work as one’s own. However, cheating often involves more overtly deceptive or fraudulent acts of academic dishonesty designed to gain credit for academic work that is not one’s own.

Cheating may include:

- Giving or receiving unauthorized assistance during an examination
- Fabricating or altering a source of data in a laboratory or experiment
- Collaborating with others when collaboration is not permitted, or when the contributions of others are not made clear
- Using unauthorized materials or aids during an examination, including calculators, dictionaries, or information accessed via any electronic devices
- Acquiring, without permission, tests or other academic material belonging to a member of the college faculty or staff
Right-to-Know Program Completion
| Sacramento City College

In compliance with the Student Right-to-Know and Campus Security Act of 1990, completion and transfer rates for students attending Sacramento City College can be found on the California Community College State Chancellor's Office Student Right-to-Know Rate Disclosure Website (http://srtk.cccco.edu/index.asp).
Service Animals on Campus
| Sacramento City College

Students and employees with a disability* who need a service animal may use a service animal (including a service animal in training) on district and college property. Therapy animals and pets are not allowed.

*Disability must be consistent with guidelines set forth by the Americans with Disabilities Act (ADA) and the Fair Employment and Housing Act (FEHA).

Service Animal Guidelines

Service animals are subject to the following guidelines:

1. A service animal is any dog or a miniature horse that is trained to do work or perform tasks for an individual with a disability.

2. Faculty, staff or student owners of service animals that wish to bring the animal to campus, are requested, but not required, to register their service animal with the Vice President of Student Services or Vice President of Administrative Services. Registration provides a quick way to demonstrate the service animal is properly on campus.

3. If owner applies for registration, owner must provide documentation of their service animal’s current shot/vaccination records at the time of registration. Visitors should check in with the Vice President’s offices.

4. If owner applies for registration, owner must provide documentation of appropriate licenses.

5. If owner applies for registration, owner should carry proof of service animal registration when accompanied by that service animal on campus.

6. The service animal must be in good health, and free of fleas and external parasites.

7. The service animal must be on a leash at all times.

8. Owner is responsible for all cleanup of animal feces.

9. Service animals that disrupt the learning environment and the ability of others to learn may be excluded from campus.

10. Service animals that are ill, unclean, noisy, or bedraggled will not be allowed on campus.

11. Service animals that show unprovoked aggressive tendencies or are deemed potentially dangerous will not be allowed on campus.

12. Service animals are not permitted to be in the following areas: mechanical rooms/custodial closets, any room where protective gear is worn, or any room that poses a potential danger to the animal.

13. Owner will be financially responsible for any damage or cleaning costs resulting from the animal being brought on to campus. Animals that cause damage may be excluded from the campus.

Individuals who bring a service animal to campus must extend courtesy and respect to colleagues, students, and visitors in the area. Owners are required to keep service animals on a leash and should consider safety, health, and the possible fears others may have in the presence of animals.
Social Media Policy
| Sacramento City College

Social Media Participation Guidelines

As an institution of higher learning, Sacramento City College – by its very nature – embraces the free and open exchange of ideas. To that end, we are committed to the community’s First Amendment rights and the core values of free speech.

We believe in fostering a thriving online community. We support the various channels of social networking – Facebook, Twitter, YouTube, Instagram, and so on – as valuable tools for engaging students, staff, faculty, alumni, friends, and supporters in a constructive two-way dialogue about Sacramento City College and its mission.

At the same time, the long-term value, vibrancy, and success of any social media community depends on a shared philosophy of how to behave. It’s important that members of our community become familiar with Facebook’s Terms of Service (https://www.facebook.com/legal/terms), Twitter’s Rules and Policies (https://help.twitter.com/en/rules-and-policies), YouTube’s Policies (https://www.youtube.com/about/policies/#community-guidelines), Instagram’s Terms of Use (https://help.instagram.com/581066165591870), and similar support sites for social media. The emphasis for all participants – including site administrators – should always be transparency, honesty, respect, and civility.

All content, information, and views expressed on social media belong to the individuals posting the content. These views do not necessarily reflect the official policies or positions of the college, district, or Board of Trustees. We are not responsible for unanswered posts or inaccurate information posted by others.

Here are guidelines for engaging in Sacramento City College social media platforms:

- Be respectful of the rights and opinions of others. Be willing to agree to disagree and move on.
- Stay on topic. Our social media sites are established as forums for the open and honest discussion of matters and developments related to – and limited to – our mission (https://scc.losrios.edu/about-us/our-values).
- Be transparent and honest.
- Add value. Be part of the conversation but don’t take it over.
- Avoid hateful speech, personal attacks, flaming, profanity, vulgarity, pornography, nudity, and abusive language.
- Keep personal information (for example, your phone number and address) out of your posts.
- Think before you post. Almost everything you write or post to a social media site – words, pictures, video – is public or can be discovered. If you post on any of our social media sites, then you consent that what you post can be published and you waive any expectation of privacy regarding the post. What you choose to add to the conversation today will live on long after the subject matter has come and gone as a topic of conversation.
- We encourage you to post comments and “like” articles, photos, and videos you enjoy.

On our Facebook, Twitter, YouTube, and Instagram pages and other social media platforms, our goal is to post interesting, entertaining, and educational content. We welcome your comments and suggestions. We encourage conversation and dialogue, but we want to ensure a respectful online environment and invigorating conversation for the broader college community. Our page administrators review posts and comments regularly to ensure any issues or concerns are addressed in a timely manner.

We may or may not reply to comments, but if it’s provocative, fair, and insightful, chances are others will engage in the conversation.

We reserve the right to determine and remove from Sacramento City College social media sites any of the following:

- Comments, links, images, or videos that are illegal or encourage illegal activity, or are obscene, defamatory/libelous/slanderous, indecent, lewd, lascivious, sexually harassing or explicit in nature, or pose risks to the health or safety of individuals
- Comments that personally attack or threaten any person
- For students, anything that would violate District policies regarding student regulations (https://losrios.edu/about-los-rios/board-of-trustees/policies-and-regulations)
- For staff and faculty, anything that would violate District policies regarding staff and faculty regulations (https://losrios.edu/about-los-rios/board-of-trustees/policies-and-regulations)
- Successive off-topic posts by one or more individuals or groups
- Repetitive posts copied and pasted or duplicated by one or more individuals or groups
- Solicitations or advertisements
- Any materials that infringe upon the intellectual property or other rights of any third party
Standards of Conduct  
| Sacramento City College

Code of Conduct

A student who enrolls at Sacramento City College may rightfully expect that students, faculty, and administrators will maintain an environment in which there is freedom to learn.


Disciplinary Offenses

Any student found to have committed, or to have attempted to commit, the following misconduct is subject to appropriate disciplinary action:

- Continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance the authority of, or persistent abuse of, members of the college community
- Assault, battery, or any threat of force or violence upon members of the college community
- Willful misconduct which results in injury or death to members of the college community, or which results in cutting, defacing, or other injury to any real or personal property owned by the district
- The use, sale, or possession on campus of, or presence on campus under the influence of, any controlled substance [(See alcohol, drug, and smoking policies](https://scc.losrios.edu/about-us/our-values/student-rights-and-responsibilities/alcohol-drug-and-smoking-policies))
- Willful or persistent smoking in any area where smoking has been prohibited by law or district policy [(See alcohol, drug, and smoking policies](https://scc.losrios.edu/about-us/our-values/student-rights-and-responsibilities/alcohol-drug-and-smoking-policies))
- Persistent, serious misconduct where other means of correction have failed to bring about proper conduct
- Violation of College rules and regulations including those concerning student organizations, the use of college facilities, or the time, place and manner of public expression and distribution of materials
- Obstruction or disruption of teaching, research, administrative disciplinary procedures or other college activities, including its community service activity, or of other authorized activities on college-controlled premises
- Theft of or non-accidental damage to property of the college or a member of the college community while on campus or at college-sponsored events
- Unauthorized entry to or use of college facilities
- Dishonesty, such as cheating, plagiarism, or furnishing false information to the college; forgery, alteration, or misuse of college documents, records, or identifications [(See plagiarism and cheating policies](https://scc.losrios.edu/about-us/our-values/student-rights-and-responsibilities/plagiarism-and-cheating))
- Knowing possession or use of explosives, dangerous chemicals or deadly weapons on college property or at a college function without prior authorization of the college president or designated representative
- Use, possession, distribution or being under the influence of alcoholic beverages, narcotics or dangerous drugs on college property or at college-sponsored events [(See alcohol, drug, and smoking policies](https://scc.losrios.edu/about-us/our-values/student-rights-and-responsibilities/alcohol-drug-and-smoking-policies))
- Soliciting or assisting another to do any act which would subject a student to expulsion, suspension, probation or other discipline pursuant to Regulation R-2441: Standards of Conduct [(shared/doc/board/regulations/R-2441.pdf)](https://scc.losrios.edu/about-us/our-values/student-rights-and-responsibilities/plagiarism-and-cheating)
- Violation of any order of a college president, notice of which has been given prior to such violation, and which order is not inconsistent with any of the other provisions of this policy. This notice may be given by publication in the college newspaper, by posting an official bulletin board designated for this purpose or by any other means reasonably calculated to inform students of its provisions.
• Attempting to commit an act that would be cause for disciplinary action identified above
Student Grievance and Class-Related Concerns | Sacramento City College

Steps to Resolution

1. Students should speak with their professor about the concern.

2. Students who feel as though they are unable to speak with their professor or resolve the situation, should then contact the instructional division area dean.

Note: Most complaints, grievances, or disciplinary matters should be resolved at the campus level. This is the quickest and most successful way of resolving issues involving the college. You are encouraged to work through the campus complaint process first.

Contact

For information on how to file a formal grievance, please contact the Student Grievance Officer:

Andre Coleman (Dean, Campus Intervention)
Email: colemaa@scc.losrios.edu
Phone: (916) 650-2929

Additional Grievance Information

Issues that are not resolved at the college or district level may be presented via resources provided by the California Community Colleges Chancellor’s Office. Complainants are encouraged to use the official form provided by the Chancellor's office, however, that form is not required and complaints will not be considered defective or rejected if you do not use the form.

A student may file a grievance or grieve an action or decision of the district or one of its colleges when the student’s status and/or rights have been adversely affected.

Grievances relating to grades are subject to Education Code Section 76224(a), which reads:

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student’s grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetence, shall be final."

In addition to complaints being filed by students or employees, complaints may be initiated by other individuals or entities, such as a family member, representative, organization, or other third party wishing to file on behalf of an individual or group alleged to have suffered unlawful discrimination or harassment (Los Rios Regulation R-2423 (/shared/doc/board/regulations/R-2423.pdf)).
Equal Opportunity, Equity, Discrimination, and Harassment
| Sacramento City College

In This Section

Equal Opportunity (/2020-2021-catalog/while-you-are-here/equal-opportunity-equity-discrimination-and-harassment/equal-opportunity)
Learn about Sacramento City College's commitment to equal opportunity.

At Sacramento City College, we value equity and diversity. No person shall be unlawfully discriminated against, harassed, or excluded from any benefits, activities, or programs because they possess certain characteristics (actual or perceived).

Sexual Harassment or Assault (/2020-2021-catalog/while-you-are-here/equal-opportunity-equity-discrimination-and-harassment/sexual-harassment-or-assault)
Learn about Sacramento City College's policies against sexual harassment and assault. This includes gender harassment, sexual violence, domestic violence, dating violence, and stalking.

Types of Harassment (/2020-2021-catalog/while-you-are-here/equal-opportunity-equity-discrimination-and-harassment/types-of-harassment)
It is a priority of Sacramento City College to prevent and respond to all forms of harassment, including bullying, psychological harassment, racial harassment, religious harassment, stalking, mobbing, hazing, and backlash.

Learn about Sacramento City College's discrimination and harassment complaint procedures and resolution process.
Equal Opportunity | Sacramento City College

Equal Opportunity is the Law

Sacramento City College is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities through Disability Services and Programs for Students (https://scc.losrios.edu/dsps).

As a recipient of federal financial assistance, it is against the law for Sacramento City College to discriminate against any individual in the US based on the following: race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or, against any beneficiary of, applicant to, or participant in programs financially assisted under Title I of the Workforce Innovation and Opportunity Act, on the basis of the individual’s citizenship status or participation in any WIOA Title I financially assisted program or activity.

Sacramento City College must not discriminate in any of the following areas:

- Deciding who will be admitted, or have access, to any WIOA Title I-financially assisted program or activity
- Providing opportunities in, or treating any person with regard to, such a program or activity
- Making employment decisions in the administration of, or in connection with, such a program or activity

Recipients of federal financial assistance must take reasonable steps to ensure that communications with individuals are as effective as communications with others. This means that, upon request and at no cost to the individual, Sacramento City College is required to provide appropriate auxiliary aids and services to qualified individuals with disabilities.

What to Do If You Believe You Have Experienced Discrimination

If you think that you have been subjected to discrimination under a Workforce Innovation and Opportunity Act (WIOA) Title I financially assisted program or activity, then you may file a complaint within 180 days from the date of the alleged violation with either Sacramento City College’s Equal Opportunity Officer (or the person whom the recipient has designated for this purpose) or the Civil Rights Center.

Sacramento City College Equity Officer
Andre Coleman
(916) 650-2929
colemaa@scc.losrios.edu

Civil Rights Center
(https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center)

US Department of Labor
200 Constitution Avenue NW, Room N-4123
Washington, DC 20210

If you file your complaint with Sacramento City College, then you must wait either until Sacramento City College issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above).

If Sacramento City College does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, then you may file a complaint with Civil Rights Center before receiving that notice. However, you must file your Civil Rights Center complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient).

If Sacramento City College does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or...
La Igualdad De Oportunidades Es La Ley

Es contra la ley que este beneficiario de asistencia financiera federal discrimine de la siguiente manera: contra cualquier individuo en los Estados Unidos, sobre la base de raza, color, religión, sexo (incluyendo embarazo, parto y afecciones médicas relacionadas, estereotipos sexuales, estatus de transexuales e identidad de género), origen nacional (incluyendo la competencia limitada en inglés), edad, incapacidad, o afiliación o creencia política o contra cualquier beneficiario de, solicitante o participante en programas con asistencia financiera bajo el Título 1 del Workforce Innovation and Opportunity Act (WIOA), sobre la base del estatus de ciudadanía del individuo o la participación en cualquier programa o actividad con asistencia financiera del Título de WIOA.

El destinatario no debe discriminar en ninguna de las siguientes áreas: decidir quién será admitido, o tendrá acceso, a cualquier programa o actividad con asistencia financiera del Título 1 de WIOA; proporcionar oportunidades o el tratar a cualquier persona con respeto a dicho programa o actividad; o, tomar decisiones de empleo en la administración de, o en relación con, tal programa o actividad.

Los destinatarios de la asistencia financiera federal deben tomar medidas razonables para garantizar que las comunicaciones con las personas sean tan efectivas como las comunicaciones con los demás. Esto significa que, previa solicitud y sin costo para el individuo, se requiere que los destinatarios proporcionen ayuda y servicios auxiliares adecuados a personas calificadas con discapacidades.

Qué Hacer Si Usted Cree Que Ha Experimentado Discriminación

Si usted piensa que ha sido sometido a discriminación bajo una ley de Workforce Innovation and Opportunity Act I (WIOA) Título I programa o actividad asistida financieramente, usted puede presentar una queja dentro de 180 días a partir de la fecha de la presunta violación con cualquier funcionario de Igualdad de Oportunidades del destinatario (o la persona a la que el destinatario ha designado para este propósito):

Sacramento City College Oficial de Equidad
Andre Coleman
(916) 650-2929
colemaa@scc.losrios.edu

Civil Rights Center
(https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center)

US Department of Labor
200 Constitution Avenue NW, Room N-4123
Washington, DC 20210

Si presenta su queja con el destinatario, debe esperar hasta que el destinatario emita una Notificación por escrito de la Acción Final. o hasta que hayan pasado 90 días (lo que ocurra primero), antes de presentar su queja con el Civil Rights Center (véase la dirección anterior).

Si el destinatario no le da una Notificación por escrito de la Acción Final dentro de los 90 días del día en que usted presento su queja, usted puede presentar una queja ante el Civil Rights Center antes de recibir ese aviso. Sin embargo, usted debe presentar su queja de Civil Rights Center dentro de 30 días de la fecha límite de 90 días (en otras palabras, dentro de los 120 días después del día en que usted presento su queja con el destinatario).

Si el destinatario le da una Notificación por escrito de la Acción Final sobre su queja, pero usted no está satisfecho con la decisión o resolución, usted puede presentar una queja ante el Civil Rights Center. Usted debe presentar su queja de Civil Rights Center dentro de 30 días de la fecha en que recibió Notificación de la Acción Final.
At Sacramento City College, we value equity and diversity. That’s why we work toward just and fair inclusion into a society in which all people can participate, prosper, and reach their full potential.

No person shall be unlawfully discriminated against, harassed, or excluded from any benefits, activities, or programs because they possess of any of the following characteristics (actual or perceived):

- Ethnic group identification
- Race or color
- Sex, gender, gender identity, or gender expression
- Pregnancy or childbirth-related condition
- Sexual orientation or sexual identity
- Religion or religious creed
- Age (over forty)
- National origin or ancestry
- Physical or mental disability
- Medical condition
- Political affiliation or belief
- Military and veteran status
- Marital status

In addition, retaliation against a person who files a complaint, refers a matter for investigation, participates in an investigation, or serves as an advocate for a complainant or respondent is prohibited by district policy.

For more information or to file a complaint, contact the Sacramento City College Equity Officer, Andre Coleman, at colemaa@scc.losrios.edu or (916) 650-2929.
Sexual Harassment or Assault  
| Sacramento City College

Title IX (Sex Discrimination)

Title IX of the Educational Amendments of 1972 and subsequent amendments bans sex discrimination in schools, whether it be in academics or athletics. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

The underlying intent of Title IX is to eliminate any form of discrimination based on gender that may interfere with a student's physical well-being, emotional well-being, and academic performance. Colleges and universities receiving federal funds bear an affirmative duty to ensure that no student (male or female) is deprived of an educational opportunity or benefit due to such discrimination.

Gender Harassment

Sex discrimination in the form of gender harassment consists primarily of repeated comments, jokes, and innuendoes directed at persons because of their gender or sexual orientation. This behavior typically is not aimed at eliciting sexual cooperation, but, like racial harassment, it contaminates the learning and work environment and has no place at Sacramento City College.

Examples of gender harassment include the following:

- Disparaging women's intellectual abilities and potential
- Using sexist statements in classroom discussions
- Disparaging the lifestyles or behaviors of gays or lesbians

Sexual Harassment Policy

It is the desire of the Los Rios Community College District Board of Trustees to provide for all students and employees an educational environment and workplace free from sexual harassment. Sexual harassment in any situation is unacceptable and is in violation of state and federal laws and regulations. Where evidence of harassment is found, appropriate corrective action shall be taken.

Definition of Sexual Harassment

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or an academic decision affecting the individual
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment includes, but is not limited to:

- Making unsolicited written, verbal, visual, or physical contact with sexual overtones. Some examples are:
  - Epithets
  - Derogatory comments or slurs of a sexual nature
Sexual Assault

Sexual assault includes, but is not limited to:

- Rape
- Forced sodomy
- Forced oral copulation
- Rape by a foreign object
- Sexual battery
- Domestic violence
- Dating violence
- Stalking
- Threat of sexual assault

Sexual assault is a form of sexual harassment and should be reported under the district’s Discrimination and Harassment Procedures Policy P-2423 (/shared/doc/board/policies/P-2423.pdf) and Regulation R-2423 (/shared/doc/board/regulations/R-2423.pdf).

Sexual Violence

Sexual violence means physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, and sexual coercion.

Consent

Consent is the informed, affirmative, conscious decision by each participant to engage in mutually agreed-upon sexual activity.

Consent must be voluntary, and given without coercion, force, threats, or intimidation. Consent requires positive cooperation in a particular sexual act, or expression of intent to engage in that sexual act through the exercise of free will.

Consent can be withdrawn or revoked. Consent to one form of sexual activity (or one sexual act) does not constitute consent to other forms of sexual activity (or other sexual acts). Consent to sexual activity given on one occasion does not constitute consent to sexual activity on another occasion. The fact that two people are, or were in, a dating or sexual relationship does not constitute consent to engage in sexual activity. There must always be mutual and affirmative consent to engage in sexual activity. Consent to a sexual act may be withdrawn or revoked at any time, including after penetration. The victim’s request for the perpetrator to use a condom or birth control does not, in and of itself, constitute consent. Once consent is withdrawn or revoked, the sexual activity must stop immediately.

Consent cannot be given by a person who is incapacitated. For example, a person cannot give consent if she/he is unconscious or coming in and out of consciousness. A person is incapacitated if she/he lacks the physical and/or mental ability to make informed, rational judgments. Examples of incapacitation include unconsciousness, sleep, and blackouts. Whether an intoxicated person (as a result of using alcohol or other drugs) is incapacitated depends on the extent to which the alcohol or other drugs impact the person’s decision-making capacity, awareness of consequences, and ability to make fully informed judgments. A person with a medical or mental disability may also...
lack the capacity to give consent.

Being intoxicated by drugs or alcohol does not diminish a person's responsibility to obtain consent from the other party before engaging in sexual activity. Factors to be considered include whether the person knew, or whether a reasonable person in the accused's position should have known, that the victim did not give, or revoked, consent; was incapacitated; or was otherwise incapable of giving consent.

Sexual intercourse with a minor is never consensual when the victim is under 18 years old, because the victim is considered incapable of giving legal consent due to age.

**Domestic Violence**

Domestic violence is a form of sexual violence and is abuse committed against someone who is a current or former spouse, current or former cohabitant, someone with whom the abuser has a child, someone with whom the abuser has or had a dating or engagement relationship, or a person similarly situated under California domestic or family violence law.

Cohabitant means two unrelated persons living together for a substantial period of time, resulting in some permanency of relationship. Factors that may determine whether persons are cohabiting include, but are not limited to:

1. Sexual relations between the parties while sharing the same living quarters
2. Sharing of income or expenses
3. Joint use or ownership of property
4. Whether the parties hold themselves out as husband and wife
5. The continuity of the relationship
6. The length of the relationship

**Dating Violence**

Dating violence is a form of sexual violence and is abuse committed by a person who is, or has been, in a social or dating relationship of a romantic or intimate nature with the victim. This may include someone the victim just met; for example, a person they met at a party, were introduced to through a friend, or met on a social networking website.

**Stalking**

Stalking means a repeated course of conduct directed at a specific person (when based on gender or sex) that places that person in reasonable fear for his/her or others' safety, or to suffer substantial emotional distress.

**Resources**

For issues regarding sexual harassment and assault, the following resources are available:

- Los Rios Police, (916) 558-2221
- WEAVE Confidential Advocate, (916) 568-3011 or WEAVE@losrios.edu
- Andre Coleman, Title IX Coordinator, (916) 650-2929 or colemaa@scc.losrios.edu
Types of Harassment  
| Sacramento City College

It is a priority of Sacramento City College to prevent and respond to all forms of harassment, including bullying, psychological harassment, racial harassment, religious harassment, stalking, mobbing, hazing, and backlash.

Bullying

Bullying is physical and psychological harassing behavior perpetrated against an individual, by one or more persons. Bullying can occur on the playground, in school, on the job, or any other place.

HB 1576 defines bullying as recklessly or intentionally endangering the health or safety of a student by exposing the student repeatedly and over time to physical aggression or intimidation, whether through direct physical contact or through the use of information or communication technology, resulting in bodily injury or other harm to person or property. This definition does not supersede or limit any definition of bullying developed by the Board of Education or the actual codes of student conduct adopted by school boards pursuant to Section 22.1-279.6. Bullying is punishable as a Class 1 misdemeanor.

Workplace bullying is repeated, health-harming mistreatment of one or more persons (the targets) by one or more perpetrators that takes one or more of the following forms:

- Verbal abuse
- Offensive conduct/behaviors (including nonverbal) which are threatening, humiliating, or intimidating
- Work interference (sabotage) which prevents work from getting done

Psychological Harassment

Psychological harassment is humiliating or abusive behavior that lowers a person's self-esteem or causes them torment. This can take the form of verbal comments, actions, or gestures. Workplace mobbing is considered psychological harassment.

Racial Harassment

Racial harassment is the targeting of an individual because of their race or ethnicity. The harassment includes words, deeds, and actions that are specifically designed to make the target feel degraded due to their race of origin or ethnicity.

Religious Harassment

Religious harassment is verbal, psychological, or physical harassment used against targets because they choose to practice a specific religion. Religious harassment can also include forced and involuntary conversions.

Stalking

Stalking is the unauthorized following and surveillance of an individual, to the extent that the person’s privacy is unacceptably intruded upon and the victim fears for their safety.

Mobbing

Mobbing is violence committed directly or indirectly by a loosely affiliated and organized group of individuals to punish or even execute a person for an alleged offense without a lawful trial. The "offense" can range from a serious crime, like murder to simple expression of ethnic, cultural, or religious attitudes. The issue of the victim’s actual guilt or innocence is often irrelevant to the mob, since the mob relies on contentions that are unverifiable, unsubstantiated, or completely fabricated.

Hazing
Hazing is persecuting, harassing, or torturing in a deliberate, calculated, planned manner. Typically the targeted individual is a subordinate, for example, a fraternity pledge, a first-year military cadet, or somebody who is considered “inferior” or an “outsider.” Hazing is illegal in many instances.

Backlash

Backlash or “victim blaming” occurs when the harasser or other people in the environment blame the victim for the harassment or the resulting controversies and conflicts after the harassment is reported or discovered.

Backlash results when people erroneously believe the victim could stop the harassment if they really tried, or that the victim must have done something to cause the harassment. The victim may be accused of trying to get attention, covering for incompetence, or in cases where the harassment is proven, lying about the extent of the effects.

Outdated attitudes about certain kinds of harassment remain and there is often social pressure for victims to keep quiet about abuse or suffer the consequences.
How to File a Complaint

To file a complaint, fill out a Discrimination Complaint Form (/lrccd/shared/doc/legal/discrimination-complaint-form.pdf) (PDF) and submit it to your equity officer. This form is not required and a complaint will not be rejected based on failure to use the form.

For more information or to file a complaint, contact the Sacramento City College Equity Officer, Andre Coleman, at colemaa@scc.losrios.edu or (916) 650-2929.

Complaint Resolution

If it is determined that misconduct occurred, then Sacramento City College will take immediate steps to halt misconduct and remedy any effects of that misconduct.

An equity officer will hold an informal conference if the complainant wants to try and resolve the complaint informally. The equity officer will provide information about applicable laws and rules. If an informal resolution is not reached or if the complainant disagrees with the recommendation made, then the complainant may engage in a formal resolution process.
Graduation and Transfer
| Sacramento City College

In This Section

**Graduation Requirements** ([2020-2021-catalog/graduation-and-transfer/graduation-requirements](2020-2021-catalog/graduation-and-transfer/graduation-requirements))
Learn about graduating from Sacramento City College, including how to petition for a degree or certificate and annual commencement ceremonies.

**Commencement** ([2020-2021-catalog/graduation-and-transfer/commencement](2020-2021-catalog/graduation-and-transfer/commencement))
Sacramento City College has one commencement ceremony in May of each year, at the end of the spring semester.

**Preparing to Transfer** ([2020-2021-catalog/graduation-and-transfer/preparing-to-transfer](2020-2021-catalog/graduation-and-transfer/preparing-to-transfer))
Students who plan to transfer should make an education plan with a counselor to ensure they meet the requirements for the specific institution they plan to attend.
Graduation Requirements
| Sacramento City College

In This Section

**Petition for a Certificate ([2020-2021-catalog/graduation-and-transfer/graduation-requirements/petition-for-a-certificate](2020-2021-catalog/graduation-and-transfer/graduation-requirements/petition-for-a-certificate))**
Learn how to petition for a certificate at Sacramento City College.

**Petition for a Degree ([2020-2021-catalog/graduation-and-transfer/graduation-requirements/petition-for-a-degree](2020-2021-catalog/graduation-and-transfer/graduation-requirements/petition-for-a-degree))**
Learn how to petition for a degree at Sacramento City College.

**Associate Degree Graduation Requirements ([2020-2021-catalog/graduation-and-transfer/graduation-requirements/associate-degree-graduation-requirements](2020-2021-catalog/graduation-and-transfer/graduation-requirements/associate-degree-graduation-requirements))**
See the requirements for graduating with an associate degree (AA or AS) from Sacramento City College.
Petition for a Certificate  
| Sacramento City College

How to Petition for a Certificate

Students can file a petition for a certificate using our online certificate petition form (/why-scc/graduation-and-transfer/graduating-from-scc/petition-for-a-degree-or-certificate/certificate.petition-form), or they can file a petition in person in the Admissions and Records Office (/admissions/get-started-and-apply/admissions-and-records-office). Sacramento City College does not automatically confer certificates because requirements vary from program to program.

Requirements

To petition for a certificate, students must:

1. Know their catalog year*
2. Complete all certificate requirements with a minimum grade point average (GPA) of 2.0
3. Complete at least 12 units toward the certificate at Sacramento City College (this does not apply to certificates that are less than 12 units)

* Usually, students follow the current catalog year. However, if you are following certificate requirements from an old catalog, then you must have maintained catalog rights (/2020-2021-catalog/graduation-and-transfer/graduation-requirements/petition-for-a-certificate#catalog-rights).

Required Documentation

The following must be on file in the Admissions and Records Office for a certificate petition to be processed:

- Official transcripts of all coursework completed at colleges outside of the Los Rios Community College District
- Official copies of AP/IB/CLEP test scores, if applicable
- A copy of DD214-military discharge papers, if veteran desires credit for military units
- List of courses in progress if attending another college
- Official final transcripts will be required at the end of the semester for final certificate evaluation
- Copy of any required competency tests, if applicable

Students must complete all certificate requirements by the end of the semester in which they petition for a certificate.

Petition Deadlines for 2020-2021

- Summer 2020: Friday, June 19, 2020
- Fall 2020: Friday, October 2, 2020
- Spring 2021: Friday, March 5, 2021

Approval or Denial

You will be notified via email if your petition is approved or denied.

If denied, then you will be notified of the missing requirements and advised to submit a new petition. If approved, then your certificate of achievement will be posted to your transcript at the end of the semester.
We mail certificates to the address listed on your petition, unless you choose to pick up your certificate. You will be notified when your certificate is available for pick-up.

<table>
<thead>
<tr>
<th>PETITION SEMESTER</th>
<th>PETITION DEADLINE</th>
<th>APPROVAL/DENIAL DATE</th>
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</table>

Catalog Rights

For the purpose of graduating or earning a certificate from any college in the Los Rios Community College District, a student who attends at least one session (whether quarter, semester, or summer) in each calendar year at any California community college, California State University, University of California, or any regionally accredited institution of higher education, may choose to meet the requirements in effect at the Los Rios college from which the student intends to graduate, as follows:

- Requirements that were in effect at the time the student was admitted to a Los Rios college
- Requirements that were in effect at the time the student originally enrolled in an accredited college
- Requirements that were in effect at the intended date of graduation from a Los Rios college

Certificate of Achievement vs. Certificate of Recognition

A Certificate of Achievement requires 18 or more units, while a Certificate of Recognition requires fewer than 18 units. In addition, a Certificate of Achievement is posted to a student’s transcript, while a Certificate of Recognition is not. A Certificate of Recognition cannot be posted to a student’s transcript unless it has been approved by the California Community College Chancellor’s Office, per Title 5 Regulation 55070.b.
Petition for a Degree
| Sacramento City College

How to Petition for a Degree

Students can file an online petition for a degree [here](https://why-scc/graduation-and-transfer/graduating-from-scc/petition-for-a-degree-or-certificate/degree-petition-form) or online petition for a transfer degree [here](https://why-scc/graduation-and-transfer/graduating-from-scc/petition-for-a-degree-or-certificate/degree-for-transfer-petition-form). Students can also file a petition in person in the Admissions and Records Office [here](https://admissions.get-started-and-apply/admissions-and-records-office). Sacramento City College does not automatically confer certificates because requirements vary from program to program.

Requirements

To petition for a degree, students must:

1. Know their catalog year*

2. Complete all degree requirements with a minimum grade point average (GPA) of 2.0

3. Complete at least 12 units toward the degree at Sacramento City College

* Usually, students follow the current catalog year. However, if a student is following certificate requirements from an old catalog, then they must have maintained catalog rights [here](https://2020-2021-catalog/graduation-and-transfer/graduation-requirements/petition-for-a-degree#catalog-rights).

Required Documentation

The following must be on file in the Admissions and Records Office for a degree petition to be processed:

- Official transcripts of all coursework completed at colleges outside of the Los Rios Community College District
- Official copies of AP/IB/CLEP test scores, if applicable
- A copy of DD214-military discharge papers, if veteran desires credit for military units
- List of courses in progress if attending another college
- Official final transcripts will be required at the end of the semester for final degree evaluation
- Copy of any required competency tests, if applicable

Students must complete all degree requirements by the end of the semester in which they petition for a degree.

Petition Deadlines for 2020-2021

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- Requirements that were in effect at the time the student originally enrolled in an accredited college
- Requirements that were in effect at the intended date of graduation from a Los Rios college
Associate Degree Graduation Requirements  
Sacramento City College

Students may graduate from Sacramento City College with the Associate in Arts (AA) or the Associate in Science (AS) degree by fulfilling the following requirements:

1. Satisfactory completion of 60 units of collegiate work with a 'C' (2.0) grade point average (GPA) in a curriculum that the district accepts toward the degree. At least 12 of the 60 units must be earned at Sacramento City College.

2. Major: Complete an AA or AS Major Program of Study offered at Sacramento City College. Courses used to complete requirements for the major must be completed with a grade of 'C' or better.

3. Demonstration of competency in writing, reading, and mathematics. (See requirements for graduation competency).

4. Completion of Sacramento City College’s general education requirements with a minimum GPA of 2.0 in courses used for general education (21 units minimum) or possession of a Baccalaureate Degree (BA/BS) or higher from a regionally accredited college or university in the US.*

5. Students are held to the graduation requirements established at the time they begin college as long as they maintain their catalog rights.

Note: Effective beginning summer 2004, students who possess a BA/BS or higher degree from a regionally accredited college or university in the United States are deemed to have met the General Education and Graduation Competency Requirements for an AA/AS degree.

* See District Policy P-7241 and Regulation R-7241.

Graduation Competency Requirements

Demonstrate college-level competence in reading, written expression, and mathematics by completing the following:

1. **Reading Competency** (one of the following) –
   - Completion of Sacramento City College’s General Education pattern
   - Completion and certification of the CSU GE Breadth pattern
   - Completion and certification of the IGETC pattern
   - Show proof that reading competency has been met at any California community college
   - Completion with a grade of 'C' or better of ENGRD 310 or ESLR 340

2. **Written Expression Competency** (one of the following) –
   - Completion with a grade of 'C' or better of BUS 310, ENGWR 300 or 488, or ESLW 340
   - Completion with a grade of 'C' or better of an equivalent college writing course at a regionally accredited college in the US

3. **Mathematics Competency** (one of the following) –
   - Completion with a grade of 'C' or better of: ECON 310; MATH 110, 120, 121, 124, 135, 140, 300, 310, 335, 340, 342, 350, 351, 370, 400, 401, 402, 410, or 420; or STAT 300 or 480
   - Completion with a grade of 'C' or better of a college math course at a regionally accredited college
General Education Requirements for AA/AS Degrees

I. Humanities

Choose one course for a minimum of three units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>Humanities</td>
<td>ANTH 331; ARABIC 331, 401, 402; ART 300, 320, 330, 362, 363, 364, 390, 404, 430, 440; ARTH 300, 301, 304, 306, 307, 308, 310, 312, 313, 314, 318, 320, 324, 325, 328, 332, 334, 410, 420, 484, 486, 487, 488; CANT 401, 402, 411, 412; COMM 305; DEAF 310, 312, 314, 316, 320, 352, 355, 360, 362, 380; ENGCW 400, 410, 420, 431, 451, 495; ENGLT 301, 303, 304, 311, 317, 320, 321, 327, 331, 332, 334, 335, 345, 346, 360, 365, 370, 380, 392, 400, 401, 403, 404, 480, 481, 494, 495; ENGRD 301, 303; ESLR 340; ETHNS 350, 351; FASHN 330; FREN 401, 402, 411, 412; GREEK 401, 402; HIST 300, 302, 364, 365, 373, 380; HUM 300, 310, 320, 332, 352, 370; INDIS 350, 351, 352, 353; ITAL 401, 402; JAPAN 401, 402, 411, 412; KOREAN 401, 402; MAND 101, 102, 401, 402, 411, 412; MUFHL 305, 309, 310, 311, 315, 320, 330, 400, 480, 482; MUP 406; PHIL 300, 306, 310, 330, 331, 338, 352, 368, 480, 481; PHOTO 302; PNJABI 401, 402; PRSIAN 401, 402; RUSS 101, 102, 401, 402, 411, 412; SPAN 401, 402, 411, 412, 413, 415, 425, 427, 428; TA 300, 302, 303, 308, 454, 455; TAFILM 300, 302, 303, 304, 307, 309; TAP 340, 341, 342, 343; TGLG 401, 402; VIET 401, 402</td>
</tr>
</tbody>
</table>

II. Language and Rationality

Choose two courses. Complete three units in each area.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) English Composition</td>
<td>BUS 310; ENGWR 310, 300, 301, 302, 303, 482, 488; ESLW 340; PHIL 306</td>
</tr>
<tr>
<td>b) Communication and Analytical Thinking</td>
<td>AERO 300; CISC 300, 300, 310; CISN 300, 302, 303, 304, 306, 308, 315, 320, 336, 340, 341, 346, 378; CISP 301, 310, 320, 350, 360, 400, 401, 430, 440, 457; CISS 300, 315, 321; CISW 400, 410; COMM 301, 303, 311, 315, 316, 331, 341, 361, 481; ECE 326; ECON 109, 110, 120, 124, 135, 140, 300, 310, 335, 340, 342, 350, 351, 352, 355, 356, 370, 372, 373, 400, 401, 402, 410, 420; MET 352; PHIL 300, 320, 325; PSYC 330, 335; SOC 302, 305; STAT 100, 300, 480; SURVY 300</td>
</tr>
</tbody>
</table>

III. Living Skills

Choose two courses. Complete one course (three units minimum) in each area.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Physical Education</td>
<td>ADMJ 303, 315; AH 126, 301; BUS 320, 498; COMM 321, 335; DEAF 353; ECE 302, 314, 415; EDT 498; FCS 320, 324; GERON 300, 301, 302; HCD 110, 118, 310, 312, 318, 330; HEED 300, 301, 340, 353; INDIS 352, 412, 418; LIBR 318, 325; LIFT 325; NUTRI 300, 302, 310, 322, 330, 335, 480; PSYC 356, 358, 360, 370, 374, 390, 392, 405, 410; SOC 310, 335, 344; WEXP 198, 498; WGS 300</td>
</tr>
<tr>
<td>b) Life Development Skills</td>
<td></td>
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</tbody>
</table>
IV. Natural Sciences

Choose one course for a minimum of three units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences</td>
<td>ADMJ 332; ANTH 332, 300, 301, 303, 480; ASTR 310, 320, 330, 400; ATCAD 300, 301, 302, 303, 310; BIOL 100, 305, 308, 309, 310, 314, 320, 321, 326, 327, 330, 332, 342, 349, 350, 351, 352, 360, 370, 402, 422, 430, 431, 434, 440; CHEM 300, 305, 306, 309, 320, 330, 333, 336, 400, 401, 410, 420, 421, 423, 425, 426, 484; FLTEC 300, 302, 304, 306, 310, 312, 314, 320, 321, 330, 340; GEOG 300, 301, 302, 305, 306, 308, 310, 311, 325, 345; GERO 301; NUTRI 300, 335, 480; PHYS 310, 350, 360, 410, 420, 430; PSYC 310, 311, 314, 315, 316</td>
</tr>
</tbody>
</table>

V. Social and Behavioral Sciences

Choose two courses. Complete a minimum of three units in each area.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) American Institutions</td>
<td>ETHNS 350, 351; HIST 310, 311, 314, 320, 321, 483, 484, 485, 486, 487; POLS 301, 304, 481</td>
</tr>
<tr>
<td>b) Social/Behavioral Sciences</td>
<td>ADMJ 300, 302, 303, 304, 334, 349; ANTH 303, 310, 320, 323, 324, 325, 331, 332, 334, 341, 481; BUS 300, 320, 330, 345; COMM 325, 341, 351; DEAF 351, 352, 353, 355, 362; ECE 312, 314; ECON 100, 302, 304; ENGW 384; ETHNS 300, 320, 330, 340, 341, 350, 351; FCS 320, 324; GEOG 310, 320; GERO 300; GLST 301, 302; HIST 300, 302, 307, 308, 309, 310, 311, 320, 321, 327, 344, 346, 360, 364, 365, 373, 375, 380, 381, 483, 484, 485, 486, 487; INDIS 350, 351, 352, 353; JOUR 310, 320; MATH 340; PHIL 368; POLS 301, 302, 303, 304, 310, 312, 313, 320, 322, 340, 350, 480; PSYC 300, 320, 340, 352, 356, 358, 360, 364, 367, 370, 390, 405, 480; SOC 300, 301, 305, 310, 318, 319, 321, 335, 341, 343, 344, 345, 347, 350, 375, 380, 382, 385, 480, 481, 482; WGS 300, 302, 304</td>
</tr>
</tbody>
</table>

VI. Ethnic/Multicultural Studies

Choose a minimum of three units from the following courses.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic/Multicultural Studies</td>
<td>ADMJ 302; AH 302, 301; ANTH 310, 324, 331, 332, 334, 341, 481; ARTH 320, 324, 325, 328, 332; BIOL 326, 327; BUS 330; COMM 325; DEAF 351, 352, 355, 362; ECE 430, 499; ENGL 317, 327, 331, 332, 334, 335, 345, 346, 360, 365, 401, 480, 481; ESLR 340; ETHNS 300, 320, 330, 340, 341, 350, 351; GEOG 310; GLST 301, 302; HIST 307, 308, 309, 310, 311, 314, 320, 321, 327, 344, 346, 360, 364, 365, 373, 375, 380, 381, 483, 484, 485, 486, 487; HUM 320, 332; JOUR 320; MUFHL 330; NURSE 307; NUTRI 310; PHIL 352; POLS 312, 480; PSYC 367; SOC 321, 482; TA 308, 454, 455; TAFILM 307</td>
</tr>
</tbody>
</table>

Catalog Rights

For the purpose of graduating or earning a certificate from any college in the Los Rios Community College District, a student who attends at least one session (whether quarter, semester, or summer) in each calendar year at any California community college, California State University, University of California, or any regionally accredited institution of higher education, may choose to meet the requirements in effect at the Los Rios college from which the student intends to graduate, as follows:

- Requirements that were in effect at the time the student was admitted to a Los Rios college
- Requirements that were in effect at the time the student originally enrolled in an accredited college
• Requirements that were in effect at the intended date of graduation from a Los Rios college
Sacramento City College has one commencement ceremony in May of each year, at the end of the spring semester. Student who meet satisfy the graduation requirements during the prior summer semester (August), prior fall semester (December), or during the spring semester may participate in the graduation commencement exercise.

All students who are eligible for an associate degree must petition for graduation.
Preparing to Transfer
| Sacramento City College

Make a Plan for Transfer Success

Students who plan to transfer to the California State University (CSU) system, the University of California (UC) system, or to a private or out-of-state college or university should make an education plan with a counselor. This will ensure you meet the requirements for the specific institution you plan to attend.

Transfer eligibility is based on transferable college units and/or high school records and test scores. Each institution has its own admission requirements. To prepare for transfer:

1. Decide where you want to transfer
2. Talk to a counselor about that school's specific requirements
3. Create an education plan

In This Section

Transfer to California State University (/2020-2021-catalog/graduation-and-transfer/preparing-to-transfer/transfer-to-california-state-university)
Learn about transferring from Sacramento City College to a California State University (CSU).

Transfer to University of California (/2020-2021-catalog/graduation-and-transfer/preparing-to-transfer/transfer-to-university-of-california)
Learn about transferring from Sacramento City College to the University of California (UC) system.

Transfer to Private Colleges (/2020-2021-catalog/graduation-and-transfer/preparing-to-transfer/transfer-to-private-colleges)
Learn how to transfer from Sacramento City College to a private or out-of-state college or university.

Intersegmental General Education Transfer Curriculum Requirements (/2020-2021-catalog/graduation-and-transfer/preparing-to-transfer/intersegmental-general-education-transfer-curriculum-requirements)
See the Intersegmental General Education Transfer Curriculum Requirements (IGETC) general education requirements, for students who intend to transfer from Sacramento City College to a California State University (CSU) or University of California (UC).

California State University General Education Requirements (/2020-2021-catalog/graduation-and-transfer/preparing-to-transfer/california-state-university-general-education-requirements)
See the California State University (CSU) general education/breadth requirements, for students who intend to transfer from Sacramento City College to a CSU.

Transfer Degree Requirements (/2020-2021-catalog/graduation-and-transfer/preparing-to-transfer/transfer-degree-requirements)
Learn about transfer degrees, which provide a clear pathway from Sacramento City College to a California State University major and bachelor's degree.

Course Transferability and C-ID (/2020-2021-catalog/graduation-and-transfer/preparing-to-transfer/course-transferability-and-c-id)
Learn about the course identification numbering system (C-ID) and how to identify which courses are transferable.
Transfer to California State University
| Sacramento City College

Transfer Requirements

Students who plan to transfer to the California State University (CSU) system must meet certain requirements. The requirements differ based on whether you:

1. Were eligible for admission to a CSU directly after high school
2. Are only now eligible for admission through community college transfer

CSU accepts a maximum of 70 transferable semester units completed at a community college.

Eligible for Transfer After High School

High school eligibility is based on test scores, grade point averages, and completion of specific subject area requirements.

If you were eligible for admission to a CSU when you graduated from high school – but you decided to attend a community college first – then you can transfer to certain CSUs at any time, as long as you maintain a 2.0 grade point average for all transferable coursework.

Eligible for Transfer Through Community College

If you were not eligible for admission to a CSU when you graduated from high school, then you may be eligible for transfer after you complete the following at a California community college:

1. A minimum of 60 transferable units with a 2.0 grade point average*
2. Either of the following general education requirements:
   a. At least 30 units of CSU general education requirements, including:
      a. Area A1, A2, and A3
      b. Area B4
   b. Intersegmental General Education Transfer Curriculum (IGETC) requirements

In addition to general education and graduation requirements, we encourage you to complete lower-division preparatory courses for your major as required by the CSU to which you want to transfer. You can find lower-division major requirements at assist.org, the official state-wide repository for transfer and course articulation information.

* GPA requirements are higher for campuses or majors that are impacted or more competitive. The minimum GPA for international or non-resident students is 2.4 instead of 2.0.

Application Dates and Deadlines

Priority application deadlines for CSU:

- For fall admission, October 1 to November 30 of the prior year
- For spring admission, August 1 to 31 of the prior year
Transfer Requirements

Students who plan to transfer to the University of California (UC) system must meet certain requirements. The requirements are slightly different, based on whether you:

- Were eligible for admission to a UC directly after high school
- Are only now eligible through community college transfer

Eligible for Transfer After High School
If you were eligible for admission to a particular UC when you graduated from high school, then you are eligible to transfer at any time if you maintain a 2.0 grade point average in transferable coursework.

Eligible for Transfer Through Community College

Subject Requirement
If you met the scholarship requirement after high school – but not the subject requirement – then you must do all of the following to transfer to a UC:

1. Take transferable college courses in the missing subject areas
2. Earn a C or better in each required course
3. Have a 2.0 grade point average (GPA) in all transferable coursework

Examination Requirement
If you met the scholarship requirement – but not the examination requirement – then you must complete a minimum of 12 semester units of transferable work and maintain a 2.0 grade point average in transferable coursework.

Scholarship Requirement
If you did not meet the scholarship requirement, then you must do the following:

1. Complete 60 units of UC-transferable college credit with a grade point average of at least 2.4 (for California residents) or 2.8 (for non-residents)
2. Complete the following course pattern, earning a grade of C or better in each course:
   - Two transferable courses (3 units each) in English composition
   - One transferable course (3 units) in mathematical concepts and quantitative reasoning
   - Four transferable courses (3 units each) chosen from at least two of the following subject areas: the arts and humanities, the social and behavioral sciences, or the physical and biological sciences

\[1 \text{ Students who satisfy the Intersegmental General Education Transfer Curriculum prior to transferring to UC will satisfy number 2 above.}\]

Intersegmental General Education Transfer Curriculum (IGETC)
When you complete the IGETC pattern, you partially fulfill the 60-unit requirement for transfer to UC and complete the lower division general education breadth requirements. You should request your IGETC certification from the community college you last attended when your final transcript is sent to the UC campus.

The IGETC is best if you have not yet chosen a major or a campus. Once you have selected a major, it is important to begin fulfilling any required preparatory classes for that major. This is especially true for professional or “high-unit” majors. If you are preparing for an engineering or a high-unit science major at a UC campus, then it is not advisable to use the IGETC. Instead you should concentrate on fulfilling the 60-unit admission requirement by completing lower division major preparation courses as well as the basic admission requirements listed above.

Helpful Hints

- Connect with a counselor regularly to monitor your transfer progress.

- Many courses other than the ones listed in the IGETC will transfer to UC. The units from those other courses will count toward the 60 units required to transfer as a junior. Check the catalog for the transfer status of any course.

- Though transfers do not require an associate degree, it is easy to complete one while preparing to transfer. Learn about associate degree graduation requirements (https://scc.losrios.edu/2020-2021-catalog/graduation-and-transfer/graduation-requirements/associate-degree-graduation-requirements).

- Check with your counselor about other courses needed for your major. In many cases, it is to your advantage to complete all pre-major requirements as well as general education requirements before you transfer.
Transfer to Private Colleges
| Sacramento City College

Even if Sacramento City College does not have a transfer agreement with a private or out-of-state college to which you want to transfer, you can probably receive academic credit for most of your community college classes. Most four-year institutions give full credit for general education courses and other courses designated for transfer at community college.

In addition, many out-of-state colleges participate in the Western Undergraduate Exchange (WUE) (https://www.wiche.edu/WUE/students), which offers discounts to California students in certain majors.

Find Out Transfer Requirements

Many colleges require transfer students to have completed a certain number of units, so make sure you check the requirements of the college to which you want to transfer. Transfer requirements are generally outlined in a college's catalog.
Completion of all the requirements in the Intersegmental General Education Transfer Curriculum (IGETC) meet lower-division general education requirements at either a California State University (CSU) or University of California (UC) without the need after transfer to take additional lower division general education courses. All courses must be completed with grades of "C" or better.

Students can also visit assist.org (https://assist.org) to see which courses will complete lower-division major preparation requirements. Students must see a counselor to have the IGETC pattern certified before transferring. Students who have selected a specific campus for transfer should consult with a counselor before following the IGETC pattern.

Advanced Placement (AP) and International Baccalaureate (IB) examinations are appropriate for inclusion on the IGETC pattern.

### Area 1: English Communication

Choose one course from each area for a total of six to nine units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
<th>NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>ENGWR 300, 488</td>
<td>For UC only: ENGWR 300 and 480 combined: maximum credit – one course.</td>
</tr>
<tr>
<td>1B</td>
<td>COMM 316; ENGWR 301, 302, 303, 482; SOC 305</td>
<td>For UC only: ENGWR 301 and 481 combined: maximum credit – one course; or ENGWR 302 and 482 combined: maximum credit – one course.</td>
</tr>
<tr>
<td>1C</td>
<td>COMM 301, 303, 311, 331, 361, 481</td>
<td>This is a CSU requirement only and is required for all associate degrees for transfers (ADTs).</td>
</tr>
</tbody>
</table>

### Area 2: Mathematical Concepts and Quantitative Reasoning

Choose one course for a total of three units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A</td>
<td>CISP 440; ECON 310; MATH 300, 340, 342, 350, 351, 370, 400, 401, 402, 410, 420; STAT 300, 480</td>
</tr>
</tbody>
</table>

### Area 3: Arts and Humanities

Choose one course from each area, plus an additional course from either area, for a total of nine units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
</table>
### Area 4: Social and Behavioral Sciences

Choose three courses from at least two different areas for a total of nine units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A through 4J</td>
<td>ADMJ 349; ANTH 310, 320, 323, 331, 332, 334, 341, 481; BUS 345; COMM 321, 325, 335, 351; DEAF 355, 362; ECE 312, 314; ECON 302, 304; ENGWR 384; ETHNS 300, 320, 330, 340, 341, 350, 351; FCS 320, 324; GEOG 300, 301, 305, 308; GERON 300, 302; HIST 307, 308, 309, 310, 311, 314, 320, 321, 344, 360, 375, 380, 381, 483, 484, 485; JOUR 310; 320; NUTRI 310; POLS 301, 302, 303, 304, 310, 312, 313, 320, 322, 340, 350, 480, 481; PSYC 300, 316, 320, 335, 340, 352, 356, 360, 364, 367, 370, 374, 390, 480; SOC 300, 301, 302, 310, 318, 319, 321, 335, 341, 343, 344, 345, 347, 350, 480, 481, 482; WGS 300, 302, 304</td>
</tr>
</tbody>
</table>

### Area 5: Physical and Biological Sciences

Choose one course from each area for a total of seven to nine units. Lecture courses must be completed prior to or concurrently with labs. Courses used in 5C may also be used in 5A or 5B if listed in these areas.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>5B Biological Science</td>
<td>ANTH 300, 301, 480; BION 305, 308, 309, 314, 326, 332, 342, 350, 351, 352, 370, 402, 412, 422, 430, 431, 434, 440; PSYC 310</td>
</tr>
<tr>
<td>5C Lab</td>
<td>BION 309, 315, 327, 332, 370, 402, 412, 422; CHEM 300, 309, 400, 401; PHYS 350, 360, 410, 420, 430; PSYC 311</td>
</tr>
</tbody>
</table>

### Area 6: Language Other Than English

This is a UC requirement only. Student must demonstrate proficiency equivalent to two years of high school study in a single language. The following courses also fulfill this requirement. Consult a counselor for more information on how to fulfill this requirement.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A</td>
<td>ARABIC 401, 402; CANT 401, 402, 411, 412; DEAF 310, 312, 314, 316; FREN 401, 402, 411, 412; ITAL 401, 402; JAPAN 401, 402, 411, 412; KOREAN 401, 402; MAND 401, 402, 411, 412; PNJABI 401, 402; PRSIAN 401, 402; RUSS 401, 402, 411, 412; SPAN 401, 402, 411, 412, 413, 415; TGLG 401, 402; VIET 401, 402</td>
</tr>
</tbody>
</table>
US History, Constitution, and American Ideals

This is a CSU graduation requirement only – it is not required for IGETC certification. Choose one course from each group for a total of two courses.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td><strong>POLS</strong> 301, 481</td>
</tr>
<tr>
<td>Group 2</td>
<td><strong>HIST</strong> 310, 310, 311, 318, 320, 321, 323, 325, 327, 330, 483, 484</td>
</tr>
</tbody>
</table>
California State University General Education Requirements
| Sacramento City College

The following Sacramento City College courses fulfill California State University (CSU) lower-division general education requirements.

A. English Language Communication and Critical Thinking

Choose one course from each area for a minimum of nine units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>COMM 301, 303, 311, 331, 361, 481</td>
</tr>
<tr>
<td>A2</td>
<td>ENGWR 300, 488; ESLW 340</td>
</tr>
<tr>
<td>A3</td>
<td>COMM 311, 315, 316; ENGRD 310; ENGWR 301, 302, 303, 482; PHIL 300, 320, 325; SOC 305</td>
</tr>
</tbody>
</table>

B. Scientific Inquiry and Quantitative Reasoning

Choose one course from each area for a minimum of nine units. Courses in area B3 may also be used in areas B1 or B2 where appropriate. Related lecture courses must be completed prior to or concurrently with lab courses.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>ANTH 300, 480; BIOL 305, 308, 314, 326, 332, 342, 350, 351, 352, 370, 402, 412, 422, 430, 431, 434, 440; PSYC 310</td>
</tr>
<tr>
<td>B3</td>
<td>ANTH 301; ASTR 400; BIOL 305, 309, 315, 327, 332, 370, 402, 412, 422, 430, 431, 440; CHEM 300, 305, 306, 309, 320, 330, 336, 400, 401, 410, 420, 421, 425, 426, 484; GEOG 301; GEOL 302, 306, 311; PHYS 350, 360, 410, 420, 430; PSYC 311</td>
</tr>
<tr>
<td>B4</td>
<td>BUS 320; CISP 440; ECON 310; MATH 300, 310, 335, 340, 342, 350, 351, 352, 370, 400, 401, 402, 410, 420; STAT 300, 480</td>
</tr>
</tbody>
</table>

C. Arts and Humanities

Choose one course from each area, plus an additional course from either area, for a minimum of nine units.
### D. Social Sciences

Choose three courses from at least two different disciplines for a minimum of nine units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>ADMJ 349; ANTH 310, 320, 323, 331, 332, 334, 341, 481; BUS 330, 345; COMM 321, 325, 335, 341, 351; DEAF 351; ECE 312, 314; ECON 302, 304; ENGLT 334; ENGW 384; ETHTMS 300, 320, 330, 340, 341, 350, 351; FCS 320, 324; GEOG 302, 310, 320; GERON 300, 302; HIST 300, 302, 307, 308, 309, 310, 311, 314, 320, 321, 344, 360, 364, 365, 373, 375, 380, 381, 483, 484, 485, 486, 487; JOUR 310, 320; NUTRI 310; PHIL 368; POLS 301, 302, 303, 304, 310, 312, 313, 320, 322, 340, 350, 480, 481; PSYC 340, 356, 358, 360, 370, 374, 390, 392, 480; SOC 300, 301, 302, 310, 318, 319, 321, 335, 341, 343, 344, 345, 347, 350, 375, 480, 481, 482; WGS 300, 302, 304</td>
</tr>
</tbody>
</table>

### E. Lifelong Learning and Self Development

Choose at least one course for a minimum of three units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>BIOL 342; ECE 312, 314, 415; FCS 320, 324; GERON 300, 302; HCD 310; HEED 300, 301, 353; KINES 418; NUTRI 300, 302, 330, 480; PSYC 340, 356, 358, 360, 370, 374, 390, 392, 410; SOC 310, 335, 341, 344</td>
</tr>
</tbody>
</table>

* Consult a counselor or assist.org (https://assist.org) to see if a specific physical education activity course is appropriate for CSU general education Area E.

### F. US History, Constitution, and American Ideals
This is a CSU graduation requirement only – it is not required for CSU general education certification. Choose one course from each area for a total of two courses. These courses can also be used to satisfy Area D.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td><strong>HIST</strong> 310, 320, 321, 483, 486; <strong>POLS</strong> 301, 481</td>
</tr>
<tr>
<td>F2</td>
<td><strong>HIST</strong> 310, 311, 320, 321, 483, 484, 486, 487</td>
</tr>
</tbody>
</table>
Transfer Degree Requirements
| Sacramento City College

Sacramento City College offers associate degrees for transfer (AD-T) to the California State University (CSU) system. Transfer degrees provide a clear pathway to a CSU major and bachelor’s degree. Associate of arts for transfer (AA-T) and associate of science for transfer (AS-T) are types of transfer degrees.

Benefits of a Transfer Degree

Students who receive an AA-T or AS-T degree are guaranteed:

- Admission to a CSU with junior standing
- Priority admission consideration\(^1\) to their local CSU campus or to a program that is similar to their community college major

\(^1\) This priority does not guarantee admission to specific majors or campuses.

Students who have been awarded an AA-T or AS-T are able to complete their remaining requirements for the 120-unit baccalaureate degree within 60 semester or 90 quarter units at a CSU campus.

Current and prospective community college students are encouraged to meet with a counselor to review their options for transfer and explore additional degrees which may be under development at this time.

Requirements for a Transfer Degree

AA-T or AS-T degrees require the following:

1. Complete 60 semester units or 90 quarter CSU-transferable units, including both of the following:
   a. One of the following GE patterns (check with your counselor to determine the appropriate pattern for the degree you are pursuing):
      - The Intersegmental General Education Transfer Curriculum (IGETC)
      - The Intersegmental General Education Transfer Curriculum (IGETC) for STEM (see counselor)
      - The CSU General Education Requirements
      - The CSU General Education Requirements for STEM (see counselor)
   b. A minimum of 18 semester or 27 quarter units in a major or area of emphasis, as determined by the college

2. Obtain a minimum grade point average of 2.0 in 60 CSU-transferable units. AD-T degrees also require that students must earn a C or better in all courses used in the major or area of emphasis. Pass grades can be used from colleges where Pass denotes a C or better.

Sacramento City College offers the following Associate Degrees for Transfer:

Accounting, AS
Administration of Justice, AS
Air Traffic Control, AS
Aircraft Dispatcher, AS
Airframe, AS
Combined Airframe and Powerplant, AS
Flight Technology, AS
Powerplant, AS
Railroad Operations, AS
Airframe, AS
Combined Airframe and Powerplant, AS
Powerplant, AS
Pre-Health Occupations, AS
Anthropology, AAT
Art History, AAT
Studio Arts, AAT
Art History, AAT
Air Traffic Control, AS
Aircraft Dispatcher, AS
Flight Technology, AS
Biology, AS
Business, General, AS
Management, AS
Marketing, AS
Marketing, Advertising, AS
Real Estate, AS
Chemical Technology, AS
Chemistry, AS
Communication Studies, AAT
Computer Science, AS
Cybersecurity and Information Assurance, AS
Information Processing, AS
Management Information Science, AS
Network Administration, AS
Network Design, AS
Web Developer, AS
Cosmetology, AS
Dental Assisting, AS
Dental Hygiene, AS
Design and Digital Media, AS
Economics, AAT
Child and Adolescent Development, AAT
Elementary Teacher Education, AAT
Automated Systems Technician, AS
Telecommunications Technician, AS
Engineering, Civil Engineering, AS
Engineering, Electrical/Computer Engineering, AS
Engineering, General, AS
Engineering, Mechanical/Aeronautical Engineering, AS
Architectural/Structural Design, AS
Electric (Power-Lighting Systems), AS
Engineering Design Technology, AS
Mechanical (HVAC/Piping/Plumbing Systems), AS
Surveying/Geomatics, AS
English, AAT
Spanish, AAT
Geography, AAT
Gerontology, AS
Global Studies, AAT
History, AAT
Journalism, AAT
Kinesiology, AAT
Library and Information Technology, AS
Mathematics, AS
Mechanical-Electrical Technology, AS
Music, AAT
Nursing, Registered, AS
Nursing, Vocational, AS
Nutrition, AS
Occupational Therapy Assistant, AS
Philosophy, AAT
Physical Therapist Assistant, AS
Political Science, AAT
Psychology, AAT
Railroad Operations, AS
Sociology, AAT
Theatre Arts, AAT
Course Transferability and C-ID

| Sacramento City College

Transfer Credit

Courses accepted for transfer by the University of California (UC) and/or California State University (CSU) systems are identified as such in the course details next to "Transferable." Students who have questions regarding transferability of credit for specific courses to specific institutions should consult a counselor.

Course Identification Numbering System (C-ID)

The C-ID system is a statewide numbering system designed to identify comparable courses and facilitate articulation. Any community college course that bears a C-ID number signifies that it is equivalent in content, rigor, and student learning outcomes. Any course with a C-ID number can be assured that it will be accepted at other participating community college or CSU campuses. For example: C-ID COMM 110 at Sacramento City College will be accepted by any other college that has been approved for the same C-ID COMM 110 number.

Students should consult a counselor for specific information and help evaluating course transferability. In addition, students should visit assist.org (https://assist.org) to confirm how each college's course will be accepted for the following:

1. Majors at CSU and UC campuses
2. CSU general education requirements
3. IGETC general education requirements

Please consult a counselor to find out if your courses meet requirements at private and out-of-state colleges and universities. See an up-to-date listing of Sacramento City College C-ID approved courses at www.c-id.net (https://www.c-id.net).
In This Section

Description of Courses (/2020-2021-catalog/programs-of-study/description-of-courses)
Learn more about course numbering, course prefixes, prerequisites, corequisites, advisories, course transferability, and more.

Course Prefixes (/2020-2021-catalog/programs-of-study/course-prefixes)
See an A to Z listing of course prefixes and the subjects they represent.

Cross-Listed Courses (/2020-2021-catalog/programs-of-study/cross-listed-courses)
When a course is listed under two different departments in the catalog, the course is referred to as "cross-listed." See all cross-listed courses offered at Sacramento City College.

List of Programs (/2020-2021-catalog/programs-of-study/list-of-programs)
See all of the programs – including degrees, certificates, and courses – offered at Sacramento City College.
In This Section

Course Numbering (/2020-2021-catalog/programs-of-study/description-of-courses/course-numbering)
Sacramento City College has a standardized course numbering system.

Prerequisites, Corequisites, and Advisories (/2020-2021-catalog/programs-of-study/description-of-courses/prerequisites-corequisites-and-advisories)
Learn about prerequisite courses, corequisite courses, advisory courses, and the challenge process.

To Be Arranged Scheduling (/2020-2021-catalog/programs-of-study/description-of-courses/to-be-arranged-scheduling)
Learn about courses scheduled as TBA, or To Be Arranged.
Sacramento City College has a standardized course numbering system. The following numbers are designed to provide students with general information regarding the focus and intent of courses.

Course Number 1 to 99
Courses numbered 1 to 99 are credit courses that are considered developmental or basic skills and are not acceptable for the associate degree or transfer credit.

Course Number 100 to 299
Courses numbered 100 to 299 are applicable to an associate degree, but not transferable to a four-year institution.

Course Number 300 to 499
Courses numbered 300 to 499 are articulated for transfer with four-year institutions and are intended to meet major, general education, or elective credit requirements.
Enrollment Conditions

Many courses and educational programs have enrollment conditions, such as prerequisites, corequisites, or advisories on recommended preparation. These faculty-approved conditions are considered necessary and appropriate to ensure that students are adequately prepared to succeed in the course or educational program. It is the student's responsibility to meet any and all enrollment conditions.

Students may challenge a prerequisite requirement through the challenge process (/2020-2021-catalog/programs-of-study/description-of-courses/prerequisites-corequisites-and-advisories#challenge).

Prerequisite

A prerequisite is a course that a student is **required** to take to demonstrate current readiness for enrollment in another course or educational program. For example, in order to take ENGWR 301, a student must have already completed ENGWR 300 with a grade of C or better.

Corequisite

A corequisite is a course that a student is **required** to take during the same semester as another course, or prior to another course. For example, a student needs to take GEOL 300 at the same time as GEOL 301 (or before taking GEOL 301).

Advisory

An advisory is a condition of enrollment when a student is **advised, but not required** to meet before, or in conjunction with, enrollment in a course or educational program.

Verifying Prerequisites

Students enrolled in courses that have a prerequisite must provide verification to the instructor that they have met the prerequisite. Supporting evidence includes:

- A transcript that verifies the student has earned a C or better in the prerequisite course. Students can print an unofficial transcripts in **eServices** [https://ps.losrios.edu/student/signon.html](https://ps.losrios.edu/student/signon.html). Instructors have access to this information on their roster if the class was taken within Los Rios Community College District since 2003 (prior course information cannot be viewed).
- English and/or math placement results from Los Rios Community College District

If a student enrolls in a course and does not meet the prerequisite, then the instructor must drop the student from the course.

Verifying Corequisites

Your current class schedule provides verification of current enrollment in a corequisite course. Alternatively, if you took the corequisite previously, then your transcript shows prior completion of the corequisite course.

Challenge Process

If you do not have the supporting evidence to verify a prerequisite or corequisite but you believe that you should qualify to enroll in the course, then you may challenge a prerequisite or corequisite.

Criteria for challenging a prerequisite or corequisite include:

- You have knowledge or ability to succeed in the course with the prerequisite.
The prerequisite course is not readily available.

- You believe that the prerequisite is discriminatory or being applied in a discriminatory manner.
- You believe that the prerequisite was established in violation of regulations and/or the established district-approved policy and procedures.

To challenge a prerequisite or corequisite:

1. Submit a Prerequisite Equivalency Form (/scc/main/doc/2-Admissions/4-Placement/Prerequisite-Challenge-Form.pdf) (PDF) – along with any supporting documentation – to the instructional department (locations are listed on form) at least one week prior to the start of instruction.

2. Your challenge will be reviewed by the department’s prerequisite challenge committee.

3. You will be informed in writing of the committee’s determination within five working days of the review.

**Exception to the Prerequisite Process – English and Math**

The prerequisite for all 300-level English courses (ENGWR, ENGED, and ENGCW) and mathematics courses (MATH and STAT) must be cleared prior to enrollment.

You will be automatically cleared to enroll in an English or math class if:

- You are currently enrolled in the appropriate prerequisite course at a Los Rios college (you must earn a C or better grade or you will be automatically dropped from the higher level course before the new semester begins).
- You have completed and passed the appropriate prerequisite course at a Los Rios college.
- You have been placed into the math or English course you want to add.

If you completed the equivalent prerequisite course with a grade of C or better at a college or university that is on the Approved Math External Equivalency List (/shared/doc/admissions-records/prerequisite/math-universal-transfer-credit-list.pdf) (PDF) or Approved English External Equivalency List (/shared/doc/admissions-records/prerequisite/english-universal-transfer-credit-list.pdf) (PDF) then:

- Submit unofficial or official transcripts (unless already on file with the Admissions and Records office) along with Prerequisite Equivalency Form (/scc/main/doc/2-Admissions/4-Placement/Prerequisite-Challenge-Form.pdf) (PDF) to the Admissions and Records office. Please Note: In-progress coursework cannot be used.

- If verified through a transcript, then the external course will be posted as transfer credit on your unofficial transcript, which will clear enrollment for math courses. This process may take three to five business days, so plan ahead.

If you did not find your course on the approved equivalency lists above – but you believe you have the knowledge or ability to succeed in an English or math course through other college/university coursework (or other credentials) – then you may challenge the prerequisite via the challenge process.
Some or all of the class hours for courses may be offered using the "To Be Arranged" (TBA) course scheduling option. Please refer to the class schedule listing for sections of courses for specific TBA weekly or daily class hour requirements that may apply.
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### Prefixes and Subject Names

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Cross-Listed Courses
| Sacramento City College

When a course is listed under two (or more) different departments in the catalog, the course is referred to as “cross-listed,” “cross-referenced,” or “same as.” The cross-listed course has identical content under both departments’ catalog listing.

If two (or more) courses are cross-listed, then a student can only earn credit for one of those courses. Students who are not sure which cross-listed they should enroll in are encouraged to consult with a counselor.

When a cross-listed course is repeatable, the course may be taken (under either name) the total number of times stated in the catalog descriptions of the cross-listed course.

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<td>NUTRI 300</td>
<td>FCS 340</td>
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<td>Nutrition</td>
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<td>Nutrition for Physical Performance</td>
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<td>NUTRI 310</td>
<td>FCS 342</td>
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<td>Cultural Foods of the World</td>
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<td>FCS 344</td>
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<td>Food Theory and Preparation</td>
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<td>FLTEC 311</td>
<td>N/A</td>
<td>Aerial Photography- Remote System</td>
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<td>PHOTO 350</td>
<td>JOUR 360</td>
<td>N/A</td>
<td>Photojournalism</td>
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<tr>
<td>PHOTO 380</td>
<td>JOUR 364</td>
<td>N/A</td>
<td>Multimedia Capture I</td>
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<td>JOUR 365</td>
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<td>PSYC 370</td>
<td>FCS 324</td>
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<td>Human Development: A Life Span</td>
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<td>PSYC 374</td>
<td>FCS 332</td>
<td>GERON 302</td>
<td>Psychology of Aging: Adult Development and Aging</td>
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<td>PSYC 405</td>
<td>ADMJ 303</td>
<td>N/A</td>
<td>Substance Abuse: Effects on Body and Behavior</td>
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<td>SOC 310</td>
<td>FCS 320</td>
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<td>Marriage and the Family</td>
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<td>Introduction to Crime, Deviance, and Social Control</td>
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<td>GERON 300</td>
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<td>SOC 347</td>
<td>WGS 304</td>
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<td>Historic Costuming</td>
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<td>TAFILM 300</td>
<td>ENGLT 400</td>
<td>N/A</td>
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Sacramento City College Programs

**Accounting** ([/2020-2021-catalog/programs-of-study/list-of-programs/accounting](/2020-2021-catalog/programs-of-study/list-of-programs/accounting))
Learn more about the Accounting program.

**Administration of Justice** ([/2020-2021-catalog/programs-of-study/list-of-programs/administration-of-justice](/2020-2021-catalog/programs-of-study/list-of-programs/administration-of-justice))
Learn more about the Administration of Justice program.

**Aeronautics** ([/2020-2021-catalog/programs-of-study/list-of-programs/aeronautics](/2020-2021-catalog/programs-of-study/list-of-programs/aeronautics))
Learn more about the Aeronautics program.

**Allied Health** ([/2020-2021-catalog/programs-of-study/list-of-programs/allied-health](/2020-2021-catalog/programs-of-study/list-of-programs/allied-health))
Learn more about the Allied Health program.

**Anthropology** ([/2020-2021-catalog/programs-of-study/list-of-programs/anthropology](/2020-2021-catalog/programs-of-study/list-of-programs/anthropology))
Learn more about the Anthropology program.

**Art** ([/2020-2021-catalog/programs-of-study/list-of-programs/art](/2020-2021-catalog/programs-of-study/list-of-programs/art))
Learn more about the Art program.

**Art History** ([/2020-2021-catalog/programs-of-study/list-of-programs/art-history](/2020-2021-catalog/programs-of-study/list-of-programs/art-history))
Learn more about the Art History program.

**Astronomy** ([/2020-2021-catalog/programs-of-study/list-of-programs/astronomy](/2020-2021-catalog/programs-of-study/list-of-programs/astronomy))
Learn more about the Astronomy program.

**Aviation** ([/2020-2021-catalog/programs-of-study/list-of-programs/aviation](/2020-2021-catalog/programs-of-study/list-of-programs/aviation))
Learn more about the Aviation program.

**Biology** ([/2020-2021-catalog/programs-of-study/list-of-programs/biology](/2020-2021-catalog/programs-of-study/list-of-programs/biology))
Learn more about the Biology program.

**Business** ([/2020-2021-catalog/programs-of-study/list-of-programs/business](/2020-2021-catalog/programs-of-study/list-of-programs/business))
Learn more about the Business program.

**Chemistry** ([/2020-2021-catalog/programs-of-study/list-of-programs/chemistry](/2020-2021-catalog/programs-of-study/list-of-programs/chemistry))
Learn more about the Chemistry program.
Communication ([2020-2021-catalog/programs-of-study/list-of-programs/communication](/2020-2021-catalog/programs-of-study/list-of-programs/communication))
Learn more about the Communication program.

Community Leadership Development ([2020-2021-catalog/programs-of-study/list-of-programs/community-leadership-development](/2020-2021-catalog/programs-of-study/list-of-programs/community-leadership-development))
Learn more about the Community Leadership Development program.

Computer Information Science ([2020-2021-catalog/programs-of-study/list-of-programs/computer-information-science](/2020-2021-catalog/programs-of-study/list-of-programs/computer-information-science))
Learn more about the Computer Information Science program.

Cosmetology ([2020-2021-catalog/programs-of-study/list-of-programs/cosmetology](/2020-2021-catalog/programs-of-study/list-of-programs/cosmetology))
Learn more about the Cosmetology program.

Learn more about the Deaf Culture and American Sign Language Studies program.

Dental Assisting ([2020-2021-catalog/programs-of-study/list-of-programs/dental-assisting](/2020-2021-catalog/programs-of-study/list-of-programs/dental-assisting))
Learn more about the Dental Assisting program.

Dental Hygiene ([2020-2021-catalog/programs-of-study/list-of-programs/dental-hygiene](/2020-2021-catalog/programs-of-study/list-of-programs/dental-hygiene))
Learn more about the Dental Hygiene program.

Design and Digital Media ([2020-2021-catalog/programs-of-study/list-of-programs/design-and-digital-media](/2020-2021-catalog/programs-of-study/list-of-programs/design-and-digital-media))
Learn more about the Design and Digital Media program.

Early Childhood Education ([2020-2021-catalog/programs-of-study/list-of-programs/early-childhood-education](/2020-2021-catalog/programs-of-study/list-of-programs/early-childhood-education))
Learn more about the Early Childhood Education program.

Economics ([2020-2021-catalog/programs-of-study/list-of-programs/economics](/2020-2021-catalog/programs-of-study/list-of-programs/economics))
Learn more about the Economics program.

Education/Teaching ([2020-2021-catalog/programs-of-study/list-of-programs/education/teaching](/2020-2021-catalog/programs-of-study/list-of-programs/education/teaching))
Learn more about the Education/Teaching program.

Electronics Technology ([2020-2021-catalog/programs-of-study/list-of-programs/electronics-technology](/2020-2021-catalog/programs-of-study/list-of-programs/electronics-technology))
Learn more about the Electronics Technology program.

Engineering ([2020-2021-catalog/programs-of-study/list-of-programs/engineering](/2020-2021-catalog/programs-of-study/list-of-programs/engineering))
Learn more about the Engineering program.

Engineering Design Technology ([2020-2021-catalog/programs-of-study/list-of-programs/engineering-design-technology](/2020-2021-catalog/programs-of-study/list-of-programs/engineering-design-technology))
Learn more about the Engineering Design Technology program.

English ([2020-2021-catalog/programs-of-study/list-of-programs/english](/2020-2021-catalog/programs-of-study/list-of-programs/english))
Learn more about the English program.

English as a Second Language (ESL) ([2020-2021-catalog/programs-of-study/list-of-programs/english-as-a-second-language-(esl)](/2020-2021-catalog/programs-of-study/list-of-programs/english-as-a-second-language-(esl)))
Learn more about the English as a Second Language (ESL) program.

**Ethnic Studies** ([/2020-2021-catalog/programs-of-study/list-of-programs/ethnic-studies](/2020-2021-catalog/programs-of-study/list-of-programs/ethnic-studies))
Learn more about the Ethnic Studies program.

**Family and Consumer Science** ([/2020-2021-catalog/programs-of-study/list-of-programs/family-and-consumer-science](/2020-2021-catalog/programs-of-study/list-of-programs/family-and-consumer-science))
Learn more about the Family and Consumer Science program.

**Fashion** ([/2020-2021-catalog/programs-of-study/list-of-programs/fashion](/2020-2021-catalog/programs-of-study/list-of-programs/fashion))
Learn more about the Fashion program.

**Foreign Languages** ([/2020-2021-catalog/programs-of-study/list-of-programs/foreign-languages](/2020-2021-catalog/programs-of-study/list-of-programs/foreign-languages))
Learn more about the Foreign Languages program.

**Geography** ([/2020-2021-catalog/programs-of-study/list-of-programs/geography](/2020-2021-catalog/programs-of-study/list-of-programs/geography))
Learn more about the Geography program.

**Learning, Tutoring and Academic Technology** ([/2020-2021-catalog/programs-of-study/list-of-programs/learning-tutoring-and-academic-technology](/2020-2021-catalog/programs-of-study/list-of-programs/learning-tutoring-and-academic-technology))
Learn more about the Learning, Tutoring and Academic Technology program.

**Kinesiology** ([/2020-2021-catalog/programs-of-study/list-of-programs/kinesiology](/2020-2021-catalog/programs-of-study/list-of-programs/kinesiology))
Learn more about the Kinesiology program.

**Journalism** ([/2020-2021-catalog/programs-of-study/list-of-programs/journalism](/2020-2021-catalog/programs-of-study/list-of-programs/journalism))
Learn more about the Journalism program.

**International Studies** ([/2020-2021-catalog/programs-of-study/list-of-programs/international-studies](/2020-2021-catalog/programs-of-study/list-of-programs/international-studies))
Learn more about the International Studies program.

**Interdisciplinary Studies** ([/2020-2021-catalog/programs-of-study/list-of-programs/interdisciplinary-studies](/2020-2021-catalog/programs-of-study/list-of-programs/interdisciplinary-studies))
Learn more about the Interdisciplinary Studies program.

**Humanities** ([/2020-2021-catalog/programs-of-study/list-of-programs/humanities](/2020-2021-catalog/programs-of-study/list-of-programs/humanities))
Learn more about the Humanities program.

**Human/Career Development** ([/2020-2021-catalog/programs-of-study/list-of-programs/human/career-development](/2020-2021-catalog/programs-of-study/list-of-programs/human/career-development))
Learn more about the Human/Career Development program.

**Human Services** ([/2020-2021-catalog/programs-of-study/list-of-programs/human-services](/2020-2021-catalog/programs-of-study/list-of-programs/human-services))
Learn more about the Human Services program.

**History** ([/2020-2021-catalog/programs-of-study/list-of-programs/history](/2020-2021-catalog/programs-of-study/list-of-programs/history))
Learn more about the History program.

**Health Education** ([/2020-2021-catalog/programs-of-study/list-of-programs/health-education](/2020-2021-catalog/programs-of-study/list-of-programs/health-education))
Learn more about the Health Education program.

**Gerontology** ([/2020-2021-catalog/programs-of-study/list-of-programs/gerontology](/2020-2021-catalog/programs-of-study/list-of-programs/gerontology))
Learn more about the Gerontology program.
Recreation (/2020-2021-catalog/programs-of-study/list-of-programs/recreation)
Learn more about the Recreation program.

Sociology (/2020-2021-catalog/programs-of-study/list-of-programs/sociology)
Learn more about the Sociology program.

Student Government (/2020-2021-catalog/programs-of-study/list-of-programs/student-government)
Learn more about the Student Government program.

Theatre Arts (/2020-2021-catalog/programs-of-study/list-of-programs/theatre-arts)
Learn more about the Theatre Arts program.

Theatre Arts Film (/2020-2021-catalog/programs-of-study/list-of-programs/theatre-arts-film)
Learn more about the Theatre Arts Film program.

Women and Gender Studies (/2020-2021-catalog/programs-of-study/list-of-programs/women-and-gender-studies)
Learn more about the Women and Gender Studies program.

Work Experience (/2020-2021-catalog/programs-of-study/list-of-programs/work-experience)
Learn more about the Work Experience program.
Accounting | Sacramento City College

Bookkeepers and accounting clerks record daily financial transactions and can run reports of financial information for managers. They spend most of their time at an office, frequently on a computer. Opportunities are available both full- and part-time. Accountants work more closely with budget and financial analysis, helping managers and owners to make informed business decisions. Some specialties, such as auditing, can involve significant travel. The stereotype of accountants as “bean-counters” has undergone major change as managers work side-by-side with accountants to develop new business opportunities.

Dean
Dr. Deborah L. Saks

Department Chairs
Brian Mom

(916) 358-2481
DcruzM@scc.losrios.edu

Associate Degree

A.S. in Accounting

The Accounting degree is designed for students planning to seek accounting positions in business, industry, or government upon completion of the required course of study. The program also meets the needs of employed individuals seeking to learn applications of accounting theory as practiced in the field. The program provides the foundation for individuals to prepare financial statements and record business transactions for all types of business and industry. Students develop a strong knowledge base of U.S. Generally Accepted Accounting Principles (GAAP) and accounting procedures. Communication skills, teamwork, computer technology, and ethical behavior are also emphasized.

For those students interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that students meet with an SCC counselor to select and plan the courses to fulfill major requirements. Schools vary widely in terms of the required preparation. The courses that SCC requires for an A.S. degree in this major may be different from the requirements needed for a Bachelor’s degree.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>ACCT 103</td>
<td>Intermediate Accounting - Part I</td>
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<td>ACCT 104</td>
<td>Intermediate Accounting - Part II</td>
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<tr>
<td>ACCT 301</td>
<td>Financial Accounting</td>
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<tr>
<td>ACCT 311</td>
<td>Managerial Accounting</td>
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<tr>
<td>ACCT 341</td>
<td>Computerized Accounting</td>
<td>3</td>
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<tr>
<td>ACCT 361</td>
<td>Ethics, Fraud, and Legal Issues for Accountants</td>
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<tr>
<td>BUS 300</td>
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<td>ACCT 101</td>
<td>Fundamentals of College Accounting (3)</td>
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<td>ACCT 107</td>
<td>Auditing (3)</td>
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<td>ACCT 111</td>
<td>Cost Accounting (3)</td>
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<td>ACCT 121</td>
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<tr>
<td>ACCT 123</td>
<td>Federal and California Individual Income Taxation (4)</td>
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<td>ACCT 151</td>
<td>Governmental Auditing (3)</td>
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<td>ACCT 153</td>
<td>Governmental Accounting (3)</td>
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<td>ACCT 343</td>
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<td>BUS 340</td>
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<td>CISA 316</td>
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<td>CISC 310</td>
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<td>Total Units</td>
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*1ACCT 343 is Recommended*

The Accounting Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- record, classify, summarize, and report the business transactions of a company.
- prepare financial statements in conformity with U.S. Generally Accepted Accounting Principles (GAAP).
- explain and integrate the role of ethics and standards of professional conduct in the accounting profession.
- demonstrate the ability to support management functions through budgeting, planning, and decision-making.
- integrate the principles of business, business law, and economics into accounting functions.
- apply principles of accounting to more advanced topics such as, but not limited to: individual taxation, auditing, governmental accounting, cost accounting, and payroll accounting.

**Career Information**

The Accounting degree is designed to provide the knowledge necessary for immediate employment at an entry or intermediate level accounting, recordkeeping, or clerk position with many private sector and government organizations. The degree is also designed to provide an excellent base of knowledge for those who would like to pursue an advanced degree in accounting, business, economics, or law. The accounting courses also meet unit requirements of local area governmental employers' promotional exams in accounting. All the accounting courses in this program can be used to meet unit requirements of the California State Board of Accountancy’s Certified Public Accountant’s exam.

**Certificates of Achievement**

**Accounting Clerk Certificate**

The Accounting Clerk certificate provides fundamental occupational training and preparation for entry-level accounting clerk positions. The program includes basic accounting courses and specialized courses designed for the accounting workplace, including basic computer and business principles courses.

*Catalog Date: June 1, 2020*

**Certificate Requirements**
<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ACCT 101</td>
<td>Fundamentals of College Accounting</td>
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<td>ACCT 121</td>
<td>Payroll Accounting</td>
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<td>ACCT 341</td>
<td>Computerized Accounting</td>
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<td>BUS 105</td>
<td>Business Mathematics</td>
<td>3</td>
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<tr>
<td>CISA 315</td>
<td>Introduction to Electronic Spreadsheets</td>
<td>2</td>
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<td>A minimum of 6 units from the following:</td>
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<tr>
<td>ACCT 123</td>
<td>Federal and California Individual Income Taxation</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 343</td>
<td>Computer Spreadsheet Applications for Accounting</td>
<td>2</td>
</tr>
<tr>
<td>BUS 107</td>
<td>Keyboarding</td>
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</tr>
<tr>
<td>CISA 316</td>
<td>Intermediate Electronic Spreadsheets</td>
<td>2</td>
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<td>Total Units</td>
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<td>20</td>
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</table>

1For BUS 107 student must complete 2 out of the 3 course levels.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- analyze and record accounting transactions in both manual and computerized accounting systems.
- prepare financial statements manually and using a computerized accounting system.
- solve basic business math problems.
- demonstrate proficiency in the use of word processing and spreadsheet software.

Career Information

Career opportunities include accounting clerk or entry-level bookkeeper positions such as: accounts payable clerk, accounts receivable clerk, billing clerk, payroll assistant, assistant bookkeeper, or office assistant.

Full Charge Bookkeeper Certificate

The Full Charge Bookkeeper certificate program provides advanced occupational training in accounting. The program provides a strong background in financial and managerial accounting, basic business principles, and business technology.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>ACCT 101</td>
<td>Fundamentals of College Accounting</td>
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<tr>
<td>ACCT 121</td>
<td>Payroll Accounting</td>
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<td>ACCT 301</td>
<td>Financial Accounting</td>
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<td>ACCT 311</td>
<td>Managerial Accounting</td>
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<td>ACCT 341</td>
<td>Computerized Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CISA 315</td>
<td>Introduction to Electronic Spreadsheets</td>
<td>2</td>
</tr>
</tbody>
</table>
### Accounting (ACCT)

**ACCT 101 Fundamentals of College Accounting**

- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** None.
- **Advisory:** ENGRD 110, ENGWR 101, and MATH 34 with a grade of "C" or better. 
- **Catalog Date:** June 1, 2020

This is an introductory course in small business accounting. It covers the accounting cycle for service and merchandising businesses. Topics include identifying and recording accounting transactions in the general and special journals, posting to the general ledger and subsidiary ledgers, preparation of a trial balance, adjusted trial balance and post-closing trial balance, and preparation of adjusting, correcting, and closing entries. Income statements, statements of owner’s equity, and balance sheets are prepared and analyzed using basic financial ratios. Additional topics include cash management and bank reconciliations, accounting for sales and purchase discounts, sales taxes, merchandise inventory, and payroll. This course is highly recommended for students who intend to seek employment in a small service or merchandising business, is an excellent preparation course for further study in accounting and business, and is required for accounting degree and certificate candidates.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and record business transactions in both the general and special journals.
- prepare a trial balance, adjusted trial balance and post-closing trial balance.
- prepare the income statement, statement owner’s equity, and balance sheet for service and merchandising businesses.
- prepare a payroll register and make the appropriate journal entries.
• construct a bank reconciliation and prepare any entries necessary to update the accounts.
• demonstrate an understanding of the effects of transactions on the accounting equation and net income.
• evaluate and apply accounting terminology at a basic level.
• compute basic financial ratios and explain their meaning.

ACCT 103 Intermediate Accounting - Part I

Units: 4
Hours: 72 hours LEC
Prerequisite: ACCT 301 with a grade of "C" or better
Catalog Date: June 1, 2020

This course is a continuing study and application of accounting principles introduced in ACCT 301 as related to cash and cash flows, receivables, inventories, plant and equipment, intangible assets, current and long-term liabilities, and the time value of money. This course is not intended for transfer to a four-year college.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• record business transactions in the general journal.
• prepare the basic financial statements and identify and organize required disclosures.
• compute the future and present value of cash flows.
• demonstrate an understanding of the accounting principles used for cash, receivables, inventories, fixed assets, intangible assets, and liabilities.
• account for acquisition, depreciation, depletion, amortization, and impairment of property, plant, and equipment, and the disposal thereof.
• estimate the bad debt expense using the allowance method and record the bad debt expense under the direct write-off method.
• convert financial information from the accrual basis of accounting to the cash basis of accounting.
• organize and present the accounts in the basic financial statements to comply with Generally Accepted Accounting Principles.

ACCT 104 Intermediate Accounting - Part II

Units: 4
Hours: 72 hours LEC
Prerequisite: ACCT 103 with a grade of "C" or better
Catalog Date: June 1, 2020

This course is a continuing study and application of financial accounting principles introduced in ACCT 301 and further expanded on in ACCT 103 as related to stockholders' equity, earnings per share, investments, revenue recognition, cash flows, accounting changes, disclosure and reporting, and analysis of financial statements. This course introduces the study of income taxes, deferred income taxes, long-term construction contracts, pension plans, capital/finance leases, and restatement of financial statements. This course is not intended for transfer to a four-year college.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate an understanding of the accounting and disclosure requirements for: long-term investments, current and long-term liabilities, paid-in capital, retained earnings, warrants, rights and options, convertible securities, pension plans, leases, long-term construction contracts, income taxes, accounting changes, and accounting for inflation.
• prepare and analyze financial statements, including the income statement, statement of retained earnings, balance sheet, and statement of cash flows.
• prepare financial statements with incomplete records.
• analyze the stockholders' equity.
compute the basic and diluted earnings per share.

estimate the amount and determine the timing of income to be recognized for long-term construction contracts under the percentage-of-completion method and the completed contract method.

calculate and record the amount of income taxes currently payable and the amount of deferred income taxes.

determine whether the pension plan is overfunded or underfunded and the amount to be recorded as a pension plan asset or pension plan liability on the balance sheet.

determine whether to recognize a lease as an operating lease or a capital/finance lease and compute the present value of the minimum lease payments under the capital/finance lease.

set up a capital/finance lease amortization schedule using the effective interest method and the straight-line method of amortization.

restate financial statements for prior period adjustments and changes in accounting principles.

ACCT 107 Auditing

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
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</tr>
<tr>
<td>Advisory:</td>
<td>ACCT 103 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This course covers procedures and practices used in the verification of accounting records and financial statements. External auditing functions will be emphasized.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the role of the auditor and generally accepted auditing standards.
- demonstrate an understanding of the use of the audit risk model including audit risk, inherent risk, control risk, and detection risk.
- evaluate internal controls in place in an organization and the effect of those controls on audit planning.
- recognize the material assertions being made by management in the preparation of financial statements.
- compare and contrast various statistical and non-statistical sampling methodologies.
- design appropriate audit tests for assets, liabilities, stockholders' equity, revenues, and expenses.
- describe the various types of auditor reports and be able to determine when each is appropriate.
- demonstrate an understanding of professional ethics and auditor liability.
- demonstrate an understanding of internal, operational, and compliance auditing.

ACCT 109 Introduction to Ethics and Fraud in Accounting

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<td>Hours:</td>
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<tr>
<td>Prerequisite:</td>
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<td>Advisory:</td>
<td>ACCT 101, ENGRD 110, and ENGWR 101; with a grade of &quot;C&quot; or better.</td>
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<td>June 1, 2020</td>
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</tbody>
</table>

This course explores ethical theories and ethical issues in small businesses through the use of discussions and case studies. Common types of fraud and fraud prevention techniques are also explored.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast various ethical theories.
- analyze and discuss employer and employee rights and responsibilities in the workplace.
- identify the common characteristics and causes of ethical lapses and fraud.
- describe the components of internal control and significant internal control principles.
- demonstrate an understanding of the types of frauds in business.
- evaluate fraud prevention techniques in business.

**ACCT 111 Cost Accounting**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ACCT 311 with a grade of "C" or better  
**Catalog Date:** June 1, 2020

This course is a continuation of the study of managerial accounting with an emphasis on cost accounting systems. Special attention is placed on the development of cost information needed by managers in manufacturing, merchandising, and service-related businesses.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate an understanding of how cost accounting information is used by managers in planning, controlling, and evaluating operations.
- compare and record accounting transactions under job-order and process costing systems.
- estimate appropriate reorder points and economic order quantities for purchases of materials.
- identify and record various types of manufacturing labor costs.
- allocate and evaluate overhead costs.
- identify and record costs of scrap materials, spoiled goods, and defective products in manufacturing operations.
- compute and allocate joint product costs to primary products.
- analyze service department costs and allocate them to operating departments.
- calculate and explain different methods of determining internal transfer prices.
- evaluate cost behavior and use the characteristics of cost behavior in planning and evaluating business operations.

**ACCT 121 Payroll Accounting**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ACCT 101 with a grade of "C" or better  
**Catalog Date:** June 1, 2020

This course covers the basic fundamentals and current practices in payroll processing, payroll accounting, and payroll tax reporting. Federal and state compliance pertaining to payroll processing and tax reporting will be studied. Topics include the Federal Labor Standards Act (FLSA) and state wage and hour laws and how they affect the payroll workflow.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and apply FLSA and other federal and state laws that affect employment practices and employee compensation.
- calculate gross payroll, withholding amounts, and net pay under a variety of labor standards.
- record employer payroll and payroll tax journal entries.
- create and maintain payroll records and reports required by federal and state taxing authorities.
• prepare quarterly and annual federal and state payroll tax returns and forms.
• analyze and interpret payroll data to determine employer’s total cost of labor.

ACCT 123 Federal and California Individual Income Taxation

Units: 4
Hours: 72 hours LEC
Prerequisite: None.
Advisory: ENGRD 310 with a grade of "C" or better; ACCT 101 or ACCT 301 with a grade of "C" or better.
Catalog Date: June 1, 2020

This course is a study of basic Federal and California income tax regulations with an introduction to more advanced individual income tax topics. The course emphasizes the skills necessary for the preparation of individual income tax returns. Included are filing requirements, determination of taxable income, allowable deductions, tax computation, tax credits, other taxes, payment methods, and audit procedures. This course is recommended for accounting majors and is not part of the State of California CTEC program.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• explain the constitutional origins, statutory requirements, and other legislative and administrative underpinnings of the individual income tax systems of the United States and California.
• describe the federal and California tax formula for individuals: gross income, adjusted gross income, taxable income, and income tax.
• define “substantial authority” with respect to a position taken on a tax return and locate substantial authority for such a position.
• locate where each item of income and deduction belongs on the federal and California income tax returns for individuals.
• conduct basic tax research using publicly available research tools.
• understand the basics of income tax administration, including the audit process, reporting requirements, and taxpayer and preparer penalties.
• identify and calculate tax credits a taxpayer is entitled to claim on his or her tax return.
• prepare basic and intermediate level federal and California individual income tax returns.
• apply professional ethical behavior in accounting, taxation, and business.

ACCT 138 Small Business Taxes

Units: 2
Hours: 36 hours LEC
Prerequisite: None.
Advisory: ACCT 101 with a grade of "C" or better.
Catalog Date: June 1, 2020

This course covers the local, state, and federal tax responsibilities of owning a small business in California. Topics include income taxes, payroll taxes, property taxes, sales taxes, unemployment insurance tax, and workers’ compensation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• identify the tax consequences of owning a small business in California.
• prepare a basic small business income tax form, Schedule C, for both federal and state and the related federal self-employment tax form.
• calculate sales tax and prepare a sales tax return.
• define the requirements of California workers’ compensation laws.
• define the requirements of disability insurance laws.
• recount the filing requirements for federal and state payroll taxes.
• investigate the local city and county business regulations as they pertain to taxes, licenses, and fees.
• research government publications and web sites to find pertinent tax information.

ACCT 151 Governmental Auditing

Units: 3
Hours: 54 hours LEC
Prerequisite: ACCT 153 with a grade of "C" or better
Catalog Date: June 1, 2020

This course provides an introduction to the auditing of governmental programs and activities. Emphasis is on the auditing requirements, standards, procedures, and practices used in the verification of governmental accounting records and financial statements. The internal auditing function will be emphasized.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• explain the essential elements of financial, performance, and compliance audits by internal and independent auditors of governmental and not-for-profit entities.
• distinguish between the contents of an unqualified and a qualified financial audit report for a governmental or a not-for-profit entity.
• explain what is meant by generally accepted government auditing standards (GAGAS), the source of GAGAS, and why GAGAS are much broader than generally accepted auditing standards (GAAS).
• describe the characteristics of a single audit for Federal government entities including the purpose of these audits, which entities are subject to them, what auditing work is required, and what reports must be given.
• demonstrate an understanding of the role of internal auditors in state government agencies.
• describe the implications of the Sarbanes-Oxley Act of 2002 on governmental and not-for-profit organizations.

ACCT 153 Governmental Accounting

Units: 3
Hours: 54 hours LEC
Prerequisite: ACCT 301 with a grade of "C" or better
Catalog Date: June 1, 2020

This course covers accounting and financial reporting for governmental units and institutions with emphasis on the principles of fund accounting and the comprehensive annual financial report as prescribed by the Governmental Accounting Standards Board. Additional topics include the accounting aspects of budgeting and budgetary control for governmental entities and accounting for nonprofit organizations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• identify the authoritative bodies responsible for setting financial reporting standards for nonprofit organizations, the federal government, and state and local governments.
• describe the minimum requirements for general purpose external financial reporting specified by the Governmental Accounting Standards Board (GASB) Statement Number 34.
• compare and contrast the modified accrual and full accrual bases on accounting.
• demonstrate an understanding of the common types of funds used in governmental and nonprofit accounting systems.
• apply the basic principles of fund accounting.
• evaluate the role of the budget and the budgetary process in the management of governmental agencies.
• demonstrate an understanding of the accounting, regulatory, taxation, and performance issues for nonprofit organizations.
ACCT 290 Accounting Clerk Practicum

Students will complete a simulation project that mirrors work that might be done in an accounting clerk position in a small business. This course also covers job search and job application skills and basic business writing.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- generate a set of accounting records and financial reports as part of a small business simulation project.
- identify and analyze employer needs and expectations for accounting positions.
- identify and utilize job search resources.
- create a resume and cover letter.
- develop and demonstrate interviewing skills.

ACCT 292 Full Charge Bookkeeper Practicum

This course introduces various management skills necessary to the supervision of the accounting function in an organization. As part of this course, simulated and real-world financial and managerial accounting projects will be completed.

This is a capstone course in the Full Charge Bookkeeper certificate program.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify various careers in accounting.
- identify communication and interpersonal skills needed to be successful in an accounting position.
- compare and contrast supervisory styles in business organizations.
- identify ways to resolve conflicts in a work environment.
- develop networking skills.
- create and deliver written and oral presentations of financial information.
- structure and complete various real-world or simulated accounting projects.

ACCT 295 Independent Studies in Accounting

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- 1 - 3 Units:
- 54 - 162 hours LAB
- None.
- June 1, 2020

An independent studies project involves an individual student or a small group of students in study, research, or activities beyond the regularly offered accounting courses.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design and discuss a proposal of study with a supervising accounting instructor.
- demonstrate the ability to independently pursue a course of study or project in accounting.
- prepare a final report or project incorporating results of study or activities.

ACCT 301 Financial Accounting

| Units:    | 4 |
| Hours:    | 72 hours LEC |
| Prerequisite: | None. |
| Advisory: | ACCT 101, ENGRD 310, and MATH 100; or placement through the assessment process; with grades of "C" or better |
| Transferable: | CSU; UC |
| C-ID:     | C-ID ACCT 110 |
| Catalog Date: | June 1, 2020 |

This course examines accounting as an information system, evaluating why it is important and how it is used by investors, creditors, and others to make business decisions. The course covers the accounting information system, including recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the financial statements, and statement analysis. The course includes issues relating to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls, and ethics. This course is required of all business majors, minors, and accounting degree and certificate candidates.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the nature and purpose of generally accepted accounting principles (GAAP) and International Financial Reporting Standards (IFRS).
- explain and apply the components of the conceptual framework for financial accounting and reporting, including the qualitative characteristics of accounting information, the assumptions underlying accounting, the basic principles of financial accounting, and the constraints and limitations on accounting information.
- define and use accounting and business terminology.
- explain what a system is and how an accounting system is designed to satisfy the needs of specific businesses and users; summarize the purpose of journals and ledgers.
- apply transaction analysis, input transactions into the accounting system, process this input, and prepare and interpret the four basic financial statements.
- distinguish between cash basis and accrual basis accounting and their impact on the financial statements, including the revenue recognition and matching principles.
- identify and illustrate how the principles of internal control are used to manage and control the firm’s resources and minimize risk.
- explain the content, form, and purpose of the basic financial statements (including footnotes) and the annual report and how they satisfy the information needs of investors, creditors, and other users.
- explain the nature of current assets and related issues, including the measurement and reporting of cash and cash equivalents, receivables and bad debts, and inventory and cost of goods sold.
- explain the valuation and reporting of current liabilities, estimated liabilities, and other contingencies.
- identify and illustrate issues relating to long-term asset acquisition, use, cost allocation, and disposal.
- distinguish between capital and revenue expenditures.
- identify and illustrate issues relating to long-term liabilities, including issuance, valuation, and retirement of debt including the time value of money.
- identify and illustrate issues relating to stockholders’ equity, including issuance, repurchase of capital stock, and dividends.
- explain the importance of operating, investing, and financing activities reported in the Statement of Cash Flows.
interpret company activity, profitability, liquidity, and solvency through selection and application of appropriate financial analysis tools.

- identify the ethical implications inherent in financial reporting and be able to apply strategies for addressing them.

**ACCT 311 Managerial Accounting**

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: | ACCT 301 with a grade of "C" or better |
| Advisory: | ENGRD 310 and MATH 100 with grades of "C" or better or placement through the assessment process; with a grade of "C" or better |
| Transferable: | CSU; UC |
| C-ID: | C-ID ACCT 120 |
| Catalog Date: | June 1, 2020 |

This course is the study of how managers use accounting information in decision-making, planning, directing operations, and controlling. The course focuses on cost terms and concepts, cost behavior, cost structure, and cost-volume-profit analysis. It includes issues relating to cost systems, cost control, profit planning, and performance analysis in manufacturing and service environments.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and illustrate the primary activities and information needs of managers and explain the role of the managerial accountant as a member of the management team; compare and contrast financial and managerial accounting.

- define and illustrate various cost terms, concepts, and behaviors, and evaluate their relevancy for different decision-making purposes.


- prepare traditional and contribution-margin income statements and define related terms.

- explain cost-volume-profit analysis, degree of operating leverage, and safety margin and employ each as an analytical tool.

- describe the traditional types of product costing systems (including job-order and process), illustrate the flow of costs in each, and prepare related accounting records and reports.

- discuss the impact of technology on the business environment, its implications for product and service costs, and the development of activity-based costing and management.

- explain the purposes of budgeting, prepare a master budget and its component schedules, and relate the budget to planning and control.

- explain the development and use of standard costs and flexible budgets, prepare and interpret variance analysis reports, and relate them to responsibility accounting and control.

- explain the nature of and need for segment reporting and the relationship with cost, revenue, profit, and investment centers; prepare and analyze related segment reports.

- compare and contrast absorption costing and variable costing, prepare income statements using both methods, and reconcile the resulting net incomes.

- define relevant costs and benefits and prepare analyses related to special decisions.

- explain the nature of capital expenditure decisions and apply and evaluate various methods used in making these decisions; including the time value of money.

- identify the ethical implications inherent in managerial accounting and reporting and be able to apply strategies for addressing them.

**ACCT 341 Computerized Accounting**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ACCT 101 or 301 with a grade of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |
This course emphasizes the major areas of a computerized accounting system: general ledger, accounts receivable and revenues, accounts payable and expenses and purchases, fixed assets and depreciation, cash receipts and cash disbursements, bank reconciliations, job order costing, adjusting and closing entries, and financial statements. The course provides practical experience in the use of master files, transactions, and reports. Individual sections of this course will use software designed for small businesses such as QuickBooks, Sage 50, or other contemporary software accounting systems.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify differences between manual and computerized accounting systems.
- construct and maintain charts of accounts and customer, vendor, and employee master files.
- record transactions related to sales, purchases, and payroll for service and merchandising companies.
- categorize transactions by business segment and/or project.
- reconcile bank and credit card accounts to monthly statements.
- analyze end of period account balances and create appropriate adjusting and closing journal entries.
- generate and evaluate financial statements and other accounting reports.
- develop budgets and generate reports summarizing differences between budgeted and actual results.

**ACCT 343 Computer Spreadsheet Applications for Accounting**

**Units:** 2  
**Hours:** 36 hours LEC  
**Prerequisite:** ACCT 101 or ACCT 301 with grades of "C" or better, AND CISA 315 with a grade of "C" or better.  
**Advisory:** ACCT 311 with a grade of "C" or better  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course combines the study of accounting and computer spreadsheets. Projects include financial statements, financial analysis, payroll, inventory, data analysis, and other accounting topics. The course focuses on clarity, creativity, and presentation skills.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- create computerized spreadsheets from start to finish for accounting applications.
- construct complex spreadsheet formulas and functions to develop accounting spreadsheets.
- design spreadsheets that communicate accurate, succinct, and useful accounting information.
- utilize software functionality accurately and appropriately.
- compare software currently used in business and industry.

**ACCT 361 Ethics, Fraud, and Legal Issues for Accountants**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Advisory:** ACCT 107, ACCT 301, ENGRD 110, and ENGWR 101; with grades of "C" or better.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course explores ethics, fraud, and legal issues that must be addressed by accountants, including exploration through case studies. Topics include ethical foundations as well as the unique ethical requirements of professional organizations and the California Board of Accountancy. The course also examines the legal liability of accountants. A variety of case studies are evaluated to gain perspective into
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the ethical guidelines of the American Institute of Certified Public Accountants (AICPA) and other professional accounting organizations.
- analyze the California Accountancy Act and rules and regulations implemented by the California Board of Accountancy.
- evaluate the ethical standards of the International Ethics Standards Board for Accountants (IESBA).
- explore other selected professional accounting codes of conduct.
- assess potential legal liability for the accounting profession.
- identify the common characteristics and causes of ethical lapses, fraud, and inadequate audits.
- evaluate and apply the Sarbanes-Oxley Act of 2002.

ACCT 495 Independent Studies in Accounting

Units: 1 - 3  
Hours: 54 - 162 hours LAB  
Prerequisite: None.  
Transferable: CSU  
Catalog Date: June 1, 2020

An independent studies project involves an individual student or a small group of students in study, research, or activities beyond the regularly offered accounting courses. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design and discuss a proposal of study with a supervising accounting instructor.
- demonstrate the ability to independently pursue a course of study or project in accounting.
- prepare a final report or project incorporating results of study or activities.
The general field referred to as "Administration of Justice" is directed toward the prevention, discovery, control, and treatment of crimes, criminals, and criminality. Students desiring to enter a career concerned with the administration of justice will find that this curriculum has the flexibility that allows them to prepare for specific fields included in that broad category. The program also provides the basis for advanced study at a four-year college.

Dean
Dennis Lee

Department Chairs
Kelly Gould

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Associate Degrees for Transfer

A.S.-T. in Administration of Justice

The general field referred to as "Administration of Justice" is directed toward the prevention, discovery, control, and treatment of crimes, criminals, and criminality. Students desiring to enter a career concerned with the administration of justice will find that this curriculum has the flexibility that allows them to prepare for specific fields included in that broad category. The program also provides the basis for advanced study at a four-year college. Opportunities for college graduates include positions as federal and state parole officers, probation officers, and correctional administrators.

General college preparatory courses are recommended as High School Preparation.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

(2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a "C" or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

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<th>COURSE CODE</th>
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<tbody>
<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice</td>
<td>3</td>
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<tr>
<td>ADMJ 320</td>
<td>Concepts of Criminal Law (3)</td>
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<td>or ADMJ 480</td>
<td>Concepts of Criminal Law - Honors (3)</td>
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<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues (3)</td>
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<td>ADMJ 304</td>
<td>Juvenile Delinquency (3)</td>
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<td>ADMJ 322</td>
<td>Criminal Procedures (3)</td>
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<td>ADMJ 323</td>
<td>Legal Aspects of Evidence (3)</td>
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<td>ADMJ 330</td>
<td>Criminal Investigation (3)</td>
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<td>ADMJ 340</td>
<td>Introduction to Correctional Services (3)</td>
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A minimum of 6 units from the following:

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<td>ADMJ 301</td>
<td>Investigative Report Writing (3)</td>
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<tr>
<td>ADMJ 315</td>
<td>Pathway To Public Safety Careers (3)</td>
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<td>SOC 318</td>
<td>Introduction to Crime, Deviance, and Social Control (3)</td>
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<td>or ADMJ 349</td>
<td>Introduction to Crime, Deviance, and Social Control (3)</td>
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<td>PSYC 480</td>
<td>Honors General Principles (3)</td>
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<td>General Principles (3)</td>
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<td>SOC 480</td>
<td>Introductory Sociology - Honors (3)</td>
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<td>STAT 480</td>
<td>Introduction to Probability and Statistics - Honors (4)</td>
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Total Units: 18

The Associate in Science in Administration of Justice for Transfer (AS-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- effectively communicate in both oral and written formats.
- demonstrate a knowledge of the interactions and relationships of law enforcement, courts, and corrections on the local, state, and federal levels.
- identify career opportunities in the criminal justice system at the local, state, and federal levels.
- analyze crime causation, recognize the elements within criminal statutes, and be familiar with criminal procedures utilized to enforce those statutes.
- evaluate the complex legal aspects of criminal investigations, procedures, constitutional law, and case law.
- apply laws and procedures for the collection and utilization of evidence for the purpose of criminal prosecutions.
- identify and explain the purpose and authority of the local, state, and federal courts systems.
- identify and explain the purpose and authority of law enforcement agencies at the local, state, and federal levels.
- recognize, understand, and acquire a sensitivity to the diverse cultures in our society and how this diversity impacts the criminal justice system.

Career Information

There is an urgent demand for trained personnel in such areas as uniformed police patrol, investigation, criminal identification, criminalistics, court services, and corrections. Professionally rewarding employment in these areas may be found on the local, state, federal, and private levels.
A.S. in Administration of Justice

The general field referred to as “Administration of Justice” is directed toward the prevention, discovery, control, and treatment of crimes, criminals, and criminality. Students desiring to enter a career concerned with the administration of justice will find that this curriculum has flexibility that allows them to prepare for specific fields included in that broad category. The program also provides the basis for advanced study at a four-year college. Opportunities for college graduates include positions in local, state, and federal, law enforcement, courts and correctional services.

Recommended High School Preparation: General college preparatory courses.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
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<tbody>
<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice</td>
<td>3</td>
</tr>
<tr>
<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues</td>
<td>3</td>
</tr>
<tr>
<td>ADMJ 304</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>ADMJ 320</td>
<td>Concepts of Criminal Law (3)</td>
<td>3</td>
</tr>
<tr>
<td>or ADMJ 480</td>
<td>Concepts of Criminal Law - Honors (3)</td>
<td></td>
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<tr>
<td>ADMJ 322</td>
<td>Criminal Procedures</td>
<td>3</td>
</tr>
<tr>
<td>ADMJ 323</td>
<td>Legal Aspects of Evidence</td>
<td>3</td>
</tr>
<tr>
<td>ADMJ 330</td>
<td>Criminal Investigation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Units:</td>
<td>21</td>
</tr>
</tbody>
</table>

The Administration of Justice Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- Effectively communicate in both oral and written formats.
- Demonstrate a knowledge of the interactions and relationships of law enforcement, courts, and corrections on the local, state, and federal levels.
- Identify career opportunities in the criminal justice system at the local, state, and federal levels.
- Analyze crime causation, recognize the elements within criminal statutes, and be familiar with criminal procedures utilized to enforce those statutes.
- Evaluate the complex legal aspects of criminal investigations, procedures, constitutional law, and case law.
- Apply laws and procedures for the collection and utilization of evidence for the purpose of criminal prosecutions.
- Identify and explain the purpose and authority of the local, state, and federal courts systems.
- Identify and explain the purpose and authority of law enforcement agencies at the local, state, and federal levels.
- Recognize, understand, and acquire a sensitivity to the diverse cultures in our society and how this diversity impacts the criminal justice system.

Career Information

A variety of career opportunities are open to students who successfully complete specific portions of this program of study. There is a demand for qualified personnel in such areas as law enforcement, courts, and corrections. Professionally rewarding employment in these
Administration of Justice (ADMJ)

ADMJ 300 Introduction to Administration of Justice

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 300 and ENGRD 310 with grades "C" or better
Transferable: CSU; UC
C-ID: C-ID AJ 110
Catalog Date: June 1, 2020

This course introduces the characteristics of the American criminal justice system, U.S. Constitutional Rights, criminal activity, crime causation, domestic and international criminal threats, law enforcement response to criminal activity, and future law enforcement trends. It emphasizes the components of the American justice system, due process, courts and correctional services, ethics, and leadership.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the history, structure, and function of law enforcement, courts, and correctional systems in the United States.
- examine the interaction between law enforcement, courts, and correctional systems.
- examine due process and the protections provided by the U.S. Constitution.
- analyze ethical decision making and leadership ability.
- identify the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, and the costs of crime.
- analyze criminological theories used to explain crime and criminality.

ADMJ 301 Investigative Report Writing

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 101 and ENGRD 310 with grades of "C" or better.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides a study of the techniques of communicating facts, information, and ideas effectively in a simple, clear, and logical manner in the various types of criminal justice system reports. Emphasis is placed on criminal justice terminology, organization of information, investigative note-taking and report writing, and presentation of testimony in court.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and compile data for use in report writing.
- write a report communicating facts and ideas in a simple, clear, and logical manner.
- define and demonstrate an understanding of vocabulary commonly used in the criminal justice system.
- understand how to take logical and organized notes in a interview or interrogation situation.
ADMJ 302 Community Relations: Multicultural Issues

This course examines the complex patterns of ethnic relations. The course emphasis relates specifically to the theoretical relationship between communities and the institutions of the justice system. The course examines the role and interplay of race, ethnicity, gender, sexual orientation, social class, culture, and the justice system from a historical and contemporary perspective. This course analyzes the challenges and prospects of administering justice within a diverse, multicultural population in the United States and offers a comparative perspective of nonwestern societies.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define the term "community."
- evaluate how social and political processes shaped the experiences of various underrepresented groups in the United States.
- identify the historic and contemporary causes of prejudice and discrimination in the United States and assess the outcomes.
- examine concepts of justice and fairness from the perspectives of victims, offenders, community members, and justice system professionals.
- analyze the concepts of power, privilege, discrimination, and community justice with regard to the development and administration of the justice system.
- examine how community perceptions of the justice system have been shaped historically by the relations between the system and different cultural groups within the community (e.g., social class, race, gender, religion, disability, sexual orientation, age, etc.).
- examine the changing law enforcement agency, including ethnic and racial issues within the workforce and women in law enforcement.
- recognize the impact of cultural diversity on law enforcement, multicultural law enforcement elements in terrorism and homeland security, and response strategies for crimes motivated by hate.
- appraise how law enforcement professionals can resolve these social complexities with a greater need for consideration, sensitivity, and improved communication skills with members of various cultures including immigrant cultures from nonwestern societies.
- analyze ethical decision making and leadership ability.

ADMJ 303 Substance Abuse: Effects on Body and Behavior

This course will educate students in drug identification, signs and symptomatology, methods of use, duration of effect, behaviors, addiction, and treatment options. The course examines historical and contemporary perspectives of substance abuse issues, epidemiologic data used to establish the prevalence, incidence, and identity of at risk groups, and trends of substances of abuse and approaches to treatment. This course is especially advised for people who are seeking or working in careers in health, law enforcement, counseling, psychology, business, social services, or teaching. Credit may be earned for either PSYC 405 or ADMJ 303, but not for both.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- explain the anatomy, physiology, and basic chemistry of the nervous system.
- explain the key elements of neural signaling, pharmacokinetics and dynamics, and drug effects on neural communication and on behavior.
- demonstrate familiarity with historical and current substance abuse laws.
- define and distinguish between drug addiction, dependence, misuse and abuse, and licit and illicit drugs.
- describe potential risk factors for use and apply culturally appropriate solutions and/or interventions to various substance using/abusing populations.
- examine the influence of culture and diversity on issues related to substance use and abuse as well as political, social, and economic factors involved in supply and demand; recognize, understand, and analyze how substance use and abuse issues are interwoven with economic, social, legal, and political institutions.
- define and distinguish among the major categories of drugs in our society (e.g. stimulants, narcotics, hallucinogens) and identify any psychotherapeutic benefits.
- describe current options for recovery/treatment from addiction/dependence and resources available at federal, state, and local levels.

ADMJ 304 Juvenile Delinquency

This course is designed to examine at-risk and delinquent juvenile behaviors from a variety of historical and contemporary perspectives. This course examines the concept of delinquency, theories of childhood development, social, community, and environmental influences on children. An overview of adolescent problems and current approaches being utilized to confront these problems will also be discussed. Specifically, this course analyzes the nature and extent of delinquency with relation to gender differences, family dynamics, peer and gang groups, schools, drug use, and the juvenile justice courts.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze theories of socialization that address the interrelationship of child, family, and community.
- synthesize and analyze research regarding social issues, changes, and transitions that affect children, families, schools, and communities.
- describe how gender differences, peer groups, family dynamics, schools, and drug use impact delinquency rates.
- differentiate the many diverse views and perspectives that characterize the study of at-risk and delinquent behaviors.
- assess the merits of the various theoretical models that have been used to explain the onset of delinquent behavior with a focus on choice, biology, psychology, and economic, cultural, and environmental influences affecting delinquency.
- examine the concept of at-risk behaviors and status offending, the measurement of delinquency, and the trends and patterns in delinquency rates.
- analyze the balance of theory, law, policy, and practice as they relate to juvenile delinquency.
- demonstrate an understanding of the various treatment approaches utilized to curb the onset of delinquency.
- review public policy as it relates to the well-being of children and families.

ADMJ 315 Pathway To Public Safety Careers

This course is designed to examine at-risk and delinquent juvenile behaviors from a variety of historical and contemporary perspectives. This course examines the concept of delinquency, theories of childhood development, social, community, and environmental influences on children. An overview of adolescent problems and current approaches being utilized to confront these problems will also be discussed. Specifically, this course analyzes the nature and extent of delinquency with relation to gender differences, family dynamics, peer and gang groups, schools, drug use, and the juvenile justice courts.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze theories of socialization that address the interrelationship of child, family, and community.
- synthesize and analyze research regarding social issues, changes, and transitions that affect children, families, schools, and communities.
- describe how gender differences, peer groups, family dynamics, schools, and drug use impact delinquency rates.
- differentiate the many diverse views and perspectives that characterize the study of at-risk and delinquent behaviors.
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- examine the concept of at-risk behaviors and status offending, the measurement of delinquency, and the trends and patterns in delinquency rates.
- analyze the balance of theory, law, policy, and practice as they relate to juvenile delinquency.
- demonstrate an understanding of the various treatment approaches utilized to curb the onset of delinquency.
- review public policy as it relates to the well-being of children and families.

ADMJ 315 Pathway To Public Safety Careers

This course is designed to examine at-risk and delinquent juvenile behaviors from a variety of historical and contemporary perspectives. This course examines the concept of delinquency, theories of childhood development, social, community, and environmental influences on children. An overview of adolescent problems and current approaches being utilized to confront these problems will also be discussed. Specifically, this course analyzes the nature and extent of delinquency with relation to gender differences, family dynamics, peer and gang groups, schools, drug use, and the juvenile justice courts.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze theories of socialization that address the interrelationship of child, family, and community.
- synthesize and analyze research regarding social issues, changes, and transitions that affect children, families, schools, and communities.
- describe how gender differences, peer groups, family dynamics, schools, and drug use impact delinquency rates.
- differentiate the many diverse views and perspectives that characterize the study of at-risk and delinquent behaviors.
- assess the merits of the various theoretical models that have been used to explain the onset of delinquent behavior with a focus on choice, biology, psychology, and economic, cultural, and environmental influences affecting delinquency.
- examine the concept of at-risk behaviors and status offending, the measurement of delinquency, and the trends and patterns in delinquency rates.
- analyze the balance of theory, law, policy, and practice as they relate to juvenile delinquency.
- demonstrate an understanding of the various treatment approaches utilized to curb the onset of delinquency.
- review public policy as it relates to the well-being of children and families.
This course is designed for students who are pursuing careers in public safety services. Topics of this course include the history, structure, purpose, and function of federal, state, and local government services, as well as characteristics and function of careers that provide services for the well-being and safety to the public. This course examines the values and mission employed by public agencies, and also explores the complex relationship between communities and the institutions and agencies charged with their governance. Lastly, this course provides an overview of the complexity and thoroughness of the pre-employment testing processes involved in testing for jobs in public safety assignments. Emphasis is placed on career readiness, employment and career search techniques, application processes, pre-employment testing, interviews, background investigations, and conditional job offers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the history, structure, and function of federal, state, and local government public safety and judicial careers.
- examine the contemporary purpose, structure, and function of federal, state, and local government public safety and judicial careers.
- analyze how community perceptions of public safety agencies and systems have been shaped by the relations between the system and different cultural groups within the community (e.g., social class, race, gender, religion, disability, sexual orientation, age, etc.).
- appraise the changing public safety agency, including ethnic and racial issues within the workforce of personnel who have taken an oath to provide safety to the community they serve.
- apply ethical standards both personally and professionally.
- comprehend the complexity and thoroughness of the pre-employment background investigation process, and identify potential career disqualifiers.
- identify the written, physical, medical, psychological, and practical pre-employment testing associated with the various public safety pathways.
- write reports in a clear and logical manner.
- examine career pathway options in the field of public safety services.

ADMJ 320 Concepts of Criminal Law

This course examines the philosophy and structure of criminal law in the United States. Special emphasis is placed on the classification of crime, the general elements of crime, the definitions of common and statutory law, and the nature of acceptable evidence. This course utilizes case studies to introduce students to criminal law and the classification of crimes against persons, property, morals, and public welfare. It also includes discussion of prosecution and defense decision making, criminal culpability, and defenses of crimes. ADMJ480 is the “honors” equivalent of ADMJ320. Students eligible for the Honors Program may elect to take ADMJ480 instead of ADMJ320. Because of the close similarity of the courses, credit may be earned for ADMJ320 or for ADMJ480 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- research the philosophical and historical evolution of criminal law.
- examine the adversary system and sources of criminal law.
- identify elements of offenses against the person, property, morals, and public welfare.
- analyze a criminal court case and identify elements of the offenses and criminal defenses applicable to that case.
- classify crimes according to severity.
• Interpret the capacity to commit crime, causation, and culpability.
• examine the effects of ethical conduct of government officials and the relationship to the enforcement of criminal laws.

ADMJ 321 Substantive Criminal Law

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<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
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<td>Prerequisite:</td>
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</tr>
<tr>
<td>Advisory:</td>
<td>ENGRD 310 and ENGWR 101 with grades of &quot;C&quot; or better</td>
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<tr>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course is an in-depth study of the substantive criminal laws commonly enforced by California state, county, and municipal law enforcement officers. The course provides a complete analysis of both statute law as created by the state legislature and case law as defined in state and federal appellate court decisions.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

• demonstrate an understanding of the statutory definitions and case law interpretations of most of the major and minor offenses contained in California criminal law.
• explain the objectives and legislative intent of the major criminal statutes found in the California Penal Code.
• understand how the enforcement of law and public policy objectives are intertwined.

ADMJ 322 Criminal Procedures

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<tbody>
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<td>C-ID:</td>
<td>C-ID AJ 122</td>
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<td>Catalog Date:</td>
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This course is an in-depth study of criminal procedures used to enforce substantive law at both the federal and state level. Every step of the criminal process from arrest to appeal will be thoroughly explored in this course.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

• identify each step in the criminal justice process from the point of arrest to the criminal trial.
• explain each step of the criminal justice process from the point of arrest to the criminal trial.
• analyze the roles played by prosecutors, criminal defense attorneys, and judges in the criminal justice process.
• distinguish the differences between the authority, jurisdiction, and organization of state and federal courts.

ADMJ 323 Legal Aspects of Evidence

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<tr>
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This course examines the origins, development, philosophy, and constitutional foundations of the rules of evidence as applied in United
States law. Emphasis is placed on the types of evidence and laws governing admissibility of evidence into criminal procedures. Topics covered include search and seizure, hearsay evidence, witness competency, and direct evidence as contrasted to circumstantial evidence.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- distinguish the difference between direct and circumstantial evidence and demonstrate an understanding of the impact that each has on a criminal procedure.
- identify situations where a search warrant is required as opposed to those occasions where an exception to the search warrant rule will suffice.
- analyze the various types of evidence.
- understand the laws governing the admissibility of evidence into criminal procedure.
- analyze the laws of search and seizure.
- evaluate and apply the rules of evidence to specific case facts.

**ADMJ 330 Criminal Investigation**

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<td>Prerequisite:</td>
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<td>Advisory:</td>
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<td>C-ID AJ 140</td>
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This course introduces students to investigative procedures and concepts applied to criminal investigations. Topics include crime scene response, collection and processing of physical evidence, techniques of surveillance, undercover assignments, and interrogation. This course will examine the role of the criminal investigator, legal requirements, search warrants, warrant service, and recognizing exceptions to the search warrant rule.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate knowledge of critical ethical issues relating to criminal investigations.
- identify the sequential conceptual states in criminal investigation and identify associated activities for each stage.
- demonstrate knowledge of appropriate actions for first responders at crime scenes.
- identify the functions for crime scene investigation and specify the tasks performed in each function.
- analyze interview and interrogation techniques for witnesses and suspects of criminal offenses.
- examine the procedures involved in warrant requests and warrant service.
- define the investigator's role during the trial process and understand the rules of criminal procedure to include the requirement of proving the elements, categories, and features of crimes in order to initiate prosecutions.

**ADMJ 331 Patrol Procedures**

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</tr>
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<td>ENGWR 101 and ENGRD 310 with grades of &quot;C&quot; or better.</td>
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</table>

This course will study the organization of patrol division, types of patrol, and patrol duties. The role of the patrol officer in community relations, crime prevention, ethics, professionalism, and law enforcement will be examined.
Upon completion of this course, the student will be able to:

- demonstrate a basic knowledge of patrol division organization in a law enforcement agency.
- explain the rules governing a patrol officer's conduct.
- differentiate the techniques and methods used by the police to cope with specifics that will be encountered while on patrol.

ADMJ 332 Introduction to Forensic Anthropology

This course is an overview of forensic anthropology, an applied field of physical anthropology. Forensic anthropology uses the analysis of human skeletal remains to answer medico-legal questions. This course emphasizes current techniques used in analysis of human skeletal remains, medico-legal procedures, and the role of the anthropologist in the investigative process. It examines the basics of bone biology, methods of skeletal analysis, and recognition of bone pathology and trauma. Students may earn credit for either ANTH 303 or ADMJ 332 but not for both.

Upon completion of this course, the student will be able to:

- describe the methods and approaches of a forensic anthropologist.
- apply the techniques for determining sex, age, and ethnicity from human skeletal remains.
- examine a human skeleton and infer possible trauma and pathology.
- discuss the legal and ethical issues of working with human remains.
- apply the processes for establishing positive identification using human remains.
- explain the role of the forensic anthropologist in a criminal investigation.
- describe the dynamics of dental anthropology in positive identification.
- evaluate the significance of human skeletal remains to overall crime scene investigation.

ADMJ 335 Profiling Terrorism

This course examines the world wide phenomenon known as terrorism. Students will study the social-historical origins of terrorism and the ideologies and philosophies of terrorist groups on a national and international level. Emphasis will be on exploring the law enforcement/intelligence methods utilized to prevent and respond to terrorist-related crime.

Upon completion of this course, the student will be able to:

- compare and contrast the different definitions of terrorism.
- recognize the criminal elements that are necessary to classify a terrorist act as a crime.
- evaluate domestic and international terrorism and develop a basic understanding of the origins and background of both domestic
• identify law enforcement and intelligence methods to prevent and respond to terrorist incidents.
• describe the modus operandi of various terrorist groups and the law enforcement methods used to investigate terrorist groups.
• assess and propose appropriate interventions to terrorism for current and historical terrorist activities.

ADMJ 340 Introduction to Correctional Services

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 101 and ENGRD 310 with grades of "C" or better.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides an overview of both the adult and juvenile corrections systems in the United States. The topics in this course include a focus on the legal issues, specific laws, and general operation of correctional institutions, and an introduction to probation and parole supervision. The relationship between corrections and other components of the criminal justice system is also examined.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate a knowledge of the history of corrections and predict future trends within corrections.
• describe the legal issues, specific laws, and general issues encountered in a corrections facility.
• explain the relationship between corrections, law enforcement, and the court systems.
• distinguish the difference in adult and juvenile corrections, probation, and parole.

ADMJ 346 Probation and Parole

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGRD 310 and ENGWR 101 with grades of "C" or better.
Transferable: CSU
Catalog Date: June 1, 2020

This course will compare and contrast probation and parole. Topics will include organization, function, goals, ethics, historical development, and treatment theory. California probation and parole programs will also be examined.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• Apply written skills toward probation and parole reports, and court documentation.
• examine the evolution of the community corrections model.
• describe the role of probation officer in corrections.
• describe the role of parole agent in corrections.
• identify the skills and techniques that are commonly utilized by probation and parole employees.
• compare and contrast supervision styles as applied in the public sector with those utilized in probation and parole.
• evaluate methods of intervention with case study examples.
ADMJ 349 Introduction to Crime, Deviance, and Social Control

This course introduces various sociological perspectives regarding issues of crime, deviance, and social control. Particular attention is paid to the analysis of how laws and cultural norms shape the definition and meaning of crime and deviance. Topics covered include street crimes, corporate crimes, white-collar crimes, domestic violence, drugs and alcohol abuse, lifestyle crimes, prison systems, capital punishment, rehabilitation, and the trend towards privatization of prisons. Field trips may be required. Credit may be earned for ADMJ 349 or SOC 318 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- articulate and apply core sociological perspectives to crime, deviance, and social control.
- assess, analyze, and apply sociological and criminological theories of crime and deviance.
- understand the social construction of crime, deviance, and social categories of offenses.
- evaluate and assess how social stratification can impact experiences within the criminal justice system and our ability to shape them.

ADMJ 480 Concepts of Criminal Law - Honors

This course examines the philosophy and structure of criminal law in the United States. Special emphasis is placed on the classification of crime, the general elements of crime, the definitions of common and statutory law, and the nature of acceptable evidence. This course utilizes case studies to introduce students to criminal law and the classification of crimes against persons, property, morals, and public welfare. It also includes discussion of prosecution and defense decision making, criminal culpability, and defenses of crimes. Honors courses are open to students who demonstrate an ability to write carefully reasoned, well-organized essays of varying lengths, are prepared to make clear oral presentations in class, and are able to actively contribute to seminar discussions. Credit may be earned for ADMJ 480 or ADMJ 320 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- research the philosophical and historical evolution of criminal law.
- appraise the adversary system and sources of criminal law.
- identify elements of offenses against the person, property, morals, and public welfare.
- analyze a criminal court case and identify elements of the offenses and criminal defenses applicable to that case.
- classify crimes according to severity.
- interpret the capacity to commit crime, causation, and culpability.
- examine the effects of ethical conduct of government officials and the relationship to the enforcement of criminal laws.
ADMJ 494 Topics in Administration of Justice

This course is designed to examine current problems or specific topics pertaining to the administration of justice field. Particular subjects to be covered each semester will be determined by faculty from within the administration of justice department.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze contemporary issues in the field of administration of justice.
- integrate new data into a better understanding of current administration of justice issues.
- examine current interest topics in administration of justice.
- develop skills and knowledge in the area of the title of the segment being offered.

ADMJ 495 Independent Studies in Administration of Justice

This course is designed to examine current problems or specific topics pertaining to the administration of justice field. Particular subjects to be covered each semester will be determined by faculty from within the administration of justice department.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify an area of interest and design a plan of activities to gain knowledge or skills in that area.
- independently follow a proposed plan of study from the design stage to completion.
- evaluate and reflect on personal skills, abilities, and knowledge.

ADMJ 498 Work Experience in Administration of Justice

This course is designed to provide students with effective job development skills that will assist them in obtaining and keeping an internship or a job in the student's major area. Course content will include understanding the application of education to the workforce; the responsibilities of an internship (where applicable) or a job; completion of Title V Education Code papers (the student’s Application, Learning Objectives, Time sheet, and Evaluations), which document the student’s progress and hours spent at the workplace or internship site; and developing workplace (soft) skills relevant to the 21st century workplace. In addition, the student is required to fulfill 18 hours lecture and 75 hours of related, paid work experience or 60 hours of volunteer work experience for one unit; 75 or 60 hours of related work experience for each additional unit. The program allows the student to combine practical, paid or non-paid work experience with college training. The course may be taken up to four times when there is new or expanded learning on the job for up to 16 units. In addition, the student and the Work Experience instructor may tailor the course to meet the student’s specific professional needs by identifying 1-4

Units: 1 - 4
Hours: 60 - 300 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

According to Title V regulations, a student cannot earn academic credits in a Work Experience class unless s/he has either a job or an internship that relates specifically to the field of Administration of Justice.

Enrollment Limitation:

CSU
Transferable:
June 1, 2020
Catalog Date:
workshops, trainings, or conferences that the student may attend as part of the curriculum of the ADMJ 498 class. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply classroom study through application of planned, supervised on-the-job experience.
- develop practical workplace (soft) skills, acquire knowledge, and build confidence in the workplace.
- evaluate themselves in the following career and life planning process: self-awareness; career awareness; decision making and goal setting; job search and workplace success; balanced lifestyle.
Sacramento City College maintains a Federal Aviation Administration-approved two-year program organized to train students as airframe and powerplant maintenance technicians. The program is designed to meet the needs of students who desire technical training to qualify for the Federal Aviation tests.

The Aeronautics program is governed by regulations established by the Federal Aviation Administration (FAA). This FAA-approved program fulfills all the requirements under CFR 14, Federal Aviation Regulation part 147.

Completion of this program will allow the graduate to test for the FAA Airframe & Powerplant Mechanic Certificate. Upon passing these Federal examinations, the graduate is certificated to work on aircraft as a technician and to supervise the work of others on such craft.

**Dean**
Donnetta Webb

**Department Chairs**
Lawrence Johnson

✉️ Johnsol@scc.losrios.edu (mailto:Johnsol@scc.losrios.edu)

### Associate Degrees

**A.S. in Airframe**

Sacramento City College maintains a Federal Aviation Administration-approved two-year program organized to train students as airframe and powerplant maintenance technicians. The program is designed to meet the needs of students who desire technical training to qualify for the Federal Aviation tests.

The Aeronautics program is governed by regulations established by the Federal Aviation Administration. This Federal Aviation Administration (FAA) approved program fulfills all of the requirements under CFR 14, Federal Aviation Regulation part 147. Completion of this program will allow the graduate to test for the FAA Airframe Mechanic Certificate.

Upon passing the appropriate Federal examinations, the graduate is certificated to work on aircraft as a technician and to supervise the work of others on such craft.

Program Costs: In addition to the normal student expenses, minimal lab expenses may be incurred.

Recommended High School Preparation: English, mathematics, electronics, science, computers, and industrial shop.

**Catalog Date:** June 1, 2020

### Degree Requirements

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<th>COURSE CODE</th>
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<td>AERO 300</td>
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<td>AERO 301</td>
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<td>AERO 309</td>
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<td><strong>Total Units:</strong></td>
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The Airframe Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Transfers from another Federal Aviation Administration Part 147 approved airframe and powerplant school must provide an official transcript and catalog for evaluation by the department.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate the knowledge and skills to qualify for the General and Airframe portion of the Federal Aviation Administration Airframe Mechanic exam to include the written, oral, and practical tests.
- demonstrate the knowledge and skills to inspect, maintain, repair, and modify airframe structures.

Career Information

The Department of Advanced Transportation Technology currently offers courses and/or certificate programs in Aeronautics, Flight Technology, and Non-Destructive Testing. This department focuses on new and emerging transportation related courses, as well as traditional training, which may lead directly to employment in local, state, and nationally recognized fields. Airframe Technicians are employed by major/regional airlines, certificated repair stations, fixed based operators, charter services, flight schools, corporate flight departments, agricultural aircraft operators, and helicopter operations as well as government agencies and the military. Many experienced technicians opt to operate their own aviation businesses.

A.S. in Combined Airframe and Powerplant

Sacramento City College maintains a Federal Aviation Administration-approved two-year program organized to train students as airframe and powerplant maintenance technicians. The program is designed to meet the needs of students who desire technical training to qualify for the Federal Aviation tests.

The Aeronautics program is governed by regulations established by the Federal Aviation Administration. This Federal Aviation Administration (FAA) approved program fulfills all the requirements under CFR 14, Federal Aviation Regulation part 147. Completion of this program will allow the graduate to test for the FAA Airframe & Powerplant Mechanic Certificate.

Upon passing the appropriate Federal examinations, the graduate is certificated to work on aircraft as a technician and to supervise the work of others on such craft.

Program Costs: In addition to the normal student expenses, minimal lab expenses may be incurred.

Recommended High School Preparation: English, mathematics, electronics, science, computers, and industrial shop.

**Catalog Date:** June 1, 2020

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The Combined Airframe and Powerplant Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Transfers from another Federal Aviation Administration Part 147 approved airframe and powerplant school must provide an official transcript and catalog for evaluation by the department.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate the knowledge and skills to qualify for the General, Airframe and Powerplant portion of the Federal Aviation Administration Airframe and Powerplant Mechanics exam to include the written, oral, and practical tests.
- demonstrate the knowledge and skills to inspect, maintain, repair, and modify airframe structures.
- demonstrate the knowledge and skills to inspect, maintain, repair, and modify reciprocating and turbine engines.

Career Information

The department of Advanced Transportation Technology currently offers courses and/or certificate programs in Aeronautics, Flight Technology, and Non-Destructive Testing. This department focuses on new and emerging transportation related courses, as well as traditional training, which may lead directly to employment in local, state, and nationally recognized fields. Airframe and Powerplant Technicians are employed by major/regional airlines, certificated repair stations, fixed based operators, charter services, flight schools, corporate flight departments, agricultural aircraft operators, and helicopter operations, as well as government agencies and the military. Many experienced technicians opt to operate their own aviation businesses.
A.S. in Powerplant

Sacramento City College maintains a Federal Aviation Administration-approved two-year certificate and degree program organized to train students as airframe and powerplant maintenance technicians. The program is designed to meet the needs of students who desire technical training to qualify for the Federal Aviation tests.

The Aeronautics program is governed by regulations established by the Federal Aviation Administration. This Federal Aviation Administration (FAA) approved program fulfills all of the requirements under CFR 14, Federal Aviation Regulation part 147. Completion of this program will allow the graduate to test for the FAA Powerplant Mechanic Certificate.

Upon passing the appropriate Federal examinations, the graduate is certificated to work on aircraft as a technician and to supervise the work of others on such craft.

Program Costs: In addition to normal student expenses, minimal lab expenses may be incurred.

Recommended High School Preparation: English, mathematics, electronics, science, computers, and industrial shop.

Catalog Date: June 1, 2020

Degree Requirements

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The Powerplant Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Transfers from another Federal Aviation Administration Part 147 approved airframe and powerplant school must provide an official transcript and catalog for evaluation by the department.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate the knowledge and skills to qualify for the General and Powerplant portion of the Federal Aviation Administration Powerplant Mechanics exams to include the written, oral, and practical tests.
- demonstrate the knowledge and skills to inspect, maintain, repair, and modify reciprocating and turbine engines.
Career Information

The department of Advanced Transportation Technology currently offers courses and/or certificate programs in Aeronautics, Flight Technology, and Non-Destructive Testing. This department focuses on new and emerging transportation related courses, as well as traditional training, which may lead directly to employment in local, state, and nationally recognized fields. Powerplant Technicians are employed by major/regional airlines, certificated repair stations, fixed based operators, charter services, flight schools, corporate flight departments, agricultural aircraft operators, and helicopter operations, as well as government agencies and the military. Many experienced technicians opt to operate their own aviation businesses.

Certificates of Achievement

Airframe Certificate

Sacramento City College maintains a Federal Aviation Administration-approved two-year program organized to train students as airframe and powerplant maintenance technicians. The program is designed to meet the needs of students who desire technical training to qualify for the Federal Aviation tests.

The Aeronautics program is governed by regulations established by the Federal Aviation Administration. This Federal Aviation Administration (FAA) approved program fulfills all of the requirements under CFR 14, Federal Aviation Regulation part 147. Completion of this program will allow the graduate to test for the FAA Airframe Mechanic Certificate.

Upon passing the appropriate Federal examinations, the graduate is certificated to work on aircraft as a technician and to supervise the work of others on such craft.

Program Costs: In addition to the normal student expenses, minimal lab expenses may be incurred.

Recommended High School Preparation: English, mathematics, electronics, science, computers, and industrial shop.

Catalog Date: June 1, 2020

Certificate Requirements

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<td>Total Units:</td>
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</table>

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Transfers from another Federal Aviation Administration Part 147 approved airframe and powerplant school must provide an
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate the knowledge and skills to qualify for the General and Airframe portion of the Federal Aviation Administration Airframe Exam to include the written, oral and practical tests.
- demonstrate the knowledge and skills to inspect, maintain, repair, and modify airframe structures.

Career Information

The department of Advanced Transportation Technology currently offers courses and/or certificate programs in Aeronautics, Flight Technology, and Non-Destructive Testing. This department focuses on new and emerging transportation related courses, as well as traditional training, which may lead directly to employment in local, state, and nationally recognized fields. Airframe Technicians are employed by major/regional airlines, certificated repair stations, fixed based operators, charter services, flight schools, corporate flight departments, agricultural aircraft operators, and helicopter operations, as well as government agencies and the military. Many experienced technicians opt to operate their own aviation businesses.

Combined Airframe and Powerplant Certificate

Sacramento City College maintains a Federal Aviation Administration-approved two-year program organized to train students as airframe and powerplant maintenance technicians. The program is designed to meet the needs of students who desire technical training to qualify for the Federal Aviation tests.

The Aeronautics program is governed by regulations established by the Federal Aviation Administration. This Federal Aviation Administration (FAA) approved program fulfills all the requirements under CFR 14, Federal Aviation Regulation part 147. Completion of this program will allow the graduate to test for the FAA Airframe & Powerplant Mechanic Certificate.

Upon passing the appropriate Federal examinations, the graduate is certificated to work on aircraft as a technician and to supervise the work of others on such craft.

Program Costs: In addition to the normal student expenses, minimal lab expenses may be incurred.

Recommended High School Preparation: English, mathematics, electronics, science, computers, and industrial shop.

Catalog Date: June 1, 2020

Certificate Requirements

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<td><strong>Total Units:</strong></td>
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</table>

**Enrollment Eligibility**

To be eligible for enrollment in the program, the student must meet the following criteria:

- Transfers from another Federal Aviation Administration Part 147 approved airframe and powerplant school must provide an official transcript and catalog for evaluation by the department.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- demonstrate the knowledge and skills to qualify for the General, Airframe and Powerplant portion of the Federal Aviation Administration Airframe and Powerplant mechanics exam to include the written, oral, and practical tests.
- demonstrate the knowledge and skills to inspect, maintain, repair, and modify airframe structures.
- demonstrate the knowledge and skills to inspect, maintain, repair, and modify reciprocating and turbine engines.

**Career Information**

The department of Advanced Transportation Technology currently offers courses and/or certificate programs in Aeronautics, Flight Technology, and Non-Destructive Testing. This department focuses on new and emerging transportation related courses, as well as traditional training, which may lead directly to employment in local, state, and nationally recognized fields. Airframe and Powerplant Technicians are employed by major/regional airlines, certificated repair stations, fixed based operators, charter services, flight schools, corporate flight departments, agricultural aircraft operators, and helicopter operations, as well as government agencies and the military. Many experienced technicians opt to operate their own aviation businesses.

**Powerplant Certificate**

Sacramento City College maintains a Federal Aviation Administration-approved two-year certificate and degree program organized to train students as airframe and powerplant maintenance technicians. The program is designed to meet the needs of students who desire technical training to qualify for the Federal Aviation tests.

The Aeronautics program is governed by regulations established by the Federal Aviation Administration. This Federal Aviation Administration (FAA) approved program fulfills all of the requirements under CFR 14, Federal Aviation Regulation part 147. Completion of this program will allow the graduate to test for the FAA Powerplant Mechanic Certificate.

Upon passing the appropriate Federal examinations, the graduate is certificated to work on aircraft as a technician and to supervise the work of others on such craft.

Program Costs: In addition to normal student expenses, a minimal lab expense may be incurred.

Recommended High School Preparation: English, mathematics, electronics, science, computers, and industrial shop.

**Catalog Date:** June 1, 2020
Aeronautics (AERO)

AERO 200 Certificated Aircraft Mechanic Preparation

This is a self-paced course in aeronautics tailored to individual student needs in cooperation with the Federal Aviation Administration (FAA). This course meets, in part, the certification requirements of Part 147 of the Federal Aviation Regulations covering Airframe and Powerplant. The department of Advanced Transportation Technology currently offers courses and/or certificate programs in Aeronautics, Flight Technology, and Non-Destructive Testing. This department focuses on new and emerging transportation related courses, as well as traditional training, which may lead directly to employment in local, state, and nationally recognized fields. Powerplant Technicians are employed by major/regional airlines, certificated repair stations, fixed based operators, charter services, flight schools, corporate flight departments, agricultural aircraft operators, and helicopter operations, as well as government agencies and the military. Many experienced technicians opt to operate their own aviation businesses.

Aeronautics (AERO)

AERO 200 Certificated Aircraft Mechanic Preparation

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</tr>
<tr>
<td>AERO 330</td>
<td>Advanced Airframe and Powerplant Inspection</td>
<td>5</td>
</tr>
<tr>
<td>AERO 332</td>
<td>Advanced Airframe and Powerplant Inspection Applications</td>
<td>3</td>
</tr>
<tr>
<td>AERO 309</td>
<td>Introduction to Aircraft Mechanics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Units:</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Transfers from another Federal Aviation Administration Part 147 approved airframe and powerplant school must provide an official transcript and catalog for evaluation by the department.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate the knowledge and skills to qualify for the General and Powerplant portion of the Federal Aviation Administration Powerplant Mechanics exam to include the written, oral, and practical tests.
- demonstrate the knowledge to inspect, maintain, repair, and modify reciprocating and turbine engines.

Career Information

The department of Advanced Transportation Technology currently offers courses and/or certificate programs in Aeronautics, Flight Technology, and Non-Destructive Testing. This department focuses on new and emerging transportation related courses, as well as traditional training, which may lead directly to employment in local, state, and nationally recognized fields. Powerplant Technicians are employed by major/regional airlines, certificated repair stations, fixed based operators, charter services, flight schools, corporate flight departments, agricultural aircraft operators, and helicopter operations, as well as government agencies and the military. Many experienced technicians opt to operate their own aviation businesses.
Powerplant Mechanics. The amount of credit awarded is based on the total number of hours completed (18 hours=1 unit). Credit is earned in one-unit increments over the four semesters. This course will prepare the student for oral, practical, and written portions of the general, powerplant, and airframe sections of the Federal Aviation Administration test.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- calculate and measure capacitance and inductance, calculate and measure electrical power, determine relationship of Ohms law to volts, amps, and ohms, and inspect batteries.
- interpolate graphs and charts, decipher blueprint information, and interpret technical drawings.
- calculate aircraft weight and balance, determine positions within the envelope, and adjust weight and balance for equipment installation.
- identify and select appropriate non-destructive test methods, to include ultrasonic, eddy current, and magnetic particle inspection criteria.
- identify, inspect, and select appropriate hardware and materials, and perform precision measurements.
- write descriptions of work performed including discrepancies and corrective actions required.
- demonstrate ability to analyze specifications data sheets and air worthiness directives.
- inspect, check, and determine service for turbine engine installation.
- identify and select appropriate engine electrical wiring, controls, switches, indicators, and protective devices.
- troubleshoot electronic engine fuel control utilizing schematic diagrams.
- calculate carburetor air intake and induction manifold temperature and pressure.
- troubleshoot an engine thrust reverser system utilizing maintenance manual schematics.
- identify and inspect wood structure defects. Select and test fiberglass covering materials for use in high use area.
- select special fasteners for metallic, bonded, and composite structures.
- analyze conventional rivet layout for strength requirements.
- design oxyacetylene, aluminum, magnesium, and titanium repair plan concerning a welded structural member.
- calculate alignment of primary control movement limits.
- select proper maintenance and repair manual for both rotary wing and fixed wing aircraft.
- identify and select proper hydraulic fluids for various hydraulic system components.
- interpolate and deduce proper manufacturer specifications for electrical wiring, connectors, and protective devices.
- determine proper repair procedure for FAA approval, manufacture compliance, and practicality of construction.
- complete required maintenance forms.

AERO 300 General Airframe and Powerplant

| Units: | 5 |
| Hours: | 90 hours LEC |
| Prerequisite: | AERO 309 with a grade of "C" or better |
| Advisory: | Concurrent enrollment in AERO 301 |
| Transferable: | CSU |
| General Education: | AA/AS Area II(b) |
| Catalog Date: | June 1, 2020 |

This course provides an introduction to sheet metal fabrication, aircraft drawings, fluid lines and fittings, materials and processes (including aircraft hardware identification, gas welding and precision measurement), and aviation math and physics, including theory of flight for fixed wing and rotary wing aircraft. Minimum attendance is mandated by the Federal Aviation Administration.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
AERO 301 General Airframe and Powerplant Applications

Units: 3
Hours: 180 hours LAB
Prerequisite: AERO 309 with a grade of "C" or better; Concurrent enrollment in AERO 300 or completion of AERO 300 with a grade of "C" or better.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides skills projects related to AERO 300 as required by the Federal Aviation Administration. Topics will include sheet metal repair, welding, and hardware identification. Minimum attendance is mandated by the Federal Aviation Administration.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the knowledge necessary to take the required exams for the Federal Aviation Administration regulation requirements of Part 147 oral, practical, and written examinations.
- evaluate industry standards and aviation safety practices.
- analyze oxyacetylene, Metal Inert Gas "MIG", and Tungsten Inert Gas "TIG" welds, in order to meet industry FAA standards.
- select and name appropriate hand-tools and precision measuring equipment.
- match and select appropriate aircraft hardware for a specific purpose.
- apply appropriate non-destructive testing methods for various applications.
- analyze aircraft drawings.
- select appropriate fluid lines, hoses, and fittings.
- verify appropriate cleaning and corrosion control chemicals, media, and methods.
- compute and measure various structures utilizing specific formulas.
- define numerous principles of physics as related to aircraft structures.
- describe theory of flight for both fixed wing and rotary wing aircraft.

AERO 302 Basic Electricity and Electrical Systems
This course provides electrical theory for airframe and powerplant electrical systems (circuits and schematics, ignition and electrical generating systems, instruments, batteries, and AC and DC circuit system components). Minimum attendance is mandated by the Federal Aviation Administration.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the knowledge to take the exams for the Federal Aviation Administration regulation requirements of Part 147 for the oral, practical, and written examinations.
- analyze basic AC and DC electrical theory.
- measure capacitance and inductance in an electrical circuit.
- calculate and measure electrical power.
- measure and calculate voltage, resistance, continuity, and leakage in an electrical system.
- analyze, compare, and contrast various electrical systems used in aircraft.
- demonstrate the relationship of voltage, current, and resistance in series, parallel, and series-parallel electrical circuits utilized in aircraft.
- read, analyze, and interpret electrical circuit diagrams in complex and basic systems.
- define and label electrical circuit components.
- diagnose batteries for electrical malfunctions.
- design basic electrical circuitry for designated aircraft system.

AERO 303 Basic Electricity, Airframe and Powerplant Electrical Systems Applications

Units: 5
Hours: 90 hours LEC
Prerequisite: AERO 309 with a grade of "C" or better
Advisory: Concurrent enrollment in AERO 303
Transferable: CSU
Catalog Date: June 1, 2020

This course provides development projects related to AERO 302 lectures as required by the Federal Aviation Administration to develop skills necessary for an Airframe and Powerplant Technician. Units of instruction include repair and maintenance techniques of airframe and powerplant electrical systems and cover ignition as well as electrical generating systems, instruments, batteries, and AC and DC circuits. Minimum attendance is mandated by the Federal Aviation Administration.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the knowledge to take the exams for the Federal Aviation Administration regulation requirements of Part 147 for the oral, practical, and written examinations.
- measure capacitance, inductance, power, voltage, current, and resistance in aircraft electrical systems.
- calculate capacitance, inductance, power, voltage, current, and resistance in aircraft electrical systems.
- manage and service lead-acid and NI-CAD batteries.
- analyze electro-magnetic and mutual induction electrical systems.
- define magneto theory and fundamentals of operation as related to magneto service and overhaul.
- explain operation and theory of generators, DC motors, starters, and regulators.
explain operation and theory of alternators, AC motors, magnetic brakes and clutches.
analyze the theory and operation of Inverters and converters as used in aircraft electrical systems.
analyze basic and complex Airframe and Powerplant electrical systems for both multi-engine and single-engine aircraft.
design a basic electrical system for a designated aircraft system.

AERO 309 Introduction to Aircraft Mechanics

<table>
<thead>
<tr>
<th>Units:</th>
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<tr>
<td>Hours:</td>
<td>18 hours LEC; 54 hours LAB</td>
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<td>Prerequisite:</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This introductory course covers the fundamental theories and practices required of a Federal Aviation Administration certificated Airframe and Powerplant Mechanic.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- determine proper use and nomenclature of basic hand tools utilized in aircraft maintenance.
- calculate required data utilizing basic mechanical and electrical industry formulas.
- utilize appropriate Federal Aviation Administration approved data to determine proper methods of repair.
- manipulate industry approved precision measuring devices.

AERO 310 Powerplant Theory and Maintenance

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<tr>
<td>Hours:</td>
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<td>Prerequisite:</td>
<td>AERO 309 with a grade of &quot;C&quot; or better</td>
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<tr>
<td>Advisory:</td>
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<td>Transferable:</td>
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<td>June 1, 2020</td>
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This course provides instruction in reciprocating and gas turbine engine theory, overhaul, inspection, testing, and operation. Minimum attendance is mandated by the Federal Aviation Administration.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the knowledge to take the exams for the Federal Aviation Administration regulation requirements of Part 147 for the oral, practical, and written examinations.
- demonstrate understanding of turbine engine theory.
- identify proper nomenclature for the seven sections of the turbine engine.
- describe the various classifications of turbine engines along with their specialized usage.
- demonstrate understanding of the various accessories required to operate any turbine engine.
- distinguish between correct overhaul procedures for designated turbine engines.
- select appropriate inspection procedures for each section of the turbine engine.
- demonstrate understanding of reciprocating engine theory.
- identify proper nomenclature for each section of the reciprocating engine.
- describe the various classifications of reciprocating engines along with their specialized usage.
• demonstrate understanding of the various accessories required to operate any reciprocating engine.
• distinguish between correct overhaul procedures for designated reciprocating engines.
• select appropriate inspection procedures for each section of the reciprocating engine.
• select appropriate operation, overhaul, and repair data for reciprocating and turbine engines.

AERO 311 Powerplant Theory and Maintenance Applications

Units: 3
Hours: 180 hours LAB
Prerequisite: AERO 309 with a grade of "C" or better; Concurrent enrollment in AERO 310 or completion of AERO 310 with a grade of "C" or better.
Transferable: CSU
Catalog Date: June 1, 2020

This course covers projects related to the AERO 310 lectures as required by the Federal Aviation Administration. These include familiarization and operation of equipment required when overhauling and testing gas turbine and reciprocating powerplants, operation and familiarization of gas turbine powerplant accessories, fire detection/protection systems, and operation of gas turbine powerplants in the test cell environment. Minimum attendance is mandated by the Federal Aviation Administration.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• demonstrate the knowledge to take the exams for the Federal Aviation Administration regulation requirements of Part 147 for the oral, practical, and written examinations.
• assemble reciprocating engine for parts identification, cleaning, and inspection.
• assemble turbine engine for parts identification, cleaning, and inspection.
• research turbine engine utilizing overhaul manual, airworthiness directives, and type certificates.
• research reciprocating engine utilizing overhaul manual, airworthiness directives, and type certificates.
• operate turbine engine in accordance with operators' handbook.
• operate reciprocating engine in accordance with operators' handbook.
• diagnose malfunctions in fire detection and protection systems.

AERO 312 Powerplant Systems and Components

Units: 5
Hours: 90 hours LEC
Prerequisite: AERO 309 with a grade of "C" or better
Advisory: Concurrent enrollment in AERO 313
Transferable: CSU
Catalog Date: June 1, 2020

This course provides instruction in the theory of reciprocating and gas turbine engines and related accessories including cooling, ignition, propellers, governors, and fuel metering. Minimum attendance is mandated by the Federal Aviation Administration.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• demonstrate the knowledge to take the exams for the Federal Aviation Administration regulation requirements of Part 147 for the oral, practical, and written examinations.
• analyze ignition systems to include magneto, shower of sparks, boosted, vibrating, Full Authority Digital Engine Control (FADEC), and glow plug.
• analyze fuel metering systems to include float carburetors, pressure carburetors, fuel injection systems, and Full Authority Digital Engine Control (FADEC).
• analyze propeller systems to include governors, constant speed, controllable pitch, and fixed pitch as well as metal, wood, and composite construction.

• analyze induction systems to include naturally aspirated, turbo charged, and super charged.

• analyze engine starting systems to include electric and pneumatic.

• demonstrate an understanding of performance data due to variables of pressure, temperature, and humidity.

AERO 313 Powerplant Systems and Components Applications

Units: 3
Hours: 180 hours LAB
Prerequisite: AERO 309 with a grade of "C" or better; Concurrent enrollment in AERO 312 or completion with a grade of "C" or better.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides skills development projects related to AERO 312 as required by the Federal Aviation Administration. Units of instruction include familiarization with and operation of test equipment required in overhauling reciprocating and turbine powerplant components and engine test cell operations. Minimum attendance is mandated by the Federal Aviation Administration.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate the knowledge to take the exams for the Federal Aviation Administration regulation requirements of Part 147 for the oral, practical, and written examinations.

• inspect and overhaul ignition system components to include magnetos, shower of sparks, vibrator, glow plug, boosters, and FADEC systems.

• inspect and overhaul propeller systems to include governors, constant speed, controllable, and fixed pitch.

• inspect and overhaul induction systems to include naturally aspirated, turbo-charged, and supercharged.

• calculate engine performance data utilizing assigned charts and graphs.

• analyze and install engine starting systems to include electrical and pneumatic.

• verify predicted engine performance in engine test cell.

AERO 320 Airframe Systems and Components

Units: 5
Hours: 90 hours LEC
Prerequisite: AERO 309 with a grade of "C" or better
Corequisite: Concurrent enrollment in AERO 322
Transferable: CSU
Catalog Date: June 1, 2020

This course provides instruction in the following aircraft airframe systems: fuel, hydraulic, pneumatic, position and warning, air conditioning, heating, oxygen, pressurization, ice and rain control, and fire protection and detection. Minimum attendance is mandated by the Federal Aviation Administration.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate the knowledge to take the exams for the Federal Aviation Administration regulation requirements of Part 147 for the oral, practical, and written examinations.

• demonstrate understanding of theory, nomenclature, and operation of fuel systems to include gravity flow, pressurized, multi-tank, and large aircraft systems.

• demonstrate understanding of hydraulics; to include emergency, retractable landing gear, actuator driven, closed, open, flight
AERO 321 Airframe Structures

Units: 5
Hours: 90 hours LEC
Prerequisite: AERO 309 with a grade of "C" or better
Corequisite: Concurrent enrollment in AERO 323
Transferable: CSU
Catalog Date: June 1, 2020

This course provides instruction in aircraft sheet metal, fabric, dope, and paint processes, plastic, wood, fiberglass, honeycomb, composites, and laminated structures, assembly and rigging, and landing gear systems. Minimum attendance is mandated by the Federal Aviation Administration.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the knowledge to take the exams for the Federal Aviation Administration regulation requirements of Part 147 for the oral, practical, and written examinations.
- demonstrate understanding of aircraft sheet metal; to include metal shearing, rolling and bending, rivet sizing, and layout.
- demonstrate understanding of dope and fabric; to include basic covering techniques and minor repair.
- demonstrate understanding of paint processes; to include primers, top coats, striping and numbering, and minor repair.
- demonstrate understanding of landing gear systems; to include fundamental structure, alignment, and tracking.
- demonstrate understanding of assembly and rigging; to include both aircraft and helicopters.
- demonstrate understanding of non-metallic structures; to include plastic, wood, fiberglass, honeycomb, composites, and laminated structures.

AERO 322 Airframe Systems and Components Applications

Units: 3
Hours: 180 hours LAB
Prerequisite: AERO 309 with a grade of "C" or better
Corequisite: Concurrent enrollment in AERO 320
Transferable: CSU
Catalog Date: June 1, 2020

This course provides skill development projects as required by the Federal Aviation Administration. The projects are related to the subject areas covered in AERO 320 and include familiarization, operation, overhaul, testing, and diagnosis of the components and systems. Minimum attendance is mandated by the Federal Aviation Administration.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the knowledge to take the exams for the Federal Aviation Administration regulation requirements of Part 147 for the oral, practical, and written examinations.
- demonstrate the knowledge to take the exams for the Federal Aviation Administration regulation requirements of Part 147 for the oral, practical, and written examinations.
- demonstrate fuel system overhaul procedures on assigned components; to include gravity flow, pressurized, multi-tank, and large aircraft assigned system.
- demonstrate hydraulic system overhaul procedures on basic hydraulic systems, retraction systems, and actuators.
- demonstrate pneumatic system overhaul procedures on basic pneumatic systems, retraction systems, and actuators.
- demonstrate oxygen system overhaul procedures on portable and permanently installed systems; to include regulators, storage bottles, valves, and supply lines.
- demonstrate fire protection and detection system overhaul procedures; to include Finwall, Kidde, and Halon systems.
- demonstrate heating system overhaul procedures; to include combustion heater, electrical, and bleed air systems.
- demonstrate ice and rain overhaul procedures; to include mechanical, electrical, and bleed air systems.
- demonstrate air conditioning overhaul procedures; to include vapor cycle, and air cycle bleed air systems.
- demonstrate position and warning indicator overhaul procedures; to include landing gear, trim, spoilers, doors, and high lift devices.
- demonstrate pressurization systems overhaul procedures; to include cabin atmosphere control systems, out flow valves, negative pressure relief valves, controllers, and turbo-charger systems.

AERO 323 Airframe Structures and Systems Applications

Upon completion of this course, the student will be able to:

- demonstrate the knowledge to take the exams for the Federal Aviation Administration regulation requirements of Part 147 for the oral, practical, and written examinations.
- calculate and build sheet metal projects to include shearing, rolling, bending, and riveting.
- formulate and cover basic dope and fabric project to include making minor repairs.
- assess correct painting process and paint surface utilizing primer, top coat, and striping.
- assemble and rig landing gear assemblies to include alignment and tracking.
- demonstrate proper assembly and rigging procedures for aircraft and helicopters.
- demonstrate proper repair technique for non-metallic structures to include plastic, wood, fiberglass, honeycomb, composites, and laminated structures.

AERO 330 Advanced Airframe and Powerplant Inspection

This course provides projects related to the AERO 321 lectures as required by the Federal Aviation Administration to develop skills in inspecting, checking, diagnosing, servicing, and repairing the components and systems. Minimum attendance is mandated by the Federal Aviation Administration.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the knowledge to take the exams for the Federal Aviation Administration regulation requirements of Part 147 for the oral, practical, and written examinations.
- calculate and build sheet metal projects to include shearing, rolling, bending, and riveting.
- formulate and cover basic dope and fabric project to include making minor repairs.
- assess correct painting process and paint surface utilizing primer, top coat, and striping.
- assemble and rig landing gear assemblies to include alignment and tracking.
- demonstrate proper assembly and rigging procedures for aircraft and helicopters.
- demonstrate proper repair technique for non-metallic structures to include plastic, wood, fiberglass, honeycomb, composites, and laminated structures.
This course provides the theory of the following: Advanced Airframe and Powerplant mechanic privileges and limitations, aircraft and engine electrical systems, communication systems, engine electrical systems, navigation and autopilot systems, fluid lines, fittings, maintenance forms and records, maintenance publications, as well as weight and balance calculations. Minimum attendance is mandated by the Federal Aviation Administration.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the knowledge to take the exams for the Federal Aviation Administration regulation requirements of Part 147 for the oral, practical, and written examinations.
- manufacture and inspect aircraft fuel, pneumatic, and hydraulic hose assemblies.
- diagnose and inspect advanced powerplant electrical and instrument systems to include basic engine cores, as well as fuel, lubrication, cooling, pneumatic, hydraulic, indicator, ignition, electrical, and exhaust.
- calculate required data for both airplane and helicopter weight and balance.
- prepare FAA required maintenance forms and records.
- specify and utilize appropriate maintenance publications.
- demonstrate an understanding of required mechanic privileges and limitations under Part 1, 43, 65, 91, 121, 135, and 145 of the Federal Aviation Regulations.

AERO 331 Advanced Structures and Systems Inspection

This course provides the theory of the following: Airframe system inspection, Powerplant system inspection, assembly and rigging processes, ground operation and servicing, cleaning and corrosion control, and aircraft instrument systems. Minimum attendance is mandated by the Federal Aviation Administration.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the knowledge to take the exams for the Federal Aviation Administration regulation requirements of Part 147 for the oral, practical, and written examinations.
- start, ground operate, move, service, secure aircraft, and identify typical ground operation hazards.
- determine adjustments and limits for adjustable and rigged flight control system assemblies.
- identify and select cleaning materials, chemical cleaners, and the effect of caustic cleaning products on aluminum structures.
- demonstrate understanding of airframe system conformity and airworthiness inspections. Know the primary purpose of aircraft system inspections. Determine requirements of airframe, airframe system and components inspections. Determine that an aircraft is in conformity with FAA specifications.
- demonstrate understanding of engine system conformity and airworthiness inspections. Know the primary purpose of aircraft system inspections. Determine requirements of engine, engine system and components inspections. Determine that an engine is in conformity with FAA specifications.
- demonstrate the knowledge to inspect, check, service, and troubleshoot aircraft mechanical and electrical instrument systems.
AERO 332 Advanced Airframe and Powerplant Inspection Applications

This course provides development projects as required by the Federal Aviation Administration. The projects are in the same areas as the subject areas covered in the AERO 330 lectures and include familiarization with and operation of test equipment required for checking and testing the airframe and powerplant systems of airworthy aircraft. Minimum attendance is mandated by the Federal Aviation Administration.

Upon completion of this course, the student will be able to:

- demonstrate the knowledge to take the exams for the Federal Aviation Administration regulation requirements of Part 147 for the oral, practical, and written examinations.
- manufacture and inspect aircraft fuel, pneumatic, and hydraulic hose assemblies.
- diagnose and inspect advanced powerplant electrical and instrument systems to include basic engine cores, as well as fuel, lubrication, cooling, pneumatic, hydraulic, indicator, ignition, electrical, and exhaust systems utilizing appropriate test equipment.
- calculate, after weighing aircraft, information required to obtain weight and balance data.
- prepare, in both hard copy and electronic versions, required aircraft maintenance forms and records, to include FAA form 337.
- utilize appropriate maintenance publications to include overhaul manuals, maintenance manuals, operation handbooks, and illustrated parts catalogs.
- demonstrate understanding of FAA Part 91, 121, 135, and 145 as applicable to assigned projects.

AERO 333 Advanced Structures and Systems Inspection Applications

This course provides development projects as required by the Federal Aviation Administration. The projects are in the same areas as the subject areas covered in the AERO 331 lectures and include familiarization with and operation of test equipment required for checking and testing the airframe structures and powerplant systems of airworthy aircraft. Minimum attendance is mandated by the Federal Aviation Administration.

Upon completion of this course, the student will be able to:

- demonstrate the knowledge necessary to take the Federal Aviation Administration regulation requirements of Part 147 for the oral, written, and practical examinations.
- start, ground operate, move, service, secure aircraft, and identify typical ground operation hazards.
- correctly perform adjustments and set limits for adjustable and rigged flight control system assemblies.
- identify, select, and use aircraft cleaning materials.
- correctly perform airframe system conformity and airworthiness inspections.
- correctly perform engine system conformity and airworthiness inspections. Determine requirements of engine, engine system and
components inspections.

- correctly perform inspections, check, service, and troubleshoot aircraft instrument systems.
- know the primary purpose of aircraft system inspections.
- determine requirements of engine, engine system, and component inspections.
- determine requirements of airframe, airframe system, and component inspections.

### AERO 494 Topics in Aeronautics, Aviation Maintenance

| Units: | 0.5 - 4 |
| Hours: | 9 - 72 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This is a specialized course developed in conjunction with industry partners to address emerging industry training needs.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine current topics in aeronautics and aviation maintenance.
- develop skills and knowledge in the area of the title of the segment being offered.

### AERO 495 Independent Studies in Aeronautics

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This is an independent studies course in Aeronautics. Related projects will be assigned under the supervision of an Aeronautics faculty member and a selected industry partner from the local community.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design and discuss a proposal of study with a supervising aeronautics instructor.
- demonstrate the ability to independently pursue a course of study or project in aeronautics.
- prepare a final report or project incorporating results of study or activities.
Allied Health | Sacramento City College

Allied Health educational programs seek to prepare competent allied health professionals and leaders for practice across multiple health care settings.

Professions that are often listed as "allied health" include many of the well-known non-nurse, non-physician health care providers such as: physical therapists, occupational therapists, respiratory therapists; nutritionists and dietitians, dental hygienists and dental assistants; EMTs, paramedics and health educators.

Our Community Health Care Worker Certificate and Pre-Health Education Degree programs are designed to prepare students for professional schools and employment opportunities in health related fields.

Dean
James Collins

 (916) 650-2550
 chw-program@scc.losrios.edu

Associate Degree

A.S. in Pre-Health Occupations

The Pre-Health Occupations Associate in Science degree offers an interdisciplinary approach of study for students interested in a variety of allied health careers. The degree will allow students to pursue a rigorous course of study before selecting the health occupation that best suits their career interests. With an emphasis on basic science and culturally competent patient care, the degree offered will prepare students to excel in a wide-range of health care fields. Students completing the degree will be prepared to enter programs for careers in nursing, dental hygiene or assisting, occupational therapy assisting, physical therapist assisting, and others. Students may also choose to complete this degree in preparation for transfer to a Health Sciences Baccalaureate degree program. Completion of the program does not guarantee enrollment in any health occupation program.

Catalog Date: June 1, 2020

Degree Requirements

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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
<td>AH 108</td>
<td>Introduction to Health Occupations (2)</td>
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<td>or DAST 100</td>
<td>Introduction to Dental Assisting (1)</td>
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<td>or DHYG 100</td>
<td>Introduction to Dental Hygiene (0.5)</td>
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<td>or OTA 100</td>
<td>Introduction to Occupational Therapy (1)</td>
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<tr>
<td>or PTA 100</td>
<td>Introduction to Physical Therapist Assistant (1.5)</td>
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<td>AH 110</td>
<td>Medical Language for Health-Care Providers</td>
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<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>or ANTH 481</td>
<td>Honors Cultural Anthropology (3)</td>
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<td>or SOC 300</td>
<td>Introductory Sociology (3)</td>
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<td>or SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<td>or SOC 480</td>
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<td>or SOC 482</td>
<td>Race, Ethnicity and Inequality in the United States - Honors (3)</td>
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<td>BIOL 100</td>
<td>Introduction to Concepts of Human Anatomy and Physiology (3)</td>
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<td>Anatomy and Physiology (5)</td>
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<td>and BIOL 430</td>
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<td>BIOL 440</td>
<td>General Microbiology</td>
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<td>CHEM 309</td>
<td>Integrated General, Organic, and Biological Chemistry (5)</td>
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<td>or [ CHEM 305</td>
<td>Introduction to Chemistry (5)</td>
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<tr>
<td>and CHEM 306</td>
<td>Introduction to Organic and Biological Chemistry (5)</td>
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<tr>
<td>COMM 301</td>
<td>Introduction to Public Speaking (3)</td>
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<td>or COMM 331</td>
<td>Group Discussion (3)</td>
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<td>ENGWR 300</td>
<td>College Composition (3)</td>
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<td>or ESLW 340</td>
<td>Advanced Composition (4)</td>
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<tr>
<td>or ENGWR 488</td>
<td>Honors College Composition and Research (4)</td>
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<tr>
<td>FCS 324</td>
<td>Human Development: A Life Span (3)</td>
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<td>or PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<td>NUTRI 300</td>
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<td>or NUTRI 480</td>
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<td>PSYC 300</td>
<td>General Principles (3)</td>
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<tr>
<td></td>
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<td>33.5 - 48</td>
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</tbody>
</table>

The Pre-Health Occupations Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- adhere to safety protocols and proper lab techniques.
- demonstrate professionalism in a range of interactions and settings.
- articulate career options and necessary educational pathways.
- demonstrate ability to read and understand basic medical terminology.
- demonstrate self-responsibility as part of an academic community and a health care team.
- list all eleven body systems and describe the structure and function of each system.
- receive feedback as a tool for personal and professional growth.
- describe the role that culture and diversity play in patient care.
- distinguish between subjective viewpoints and objective data.
- use qualitative and quantitative methods to interpret data.
- use evidence as a foundation for critical thinking and decision-making.
- describe the principles of nutrition and their effect on health.
Career Information
Upon completion students are prepared to enter a range of Allied Health and Nursing training programs. This may include training programs for professions such as: nursing, dental hygiene, physical therapist assistant, occupational therapy assistant, respiratory therapy, and radiology technician.

Certificate of Achievement

Pre-Health Occupations Certificate
The Pre-Health Occupations Certificate of Achievement consists of general education and prerequisite coursework for students preparing to enter nursing and allied health programs. Opportunities for career exploration are provided, as well as skill development in professionalism and cultural competency. The certificate program is designed to help students develop self-advocacy skills and a strong academic foundation necessary to study in a health occupations program. Upon successful completion of this coursework, students achieve recognition in the form of a certificate. Completion of the certificate does not guarantee enrollment in any health occupation programs.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>AH 108</td>
<td>Introduction to Health Occupations (2)</td>
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<tr>
<td>or DAST 100</td>
<td>Introduction to Dental Assisting (1)</td>
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<td>or DHYG 100</td>
<td>Introduction to Dental Hygiene (0.5)</td>
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<td>or OTA 100</td>
<td>Introduction to Occupational Therapy (1)</td>
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<tr>
<td>or PTA 100</td>
<td>Introduction to Physical Therapist Assistant (1.5)</td>
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<tr>
<td>AH 110</td>
<td>Medical Language for Health-Care Providers</td>
<td>3</td>
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<tr>
<td>AH 301</td>
<td>Health Care in a Multicultural Society (3)</td>
<td>3</td>
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<tr>
<td>or ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<tr>
<td>or ANTH 481</td>
<td>Honors Cultural Anthropology (3)</td>
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<tr>
<td>or SOC 300</td>
<td>Introductory Sociology (3)</td>
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<tr>
<td>or SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<tr>
<td>or SOC 480</td>
<td>Introductory Sociology - Honors (3)</td>
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<tr>
<td>or SOC 482</td>
<td>Race, Ethnicity and Inequality in the United States - Honors (3)</td>
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<td>BIOL 100</td>
<td>Introduction to Concepts of Human Anatomy and Physiology (3)</td>
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<tr>
<td>or [ BIOL 430</td>
<td>Anatomy and Physiology (5)</td>
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<td>and BIOL 431</td>
<td>Anatomy and Physiology (5)</td>
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<td>ENGRD 315</td>
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<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<tr>
<td>or FCS 324</td>
<td>Human Development: A Life Span (3)</td>
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<tr>
<td>PSYC 480</td>
<td>Honors General Principles (3)</td>
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<tr>
<td>or PSYC 300</td>
<td>General Principles (3)</td>
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<tr>
<td>Total Units:</td>
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<td>13 - 22</td>
</tr>
</tbody>
</table>
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- describe career options in the healthcare field and their related educational pathways.
- demonstrate basic academic strategies for success in health programs.
- demonstrate ability to read and understand basic medical terminology.
- list all eleven body systems and describe the structure and function of each system.
- discuss the milestones in physical, cognitive, social, and emotional development of humans from conception through the lifespan and how these relate to healthcare practice.
- explain general principles of psychology and the psychological factors that influence health and illness in human conditions.
- examine cultural factors that influence communication, compliance, and outcomes in healthcare settings and develop strategies for cultural competency.
- recognize the professional behavior that is required of healthcare providers.

Career Information

The need for nursing and allied health providers has increased in the last several years. This program is designed for students contemplating a career in vocational or registered nursing, dental assisting, dental hygiene, occupational therapy assisting, or physical therapy assisting as well as other allied health careers.

Certificate

Community Health Care Worker Certificate

The Community Health Care Worker Certificate of Achievement consists of multi-disciplinary coursework to prepare individuals to work within the social service, public health, or health care workforce as Community Health Workers. This certificate program is designed to provide training in front-line public health care with an understanding of and connection to the communities served. It also provides training in facilitating patient access to health and social services to improve the quality and cultural competence of service delivery. Students will develop the skills to provide culturally appropriate health education and information, assist people in receiving the care they need, give informal counseling and guidance on health behaviors, and advocate for individuals and community health needs.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>AH 101</td>
<td>Introduction to Community Health Work</td>
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<tr>
<td>AH 103</td>
<td>U.S. Healthcare Systems and Third Party Payers</td>
<td>2</td>
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<tr>
<td>AH 105</td>
<td>Community Health Resources</td>
<td>2</td>
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<tr>
<td>AH 106</td>
<td>Communication for Allied Health Careers</td>
<td>2</td>
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<tr>
<td>AH 121</td>
<td>Social Determinants of Health</td>
<td>2</td>
</tr>
<tr>
<td>AH 123</td>
<td>Prevention and Management of Chronic Conditions</td>
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<tr>
<td>AH 301</td>
<td>Health Care in a Multicultural Society</td>
<td>3</td>
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<td>SOC 375</td>
<td>Introduction to Community Development</td>
<td>3</td>
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<tr>
<td>SOC 382</td>
<td>Introduction to Casework in Social Services</td>
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<tr>
<td>SOC 385</td>
<td>Practicum in Sociology</td>
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<td>or PSYC 405 Substance Abuse: Effects on Body and Behavior</td>
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<td>ADMJ 304</td>
<td>Juvenile Delinquency (3)</td>
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<td>ADMJ 340</td>
<td>Introduction to Correctional Services (3)</td>
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<td>AH 110</td>
<td>Medical Language for Health-Care Providers (3)</td>
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<td>ECE 312</td>
<td>Child Development (3)</td>
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<td>ECE 314</td>
<td>The Child, the Family and the Community (3)</td>
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<td>ECE 402</td>
<td>Infants with Atypical Development (3)</td>
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<td>ECE 415</td>
<td>Children’s Health, Safety and Nutrition (3)</td>
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<td>ETHNS 300</td>
<td>Introduction to Ethnic Studies (3)</td>
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<tr>
<td>SOC 301</td>
<td>Social Problems (3)</td>
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<tr>
<td>or SOC 481</td>
<td>Social Problems - Honors (3)</td>
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<td>SOC 335</td>
<td>Sociology of Aging (3)</td>
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<td>or GERON 300</td>
<td>Sociology of Aging (3)</td>
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<td>SOC 344</td>
<td>Sociology of Women’s Health (3)</td>
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</table>

**Enrollment Eligibility**

To be eligible for enrollment in the program, the student must meet the following criteria:

- Have in progress or have completed AH 101 - Introduction to Community Health Work with a grade of "C" or better.

**Enrollment Process**

Eligible students are selected for the program according to the following steps:

- Complete the online application (which includes uploading proof of eligibility) between September 1 and November 1 to apply for the spring semester program start.
- In the event there are more applicants than spaces available, students who meet the enrollment eligibility requirements will be entered into a random selection pool.
- The first 30 applicants identified through the random selection process will be selected for the program; all others are alternates and will be notified if/when seats become available.
- Accepted applicants will be notified by the Program Coordinator by December 1.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- clarify roles, responsibilities, and scope of practice of Community Health Workers.
- investigate complex service delivery systems within the U.S. healthcare system and key legal responsibilities within the context of health service delivery systems.
- compile and define accepted terminology to describe findings, patterns, habits, and behaviors of clients.
- report and record abnormal findings, patterns, habits, and behaviors of clients for purpose of clinical documentation.
- recommend prevention methodologies that decrease the development of common diseases/disorders and reduce high-utilization of unnecessary healthcare services by applying culturally-appropriate and evidenced-based health education practices.
- identify conditions in which people are born, grow, work, live, and age and the wider set of forces and systems shaping the conditions of daily life.
- evaluate and inventory available community resources, including health and social services.
Students utilize a problem-solving process for analysis of common ethical dilemmas in health care. Emphasis is on integration of personal values, ethical principles, and legal regulations in ethical decision making.

Upon completion of this course, the student will be able to:

- compare and contrast the role and influence of morality, ethics, laws, and regulations on professional practice.
- describe personal values that influence ethical decision making.
- define the following principles related to professional ethics: nonmaleficence, beneficence, fidelity, autonomy, veracity, justice.
- cite common examples of ethical and legal problems or dilemmas in the health professions.
- list and apply the steps in the process of making sound ethical decisions.
- recognize the importance of patients’ rights, including confidentiality of patient information (Health Insurance Portability and Accountability Act).
- recognize behavior that may result from stereotypes, biases, and prejudices.
- discuss the purpose and enforcement of laws such as those under the Occupational Safety and Health Administration, Americans with Disabilities Act, and Individuals with Disabilities Education Act.
- recognize the responsibility to act as a patient advocate with respect to addressing patient needs resulting from cultural and/or individual differences.
- discuss common bioethical issues such as access to health care, end-of-life care, and physician assisted suicide.
- compare and contrast characteristics, and legal and ethical responsibilities, of professionals and para-professionals in the field of health care.
- recognize the ethical and legal responsibility to submit accurate documentation to substantiate billing.
- describe the role of judicial, disciplinary, and ethics committees.
- describe the health care provider’s responsibility to protect the public and the profession by reporting unethical, incompetent, or
illegal acts.
recognize the ethical and professional responsibility to regularly engage in self-assessment and personal goal setting.

AH 101 Introduction to Community Health Work

This course is designed to introduce students to the broad perspective of community health work by applying different concepts with emphasis on health promotion and primary health care. The course will examine different health promotion and disease prevention strategies that are used as primary health and population-based methods. Public health, home health care settings, and clinic/hospital-based services will be addressed. Emphasis is placed on family-wellness and illness in various community settings using examples of various communities and cultural settings throughout California. Aspects of community health are explored based on a demographic and epidemiological approach as well as building an environmental awareness and acquiring problem-solving and critical thinking skills.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define the role and practice of a community health worker.
- identify findings, patterns, habits, and behaviors that prevent the development and progression of common diseases/disorders and reduce utilization of unnecessary healthcare services.
- explain the different health concerns across a person’s lifespan.
- demonstrate how to conduct home visitations to monitor health needs and reinforce treatment regimens.
- identify accepted terminology to describe findings, patterns, habits, and behaviors of clients.
- identify self-care practices and self-improvement goals.

AH 102 Health Education of Patients and Family

This course is an introduction to the role of the health care professional as an educator of patients/clients and health care staff. Students will explore the major teaching and learning theories, and how they are applied to health care practice. This course covers characteristics of the learner including determinants of learning, adult literacy, compliance and motivation, cultural influences, and learning styles. Techniques and strategies for teaching and learning are presented.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the role of the health care provider as an educator.
- explain the major teaching and learning theories and their application to health care.
- recognize various sources of patient education materials and evaluate them for bias, language, and cost.
- select appropriate sources of patient education materials for a variety of patient populations.
- differentiate between goals and objectives and write effective behavioral objectives.
- prepare a lesson plan for teaching a patient and/or the patient’s family; implement the plan and critically evaluate whether or not the objectives were fulfilled.
- prepare and deliver a lesson plan for teaching a group of patients who have similar problems.
- evaluate other students' lesson plan presentations and provide feedback regarding the attainment of objectives and style of presentation.
- accept feedback from instructors and other students regarding attainment of objectives and style of presentation to improve teaching style.

**AH 103 U.S. Healthcare Systems and Third Party Payers**

| Units: | 2 |
| Hours: | 36 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGRD 110 and LTAT 300 with grades of "C" or better |
| Catalog Date: | June 1, 2020 |

The United States healthcare system is complex, organized by systems and programs by which health services are made available to the population and financed by government entities, private enterprises, or both. Various systems work on different aspects of providing care throughout the spectrum of health. This course provides an overview of the United States healthcare system as it has developed during the past century. Students are expected to achieve a basic understanding of the building blocks in anticipation of future careers and employment in the healthcare industry of the United States.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- explain the major components of the current and potential healthcare delivery systems in the United States.
- describe the aspects of the “Triple Aim” of the U.S. healthcare system.
- compare and contrast aspects of the U.S. healthcare system to those of other countries.
- anticipate the interaction of healthcare providers and diverse patients and families with the various components of the U.S. healthcare system.
- describe the theories and models of leadership and management most effective in the current and potential U.S. healthcare systems.
- discuss the impact of selected cultures on the ability of healthcare providers and the U.S. healthcare system to meet the healthcare needs of patients, families and communities.
- describe the communication styles of the primary U.S. healthcare providers, e.g., administrators, financial officers, managers, physicians, nurses, and patients from low, moderate and high socioeconomic status.
- identify entry points into the various U.S. healthcare delivery systems.

**AH 104 Aging and its Implications for Health Care**

| Units: | 0.5 |
| Hours: | 9 hours LEC |
| Prerequisite: | None. |
| Catalog Date: | June 1, 2020 |

This course introduces topics related to aging and their implication for health care providers. Emphasis is on socioeconomic and psychological aspects of aging, as well as normal age-related physiological changes. An overview of community resources that serve the older populations’ health and dental needs is also included.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify the major socioeconomic characteristics of the older population, including ethnic, economic, education, family, religious, cultural, and residential factors.
- discuss the influence of demographic and economic factors on health and dental care.
- demonstrate understanding of basic mental health and cognitive function of the older adult.
- describe key health promoting and disease prevention activities appropriate for older people.
• identify age-related physiological changes.
• interact with other health care professionals and community resources in order to provide coordinated care to older adults.

### AH 105 Community Health Resources

**Units:** 2  
**Hours:** 36 hours LEC  
**Prerequisite:** None.  
**Advisory:** CISC 300, LIBR 307, or LTAT 300 with a grade of "C" or better  
**Catalog Date:** June 1, 2020

This course is designed to introduce students to the broad perspective of community health resources in the Greater Sacramento service area. Through various lectures from representatives of area organizations, students will gather community resources to assist clients with addressing their health needs.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

• compile a database of community resources.
• identify the available community resources in the Greater Sacramento service area, including health and social services.
• apply accepted terminology to describe findings, patterns, habits, and behaviors of clients.
• communicate with community partners and medical personnel.
• demonstrate proficiency with technology, including web-based applications, MS Office, and electronic health record systems.

### AH 106 Communication for Allied Health Careers

**Units:** 2  
**Hours:** 36 hours LEC  
**Prerequisite:** None.  
**Catalog Date:** June 1, 2020

This course is an introduction to communication as a therapeutic intervention for health care team members. Aspects of verbal and nonverbal communication that affect interactions with patients, family members, and other health care providers are explored. Cultural differences and the need to adjust communication approaches with sensitivity to ethnicity, religion, gender, age, sexuality, disability, and health status are included. The course requires both personal reflection and class participation in role-play activities.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

• describe and demonstrate verbal and nonverbal communication skills intended to facilitate effective interactions with patients, families, health care providers, staff, and other team members.
• conduct an effective helping interview.
• demonstrate active listening skills that reveal understanding of content and feeling.
• utilize communication techniques for resolving conflict and increasing rapport.
• differentiate between non-assertive, assertive, and aggressive behaviors in interactions with others.
• identify communication strategies for interactions that are confused or emotion laden.
• discuss the impact of culture on the delivery of health care services.
• adjust communication approaches with sensitivity to differences in ethnicity, culture, religion, socioeconomic status, gender, age, sexuality, disability, and health status.
• describe the negative effects of labeling people with disabilities.
• list and demonstrate principles of effective patient education for individuals and groups.
• demonstrate openness and responsiveness to constructive feedback.
• be able to communicate concepts of patient confidentiality and patient’s rights including informed consent and right to refuse treatment.
• evaluate their personal strengths and areas needing improvement with respect to communication style as a health care provider.

AH 108 Introduction to Health Occupations

Units: 2
Hours: 36 hours LEC
Prerequisite: None.
Advisory: LIBR 307 with a grade of "C" or better
Catalog Date: June 1, 2020

This course provides an introduction to the health care field and to the core foundational skills needed by all health care workers. Topics include types of health care delivery systems and careers, history and trends of health care, law and ethics pertaining to health care, personal qualities of health care workers, confidentiality and reportable incidents, and infection control and safety procedures for health care settings. Students will be introduced to research tools in the campus library and on the Internet. Students will use these tools to research health care careers and relate them to their own interests, values, and abilities. This course is open to all students wishing to explore the health care industry. A field trip to a local health care agency may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• assess the importance of the history of medicine and evolution of the health care system.
• differentiate between the various health care agencies and facilities, their delivery systems, organizational structure, and major services provided.
• compare and contrast the roles and responsibilities, scope of practice, educational requirements, personal characteristics, and employment opportunities for different health care careers.
• evaluate their interests, values, and abilities and use occupational resources to match these to potential health care careers.
• demonstrate usage of reference materials in public and medical libraries (hard copy and Internet) to research health occupations.
• identify and apply legal, ethical, and professional principles to common situations encountered in the health occupations.
• identify the personal and professional characteristics, attitudes, and rules of appearance that apply to all health care professionals.
• recognize the importance of cultural sensitivity and humility required of health care providers.
• understand the basic principles and procedures for controlling the spread of infections and promoting safety in the health care setting.
• accurately spell and pronounce common medical terms and abbreviations used in health occupations.

AH 110 Medical Language for Health-Care Providers

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Catalog Date: June 1, 2020

This course is an orientation to medical language. Topics addressed include: basic structure of medical terms and their word-part components, term building and translation, spelling, pronunciation, and medical documentation formats. The course builds a medical vocabulary applicable to the specialties of medicine, the systems of the body, names of major diseases, and terms used in physical examination, diagnosis, and treatment.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate knowledge of a fundamental medical vocabulary and related reference materials.
• analyze, build, and translate medical terms.
spell and pronounce medical terms.
apply and interpret medical terms, abbreviations, and symbols as applied to systems of the human body, disease, diagnosis, and treatment.
identify medical documentation formats, related abbreviations, and legal considerations.
translate health care reports into common English usage.

AH 121 Social Determinants of Health

2 units
36 hours LEC
Prerequisite: None.
Advisory: ENGRD 110 and LTAT 300 with grades of "C" or better
Catalog Date: June 1, 2020

Social determinants of health are the conditions in which people are born, grow, live, work, and age. These factors can all have an impact on health. This course will help students understand health inequalities and how they are socially driven. Students will look at how health is affected by wider determinants and how they can make a difference as health professionals to close the health inequality gap. Through a range of case studies from high to low income countries, the student will gain a better understanding of social determinants of health, why health inequalities exist, and the role of health professionals and systems in reducing health inequality.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of the models of disease causation theories.
- describe conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems that shape the conditions of daily life and health.
- identify economic policies and systems, development agendas, social norms, social policies, and political systems that have an impact on social determinants of health.
- describe key policies and programs in the United States aimed at improving health.
- conduct community needs assessments using data collection methods.

AH 123 Prevention and Management of Chronic Conditions

2 units
36 hours LEC
Prerequisite: Acceptance into the Community Health Worker program.
Advisory: ENGRD 110 and LTAT 300 with grades of "C" or better
Catalog Date: June 1, 2020

Chronic diseases are on the rise in the United States, leaving healthcare payers with the challenge of covering care for patients with these expensive, long-term conditions. In this course, students will learn about the most common chronic diseases, their etiology, symptoms, risk factors, and treatment. Students will learn about community preventive services, programs, and other interventions aimed at supporting patients in the successful self-management of chronic conditions. Students will also be introduced to medical terminology with an overview of the structure of medical language and basic terms.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define chronic conditions and factors that contribute to chronic conditions.
- locate acceptable online resources for information on chronic conditions including causes, data, prevention and management.
- explain the structure of medical language and introductory terms.
- identify and describe the most common chronic conditions in the U.S. including the causes, symptoms, and treatments for each of them.
• compare and contrast the medical and the public health treatment models of chronic conditions, and ways to integrate medical and public health models.

• describe the concept of patient self-management of chronic conditions and the application of client-centered concepts and skills to patients.

AH 126 Sensation and Daily Life: Strategies for Success

Upon completion of this course, the student will be able to:

• describe how individuals react differently to sensory stimuli common in daily life situations.

• describe how illness or impairment influences one's sensory reactions.

• state his or her personal reactions to a range of sensory experiences common in daily life.

• identify strategies for modifying or adapting to distracting stimuli and enhance or increase positive stimuli in academic and workplace settings.

• distinguish between calming and alerting sensory reactions and how these influence performance in daily life tasks.

• use calming and alerting reactions for positive outcomes in academic and workplace settings.

• discuss how differences in sensory reactions might affect interpersonal communication in academic and workplace settings.

AH 290 Allied Health Skills and Applications

This course offers individualized instructional modules designed to provide or improve skills in the various allied health courses. A partial list of skills may include the following: textbook comprehension, principles of learning and retention, note taking, annotating, discipline-based vocabulary, paraphrasing, reading graphics, test taking, spatial ability, proportionality, and problem solving. Registration is open through the fifth week of the semester. This course is graded Pass/No Pass.

Upon completion of this course, the student will be able to:

• apply the chapter outlining strategy to their own allied health text.

• construct paraphrases for concepts presented in allied health textbooks or in their class notes.

• prepare notes for their allied health class via a note-taking method such as the Cornell Method.

• interpret various types of graphs and diagrams from their allied health textbook.
• create concept maps in order to see relationships between ideas presented in their allied health textbook.
• assess various test taking strategies appropriate for their allied health class.
• demonstrate ability to read “actively” in their allied health textbook.

AH 295 Independent Studies in Allied Health

Units: 1 - 3  
Hours: 54 - 162 hours LAB  
Prerequisite: None.  
Catalog Date: June 1, 2020

This course involves an individual student or small group of students in study, research, or activities beyond the scope of regular offered courses, pursuant to an agreement among the college, faculty member, and student(s).

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• actively engage in intellectual inquiry beyond that required in order to pass a course of study.

AH 300 Introduction to Project Management for Healthcare

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
Advisory: BUS 107, CISA 305, CISA 315, CISA 323, and CISC 300 with grades of "C" or better  
Transferable: CSU  
Catalog Date: June 1, 2020

This is an introductory course covering the following topics: fundamental project management terminology, skills, concepts and techniques, how the project management processes are linked together, and role of stakeholders and organizational influences on healthcare and other related projects.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• identify and describe the responsibilities of a project manager in the healthcare industry.
• compare and contrast theories of leadership and motivation.
• examine and analyze case examples and justify solutions for healthcare systems.
• define and apply project management processes and work products.
• demonstrate using project control techniques during planning, and implement the techniques during the execution of a project.
• identify and integrate into a project plan the ten knowledge areas of project management: integration, scope, time, cost, quality, human resources, communication, risk, procurement, and stakeholder management.
• describe and incorporate the characteristics of a project life cycle and health system workflow process.
• develop a class project using project management software.

AH 301 Health Care in a Multicultural Society

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
Advisory: ENGRD 110 and ENGWR 101 with grades of "C" or better.
In all health professions and settings, culture is a factor that affects communication, compliance, and outcome. For best practice, cultural competency is a clinical skill that improves the relationship between patient and provider and is a skill desired by health care organizations. This course is designed to establish fundamental elements of cultural competency. Topics include cultural self-awareness and sensitivity, exploration of cultural beliefs about health and illness, health traditions and rituals, folk medicine, communication strategies, the use of language interpreters, and the influence of family roles.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze how cultural background and worldview may influence their role as a health care provider.
- describe cultural awareness, sensitivity, and competency as related to health care service delivery.
- summarize multiple cultural factors influencing an individual’s perception of health and illness.
- compare a variety of health traditions practiced within a specific culture.
- select strategies for culturally competent health care service delivery.
- state strategies to prevent the negative effects of cultural bias and discrimination as they relate to health care settings.
- demonstrate the use of resources that support culturally sensitive health care delivery.

**AH 312 Medical Terminology In Spanish**

This one-unit course for allied health students and practicing health care professionals will cover basic Spanish medical terminology and conversational skills normally used within a hospital or clinical setting. Videos, readings, everyday clinical situations, and activities such as role play and improvisation will be used to introduce the grammar structures, colloquial terms, and specialized medical vocabulary that health care professionals need to communicate effectively with the growing Spanish-speaking population. Cultural issues important to successful interactions with the Spanish-speaking patient will also be discussed. Knowledge of Spanish is not a prerequisite.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate the Spanish pronunciation of the five vowels and apply to common words in Spanish.
- demonstrate the ability to correctly pronounce el alfabeto.
- describe the use of and demonstrate pronunciation of common verbs and pronouns in Spanish.
- apply appropriate common expressions in Spanish during role play.
- correctly state colors, numbers, hours, and days of the week.
- correctly pronounce and label parts of the body in Spanish.
- correctly pronounce common medical terms.
- state phrases and questions commonly used in health care in Spanish.
- investigate the cultural norms and practices of the Hispanic culture and how these guide thinking, decisions, and actions related to health care.

**AH 495 Independent Studies in Allied Health**

This is a variable-unit course. Consult the college catalog or your instructor to determine the number of units to be taken. This course is designed for the student who needs to take a block of time off from school and wishes to continue his/her education at the college. The student may enroll for variable units within the range of 1 - 3 units and must register for a minimum of 54 - 162 hours in course work.
This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regular offered courses, pursuant to an agreement among college, faculty members, and students.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- produce work independently on allied health related topics.
Anthropology
| Sacramento City College

Anthropology is the study of humans. Anthropologists study our species throughout time, focusing on our diverse modern culture and cultural adaptations, our biological classification as a species, and our inclusion in the Order Primates, and our species' past developments, including our first steps to our first civilizations. The goal of Anthropology is to study the similarities and differences in biological and cultural adaptations and features across the globe throughout our human history.

Anthropology is a holistic discipline, which means that anthropologists study all aspects of humans and our behavior. The field of Anthropology has been broken up into four main subfields: Cultural Anthropology, Physical Anthropology, Archaeology, and Linguistics. Cultural Anthropology is concerned with the study of human culture and its variations across time and space. Physical Anthropologists aim to study our species from a biological perspective – examining our DNA, relationship to our closest animal relatives, the primates, and the fossil evidence of our earliest human ancestors. Archaeology is the study of our past, focused specifically on reconstructing past behavior by looking at objects used by past people. Linguistic Anthropologists study human language and communication.

The Sacramento City College Anthropology Department offers classes in all four fields:

- Cultural Anthropology
- Physical Anthropology
- Linguistic Anthropology
- Archaeology

Dean
Dennis Lee

Department Chairs
Ilana Johnson
Craig Davis

(916) 558-2401

SCC-BSS@losrios.edu

Associate Degrees for Transfer

A.A.-T. in Anthropology

Anthropology is the study of humans. Anthropologists study our species throughout time, focusing on our diverse modern culture and cultural adaptations, our biological classification as a species, our inclusion in the Order Primates, and our species' past developments, including our first steps to our first civilizations. The goal of Anthropology is to study the similarities and differences in biological and cultural adaptations and features across the globe throughout our human history.

Anthropology is a holistic discipline, which means that anthropologists study all aspects of humans and our behavior. The field of Anthropology has been broken up into four main subfields: Cultural Anthropology, Biological Anthropology, Archaeology, and Linguistics. Cultural Anthropology is concerned with the study of human culture and its variations across time and space. Biological Anthropologists aim to study our species from a biological perspective – examining our DNA, our relationship to our closest animal relatives, the primates, and the fossil evidence of our earliest human ancestors. Archaeology is the study of our past, focused specifically on reconstructing past behavior by looking at objects used by past people. Linguistic Anthropologists study human language and communication.

The Associate in Arts in Anthropology for Transfer degree offers courses that satisfy lower division General Education requirements in both the physical and social sciences, providing students with a solid foundation in Anthropology as well as the standard prerequisites for upper division coursework leading to the baccalaureate degree. Students planning to transfer to a CSU with a major in Anthropology should consult the lower division requirements at the university they plan to attend.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):
Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ANTH 300</td>
<td>Biological Anthropology (3)</td>
<td>3</td>
</tr>
<tr>
<td>or ANTH 480</td>
<td>Honors Biological Anthropology (3)</td>
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<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
<td>3</td>
</tr>
<tr>
<td>or ANTH 481</td>
<td>Honors Cultural Anthropology (3)</td>
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</tr>
<tr>
<td>ANTH 323</td>
<td>Introduction to Archaeology</td>
<td>3</td>
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<td>A minimum of 6 units from the following:</td>
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<tr>
<td>ANTH 301</td>
<td>Biological Anthropology Laboratory (1)</td>
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<tr>
<td>ANTH 324</td>
<td>World Prehistory (3)</td>
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<tr>
<td>ANTH 331</td>
<td>The Anthropology of Religion (3)</td>
<td></td>
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<tr>
<td>ANTH 332</td>
<td>Native Peoples of California (3)</td>
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<td>ANTH 334</td>
<td>Native Peoples of North America (3)</td>
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<tr>
<td>ANTH 341</td>
<td>Introduction to Linguistics (3)</td>
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<tr>
<td>A minimum of 3 units from the following:</td>
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<tr>
<td>ADMJ 332</td>
<td>Introduction to Forensic Anthropology (3)</td>
<td>3</td>
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<tr>
<td>or ANTH 303</td>
<td>Introduction to Forensic Anthropology (3)</td>
<td></td>
</tr>
<tr>
<td>HIST 307</td>
<td>History of World Civilizations to 1500 (3)</td>
<td></td>
</tr>
<tr>
<td>GEOG 310</td>
<td>Human Geography: Exploring Earth’s Cultural Landscapes (3)</td>
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<tr>
<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<tr>
<td>or SOC 482</td>
<td>Race, Ethnicity and Inequality in the United States - Honors (3)</td>
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<tr>
<td>SOC 345</td>
<td>Global Women’s Issues (3)</td>
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<tr>
<td>or WGS 302</td>
<td>Global Women’s Issues (3)</td>
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</tbody>
</table>

Total Units: 18

The Associate in Arts in Anthropology for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- explain the scientific method and the relationship between scientific research and established knowledge.
- demonstrate knowledge of basic anthropological terminology and concepts.
- write essays explaining anthropological processes in clear and concise terms.
• reach and express logical conclusions drawn on anthropological data.
• demonstrate content knowledge in broad areas of anthropology, including evolution, culture, genetics, archaeology, and human
  evolution when completing essay, objective, and multiple choice exams.

Career Information

Anthropologists with baccalaureate or graduate degrees work as archaeological technicians or project directors for private, state or federal
organizations, museum managers, forensic specialists in police departments and crime labs, primatologists and zoo curators, teachers,
consultants or analysts for private, government or educational institutions or non-profit organizations.

Associate Degrees

A.A. in Anthropology

Anthropology is the study of the cultural, historical, biological, and linguistic behavior of people from all parts of the globe both in the
past and the present. Anthropologists focus on our diverse modern culture and cultural adaptations, our biological classification as a
species, our inclusion in the Order Primates, and our species' past developments, including our first steps to our first civilizations.
Anthropology is a holistic discipline, which means that anthropologists study all aspects of humans and our behavior. The field of
Anthropology has been broken up into four main subfields: Cultural Anthropology, Physical Anthropology, Archaeology, and Linguistics.
Cultural Anthropology is concerned with the study of human culture and its variations across time and space. Physical Anthropologists
aim to study our species from a biological perspective - examining our DNA, our relationship to our closest animal relatives, the primates,
and the fossil evidence of our earliest human ancestors. Archaeology is the study of our past, focused specifically on reconstructing past
behavior by looking at objects used by past people. Linguistic Anthropologists study human language and communication.

Recommended High School Preparation: Preparatory courses include history, English, biology, and foreign languages.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<td>Honors Biological Anthropology (3)</td>
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<td>ANTH 301</td>
<td>Biological Anthropology Laboratory</td>
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<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>World Prehistory (3)</td>
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<td>ANTH 341</td>
<td>Introduction to Linguistics</td>
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<tr>
<td>ADMJ 332</td>
<td>Introduction to Forensic Anthropology (3)</td>
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<td>or ANTH 303</td>
<td>Introduction to Forensic Anthropology (3)</td>
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<td>ANTH 325</td>
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<td></td>
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<tr>
<td>ARTH 304</td>
<td>Ancient Art (3)</td>
<td></td>
</tr>
<tr>
<td>or ARTH 484</td>
<td>Ancient Art-Honors (3)</td>
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<tr>
<td>ETHNS 320</td>
<td>The African American Experience (3)</td>
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<td>COURSE CODE</td>
<td>COURSE TITLE</td>
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<tr>
<td>ETHNS 330</td>
<td>The Asian American Experience in America</td>
<td>3</td>
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<tr>
<td>ETHNS 340</td>
<td>Chicanos/Mexican Americans in the U.S.</td>
<td>3</td>
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<tr>
<td>ETHNS 351</td>
<td>Native American Culture and the Impact of Federal Policy</td>
<td>3</td>
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<tr>
<td>GEOG 310</td>
<td>Human Geography: Exploring Earth’s Cultural Landscapes</td>
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<td>HIST 360</td>
<td>History of African Civilizations</td>
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<td>HIST 364</td>
<td>Asian Civilization</td>
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<td>HIST 373</td>
<td>History of Mexico</td>
<td>3</td>
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<td>HIST 380</td>
<td>History of the Middle East</td>
<td>3</td>
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<tr>
<td>SOC 310</td>
<td>Marriage and the Family</td>
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<tr>
<td>or FCS 320</td>
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</tr>
<tr>
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<td>Global Women’s Issues</td>
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<td><strong>Total Units:</strong></td>
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</table>

The Anthropology Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- explain the scientific method and the relationship between scientific research and established knowledge.
- demonstrate knowledge of basic anthropological terminology and understanding major anthropological concepts.
- write essays explaining anthropological processes in clear and concise terms.
- reach and express logical conclusions drawn on anthropological data.
- demonstrate content knowledge in the broad areas of anthropology, including evolution, culture, genetics, archaeology, and human evolution when completing essay, objective, and multiple choice exams.

**Career Information**

The anthropology major is designed to prepare students for further study in anthropology leading to BA, MA, and/or PhD degrees. Anthropologists with graduate degrees teach at high schools, colleges, and graduate levels. Archaeologists manage cultural resources for state, federal, and private organizations. Physical anthropologists work in forensics and primatology. Both archaeologists and cultural anthropologists manage and coordinate museums and research facilities.

**Anthropology (ANTH)**

**ANTH 300 Biological Anthropology**

| Units: | 3 |
| Hours: | 54 hours LEC |
This course is an introduction to the science of biological anthropology. The topics to be covered will include: the field of anthropology; the scientific method; genetics and inheritance; natural selection; principles and mechanics of evolution; evidence of evolution; modern human variation; living primates; and the fossil evidence for human evolution.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define the scope of anthropology and discuss the role of biological anthropology within the discipline.
- examine the basic concepts of evolution.
- identify the main contributors to the development of evolutionary theory.
- summarize methods used in interpreting the fossil record, including dating techniques.
- describe the classification, morphology, and behavior of living primates.
- recognize the major groups of hominin fossils and describe alternate phylogenies for human evolution.
- explain the current hypotheses relevant to an understanding of human evolution.
- identify the biological and cultural factors responsible for human variation.
- describe the scientific process as a methodology for understanding the natural world.
- analyze the evidence to support evolution.
- explain the basic principles of Mendelian, molecular, and population genetics.
- evaluate how the forces of evolution produce genetic and phenotypic change over time.

ANTH 301 Biological Anthropology Laboratory

Units: 1
Hours: 54 hours LAB
Prerequisite: ANTH 300 or 480 with a grade of "C" or better or concurrent enrollment in ANTH 300 or 480.
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B3; IGETC Area 5B
C-ID: C-ID ANTH 115L
Catalog Date: June 1, 2020

This introductory laboratory course is designed to familiarize students with the methods and materials of biological anthropology. Topics of significance covered in the course will include human osteology, forensic anthropology, genetics and evolutionary theory, biological classification, primatology, and the fossil evidence for the evolution of humans and their ancestors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify bones and features of the human skeleton and apply that knowledge to distinguish position, articulation, and side of the body for specific bones.
- recognize sex-related and age-related variation present in human populations, the methods used to describe and measure this variation, and the application of such knowledge to Forensic anthropology.
- demonstrate knowledge of the basic principles of molecular and Mendelian genetics; identify sources of biological variation and the inheritance of that variation; apply that knowledge to solve genetics problems; identify the outcomes of evolutionary processes.
- describe the principles of biological classification and taxonomy, and apply those principles to classification of the Order Primates.
- compare and contrast skeletons of strepsirhines, monkeys, apes, and humans, looking especially at locomotor and dietary adaptations; recognize characteristics of living primates that are useful for identification and interpretation of primate fossils.
- identify and date significant fossils of human ancestors; use specific characteristics to differentiate between fossil species.
**anth 303 introduction to forensic anthropology**

<table>
<thead>
<tr>
<th>Same As:</th>
<th>ADMJ 332</th>
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<tbody>
<tr>
<td>Units:</td>
<td>3</td>
</tr>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>ENGWR 51 or ESLW 310 and ESLR 310 with grades of &quot;C&quot; or better</td>
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<td>Advisory:</td>
<td>ANTH 300 with a grade of &quot;C&quot; or better</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area IV</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course is an overview of forensic anthropology, an applied field of physical anthropology. Forensic anthropology uses the analysis of human skeletal remains to answer medico-legal questions. This course emphasizes current techniques used in analysis of human skeletal remains, medico-legal procedures, and the role of the anthropologist in the investigative process. It examines the basics of bone biology, methods of skeletal analysis, and recognition of bone pathology and trauma. Students may earn credit for either ANTH 303 or ADMJ 323 but not for both.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- describe the methods and approaches of a forensic anthropologist.
- apply the techniques for determining sex, age, and ethnicity from human skeletal remains.
- examine a human skeleton and infer possible trauma and pathology.
- discuss the legal and ethical issues of working with human remains.
- apply the processes for establishing positive identification using human remains.
- explain the role of the forensic anthropologist in a criminal investigation.
- describe the dynamics of dental anthropology in positive identification.
- evaluate the significance of human skeletal remains to overall crime scene investigation.

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**anth 310 cultural anthropology**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ENGWR 51 or ESLW 310 and ESLR 310 with grades of "C" or better |
| Transferable: | CSU; UC  |
| General Education: | AA/AS Area V(b); AA/AS Area Vl; CSU Area D1; IGETC Area 4A |
| C-ID: | C-ID ANTH 120 |
| Catalog Date: | June 1, 2020 |

This course is an introduction to the variety of customs, traditions, and forms of social organization in societies around the world. The main goal of the course is to understand the importance of culture for both the individual and societies. Anthropological concepts that will be stressed include human culture and language, cultural relativism, holism, ethnocentrism, cross-cultural comparisons, field work, and theory. Topics include the nature of culture, subsistence methods, religion, linguistics, trade and economic systems, arts, kinship, marriage and family systems, technology, and change.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze the complexity of other societies and assess the relevance of cultural diversity in the U.S.
- question ethnocentric behaviors.
- analyze cultural similarities and differences through anthropological theories.
- describe the methods used in ethnographic fieldwork.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the difference between natural culture change and culture change as imposed from external forces.
- analyze and compare European, Asian, African, American, and Oceanic cultures.
- critically analyze the process of globalization and its widespread effects.
- analyze historical and contemporary ethnographic studies to develop concepts of social and economic development and culture change.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast the many cultures of Southeast Asia.
- evaluate the prehistoric and historic factors that have helped to shape the region.
- describe the contemporary cultures of the region.
- critique relations between politically dominant state-level societies in Southeast Asia and minority cultures within those states.
- analyze the causes of Southeast Asian immigration and refuge in the United States and some of the concerns of these populations.
ANTH 320 Introduction to Archaeology and World Prehistory

This course is an introduction to the field of Archaeology and a survey of World Prehistory. Students will be introduced to the theories, concepts, and methods employed by archaeologists in the study of the human past. By examining the archaeological record of cultures in Africa, Europe, Asia, the Americas, and the Pacific Islands, students will explore the trajectory of human cultures from the Upper Paleolithic onward, using a range of case studies from around the world.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate a comprehensive understanding of the methods and practice of Archaeology.
- apply archaeological theories and concepts to the investigation of prehistoric cultures; understand the complexities of interpreting the material record.
- identify and analyze major cultural events in human history, including dispersal to Australia and the Americas, domestication of plants and animals, rise of social inequality, development of political institutions, and technological advances.
- identify significant prehistoric cultures around the world and how they illuminate our understanding of human variation and patterns of cultural development.

ANTH 323 Introduction to Archaeology

This course is an introduction to the concepts, methods, and theoretical perspectives employed in the scientific study of archaeology. Emphasis will be placed on how data is retrieved from the archaeological record and how it can be used to address questions about the development and evolution of human social systems. Topics will include archaeological theory, survey and excavation methods, laboratory analysis, reconstructing past environments, and drawing conclusions about the past from archaeological data. This course will draw upon examples from the New World as well as archaeological examples worldwide. A field trip may be required. Research assignments will be assigned to students who cannot participate in a field trip.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discuss archaeological theories and methods used to investigate archaeological sites.
- identify the appropriate dating technique to use on different archaeological materials.
- critique the different theoretical approaches in archaeological investigations.
- utilize appropriate mapping, excavation, and artifact collection techniques.
- recognize the ethical dilemmas that archaeologists face and understand the archaeological code of ethical conduct.
- interpret archaeological data to form conclusions about the past.
- apply appropriate inquiry methods to reconstruct past landscapes and social systems.
- evaluate the effectiveness of different theoretical approaches at evaluating archaeological data.
- analyze and describe how archaeological knowledge can be applied to the study of modern humans and our societies.
ANTH 324 World Prehistory

This course is an archaeological survey of World Prehistory from the emergence of human culture through the development of early civilizations. By examining the archaeological record of cultures in Africa, Europe, Asia, the Americas, and the Pacific Islands, students will explore the trajectory of human cultures through several key developments including early ice age adaptations, origins of agriculture, establishment of permanent settlements, the rise of complex social organization, and specialized technologies.

Upon completion of this course, the student will be able to:

- identify and analyze major cultural events in human history, including dispersal to Australia and the Americas, domestication of plants and animals, rise of social inequality, development of political institutions, and technological advances.
- identify the variation of human material culture around the world and understand how the archaeological record is reflective of past human beliefs and practices.
- identify significant prehistoric cultures around the world and how they illuminate our understanding of human variation and patterns of cultural development.

ANTH 325 Archaeology of Mesoamerica

This course is a survey of the anthropology and archaeology of Mesoamerica. It includes an anthropological perspective of the characteristics of past and present Mesoamerican cultures, including languages, writing systems, mythological and religious traditions, social and political organization, gender roles, economic systems, agriculture and astronomy. The course reviews history from the pre-Columbian period through colonization and the current era, including contemporary ethnography and issues of representation. Students who took this course as ANTH 499 are not eligible to take this course.

Upon completion of this course, the student will be able to:

- distinguish the geographic, cultural, and political boundaries of Mesoamerica.
- investigate the pre-Columbian cultures of Mesoamerica from an anthropological perspective.
- incorporate an in-depth understanding of the archaeology of Ancient Maya civilization, which will include current knowledge of Maya hieroglyphic writing, Mayan languages, and social organization.
- analyze the development of agriculture, social stratification, and political economy in Mesoamerica.
- explain the shared mythological and religious traditions in Mesoamerica.
- compare the value and limitations of archaeology, epigraphy, art history, ethnohistory, and cultural anthropology in providing knowledge about ancient Mesoamerica and how Mesoamerican peoples and cultures are represented.
- assess the ethnographic record and attempt to understand emic perspectives and the multiple ways in which Mesoamerican peoples have perceived the world around them.
- evaluate the significant cultural and historical processes from the Colonial period through the Modern era and the continuities of Mesoamerican cultures through time.
ANTH 331 The Anthropology of Religion

This course surveys the forms and functions of supernatural belief systems and their associated rituals in various societies. Ethnographic examples are utilized in order to study beliefs and rituals within their sociocultural contexts. Comparisons are then drawn in order to understand the functions of religious and magical beliefs and rituals in human life.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare a large range of religious, ritual, and magical beliefs throughout the world and over time.
- analyze the sociocultural contexts of religious and magical beliefs.
- differentiate between the basic anthropological approaches to the study of ritual, magic, and religion, and examine the differences between magical thinking and the scientific method.
- describe anthropological approaches to data gathering and the analysis of ceremonial, magical, and supernatural practices and beliefs.
- evaluate the roles of magic, ritual, and belief systems in past and present societies, with comparative emphasis on the students’ own cultures.
- examine examples of new religious movements, their origins, their most important features, and their sociocultural significance.
- compare supernatural beliefs and practices regarding illness and healing.
- demonstrate the connections between economics, social organization, and supernatural belief systems cross-culturally.

ANTH 332 Native Peoples of California

This course provides a study of the Native inhabitants of California from the prehistoric period to the present time, in addition to offering an introduction to the diversity and complexity of aboriginal California. It includes the environmental adaptation, material culture, social structure, ideology, and response to change. This course meets the SCC Multicultural Graduation Requirement for comparative examination of diverse culture groups in the U.S. In addition to gaining perspectives on the great diversity of aboriginal cultures in California, the student will examine the impact of the other Native and non-Native groups on those cultures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the unique, major culture areas of Native California, the environment of each, the ecological adaptations, and the major cultural features that distinguish those areas.
- compare and contrast Native California social and cultural systems with at least one other major Native North American cultural area.
- describe the linguistic diversity and complexity of Native California.
- demonstrate an awareness of the archaeological record of Native Peoples of California.
- compare and contrast Native Californian and Western European systems of categorization.
- demonstrate an understanding of the history and methods of anthropological study of California Native Peoples.
- hypothesize on the positive and negative values, such as ethnocentrism and cultural integrity, of the relationship of Native Californians to Spanish, Mexican, and American immigrants based on archaeological, folkloric (first person accounts from the
original culture), and historical evidence.

- analyze and speculate from an anthropological perspective on the continuities and current issues among Native Californians within and across tribal groups.
- use applied anthropological techniques, examine and analyze a source of present day culture conflicts between native peoples and the dominant Euro-American culture and recommend alternative solutions.

ANTH 334 Native Peoples of North America

<table>
<thead>
<tr>
<th>Units: 3</th>
<th>54 hours LEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: ENGWR 51 or ESLW 310 and ESLR 310 with grades of &quot;C&quot; or better.</td>
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<tr>
<td>Transferable: CSU; UC</td>
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<tr>
<td>General Education: AA/AS Area V(b); AA/AS Area Vi; CSU Area D1; IGETC Area 4A</td>
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<td>Catalog Date: June 1, 2020</td>
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</tbody>
</table>

This course is an introductory survey of traditional Native American societies. In this course students will gain an understanding of the peoples and cultures of North America and evaluate native ecological adaptations, languages, social organizations, religion, mythologies and world view, and artistic representations. Perspectives on changes in traditional life and Native Americans' current social roles and statuses will be included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the unique, major culture areas of North America, the environments of each, native ecological adaptations, and major cultural features that distinguish those areas.
- contrast social or cultural systems within Native North America and between Native American and the Euro-American system.
- describe the linguistic diversity and complexity of Native North America.
- demonstrate an awareness of the archaeological record of Native Peoples of North America.
- compare and contrast Native and Western systems of categorization.
- demonstrate an awareness of the history and methods of anthropological study of North American Native Peoples.
- demonstrate an awareness of the continuities and current issues among Native Peoples of North America.

ANTH 341 Introduction to Linguistics

<table>
<thead>
<tr>
<th>Units: 3</th>
<th>54 hours LEC</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite: None.</td>
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<tr>
<td>Transferable: CSU; UC</td>
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<tr>
<td>General Education: AA/AS Area V(b); AA/AS Area Vi; CSU Area D1; IGETC Area 4A</td>
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<td>Catalog Date: June 1, 2020</td>
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</tbody>
</table>

This course will involve the student in the exploration of language from an anthropological perspective, including the biological basis of language, the role of language in social interaction and world view, minority languages and dialects, bilingualism, literacy, the social motivation of language change, and the impact of language loss. The student will also be introduced to the analytical techniques of linguistics and the demonstration of their relevance to language in sociocultural issues.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the biological basis of language, including genetic, physiological, and neurological aspects of language, and the biocultural origins of language.
- apply linguistic theory and methods to a social interpretation of languages and their relation to culture.
- interpret and describe language using structural linguistic techniques.
- describe and demonstrate how paralanguage alters and enhances social communication in humans and non-human primates.
- describe the role of language as a reflection of culture and ways in which language influences thought.
• examine minority languages and dialects, bilingualism, literacy, the social motivation of language change, and the impact of language loss.
• recognize the interrelated acquisition of language and culture.
• examine cross-cultural non-verbal communication.
• apply the methodologies of historical linguistics and language comparisons, describing the process of linguistic divergence and the creation of new languages or dialects.
• demonstrate an awareness of how race, class, gender, ethnicity, age, and sexual orientation intersect with language use.

ANTH 480 Honors Biological Anthropology

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Enrollment Limitation: Eligibility for admission to the Honors Program
Advisory: ENGWR 300 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B2; IGETC Area SB
C-ID: C-ID ANTH 110
Catalog Date: June 1, 2020

This course is a seminar-style honors-level introduction to the science of biological anthropology. Topics will include: the field of anthropology; the scientific method; genetics and inheritance; natural selection; principles and mechanics of evolution; evidence of evolution; modern human variation; living primates; and the fossil evidence for human evolution. Honors courses are open to students who demonstrate an ability to write carefully reasoned, well-organized essays of varying lengths, are prepared to make clear oral presentations in class, and are able to actively contribute to seminar discussions. Credit may be earned for ANTH 480 or ANTH 300 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• evaluate the nature and origins of the science of biological anthropology.
• describe the scientific method and discuss how it serves as a methodology for understanding the natural world.
• discuss the evidence that supports the theory of evolution and evaluate how the forces of evolution produce genetic and phenotypic change over time.
• explain the basic principles of Mendelian, molecular and population genetics, and how they affect biological change.
• describe the classification, morphology, and behavior of living primates, and the nature of our relationship to non-human primates.
• recognize the major groups of hominin fossils and identify the biological and cultural adaptations of human ancestors.
• summarize methods used in interpreting the fossil record, including dating techniques.
• identify the biological and cultural factors responsible for human variation.

ANTH 481 Honors Cultural Anthropology

Units: 3
Hours: 54 hours LEC
Prerequisite: Eligibility for admission to the Honors Program.
Enrollment Limitation: CSU; UC
Advisory: ENGWR 51 or ESLW 310 and ESLR 310 with grades of "C" or better
Transferable: AA/AS Area V(b); AA/AS Area VI; CSU Area D1; IGETC Area 4A
General Education: C-ID ANTH 120
Catalog Date: June 1, 2020

This course is a seminar-style introduction to the variety of customs, traditions, and forms of social organization in a variety of western and non-western societies. The main goal of the course is to understand the importance of culture for both the individual and societies. Anthropological concepts will be emphasized including human culture and language, cultural relativism, holism, ethnocentrism, cross-cultural comparisons, fieldwork, and theory. Topics include the nature of culture, subsistence methods, religion, linguistics, trade and economic systems, arts, kinship, marriage and family systems, technology, and change. This honors section uses an intensive instructional
methodology designed to challenge motivated students.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze cultural similarities and differences through anthropological theories.
- assess the relevance of cultural diversity in the U.S.
- identify ethnocentrism and understand the shortcomings of this viewpoint.
- explore cultural beliefs/behaviors through both emic and etic perspectives.
- describe the methods used in ethnographic fieldwork; analyze and evaluate the ethical issues anthropologists encounter.
- discuss the role of language in shaping worldview, learning, enculturation, and cross-cultural communication.
- evaluate the relevance of kinship and marriage patterns, subsistence techniques, social stratification, domestic groups, political organization, the arts, religion, and culture change in the lives of individuals and the functioning of societies.
- explain the interconnectedness of the economic, political, and sociocultural forces of globalization amongst diverse cultural groups.

ANTH 495 Independent Studies in Anthropology

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course provides an opportunity to take a course in anthropology that covers topics that are not part of the regular curriculum. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the anthropological concepts studied in this course.
- demonstrate competence in the anthropological skills studied in this course.
Art | Sacramento City College

The art program is designed for students interested in transferring to a four-year university or college, as well as students interested in furthering their skills in the visual arts. A wide range of courses are offered, providing students experiences in drawing, painting, sculpture, ceramics, and other media.

Dean
Patti Leonard

Department Chairs
Gioia Fonda

(916) 558-2551

LeonardP@scc.losrios.edu

Associate Degrees for Transfer

A.A.-T. in Studio Arts

Completion of this degree will provide a foundation in studio art methods. Program offerings include course work in art history, 2-D, and 3-D studio practices.

The Associate in Arts in Studio Art for Transfer provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ART 300</td>
<td>Drawing and Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ART 320</td>
<td>Design: Fundamentals</td>
<td>3</td>
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<tr>
<td>ART 370</td>
<td>Three Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>[ ARTH 304 ]</td>
<td>Ancient Art (3)</td>
<td>3 - 6</td>
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<tr>
<td>and ARTH 306]</td>
<td>Medieval Art (3)</td>
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<tr>
<td>or ARTH 332</td>
<td>Asian Art (3)</td>
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<tr>
<td>ARTH 308</td>
<td>Renaissance Tradition in Art</td>
<td>3</td>
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<tr>
<td>ARTH 310</td>
<td>Modern Art</td>
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A minimum of 9 units from the following:

<table>
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<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>ART 302</td>
<td>Drawing and Composition II (3)</td>
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<tr>
<td>or ART 304</td>
<td>Figure Drawing I (3)</td>
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<tr>
<td>ART 301</td>
<td>Digital Drawing and Composition (3)</td>
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<td>ART 323</td>
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<tr>
<td>ART 336</td>
<td>Watercolor Painting (3)</td>
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<tr>
<td>or ART 334</td>
<td>Acrylic Painting (3)</td>
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<tr>
<td>or ART 332</td>
<td>Oil Painting (3)</td>
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<tr>
<td>ART 361</td>
<td>Printmaking: Survey (3)</td>
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<tr>
<td>ART 372</td>
<td>Sculpture (3)</td>
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<tr>
<td>ART 373</td>
<td>Intermediate Sculpture (3)</td>
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<tr>
<td>ART 380</td>
<td>Techniques in Metal Design (3)</td>
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<tr>
<td>ART 390</td>
<td>Ceramics (3)</td>
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<tr>
<td>ART 400</td>
<td>Clay Sculpture (3)</td>
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<tr>
<td>or ART 394</td>
<td>Wheel Thrown Ceramics, Beginning (3)</td>
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<tr>
<td>or ART 391</td>
<td>Intermediate Ceramics (3)</td>
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<tr>
<td>PHOTO 302</td>
<td>Beginning Digital Photography (3)</td>
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</table>

Total Units: 27 - 30

The Associate in Arts in Studio Arts for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- differentiate major historical movements and developments in the visual arts.
- compose or design works of art that utilize a combination of technique, materials, visual ideas, and experiences.
- construct and document a personal portfolio of artworks for professional presentation.
- critique artworks using correct terminology related to concepts, materials, and techniques.
- evaluate form, image, and artistic creation of visual artworks from different traditions, cultures, and civilizations.

Career Information

Individuals who choose to transfer, earning four-year degrees in art in may be placed in the K-12 educational field as well as in museums and galleries as registrars, preparators, and curatorial staff. Individuals may also work as fine artists, graphic artists or designers, illustrators, computer artists, and other commercial work such as freelance photography and the film industry. Advanced degrees in art may lead to careers as educators at the college or university level, art directors, art editors, curators, conservators, and restorers for museums and galleries.

Associate Degrees

A.A. in Art

The art program is designed for students interested in transferring to a four-year university or college, as well as students interested in...
furthering their skills in the visual arts. A wide range of courses are offered, providing students experiences in drawing, painting, sculpture, ceramics, and other media.

**Catalog Date:** June 1, 2020

## Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>ART 300</td>
<td>Drawing and Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ART 320</td>
<td>Design: Fundamentals</td>
<td>3</td>
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<td>ART 323</td>
<td>Design: Color Theory</td>
<td>3</td>
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<td>ART 370</td>
<td>Three Dimensional Design</td>
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<tr>
<td>ART 390</td>
<td>Ceramics</td>
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<td>ART 334</td>
<td>Acrylic Painting (3)</td>
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<tr>
<td>ART 335</td>
<td>Acrylic Painting: Abstract (3)</td>
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<td>ART 336</td>
<td>Watercolor Painting (3)</td>
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<tr>
<td>ART 361</td>
<td>Printmaking: Survey (3)</td>
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<td>ART 362</td>
<td>Printmaking: Intaglio (3)</td>
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<td>ART 363</td>
<td>Printmaking: Screen Printing (3)</td>
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<td>Printmaking: Relief (3)</td>
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<td>Printmaking: Lithography (3)</td>
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<td>Italian Renaissance Art (3)</td>
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<td>Renaissance Tradition in Art (3)</td>
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<td>Modern Art (3)</td>
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<td>ARTH 312</td>
<td>Women in Art (3)</td>
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<td>ARTH 313</td>
<td>History of Western Architecture: Prehistoric to Renaissance (3)</td>
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<td>History of Western Architecture: Renaissance to Modern (3)</td>
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<td>ARTH 334</td>
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<tr>
<td>ARTH 410</td>
<td>Early 20th Century Art (3)</td>
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</tbody>
</table>

**Total Units:** 24
The Art Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate increased sensitivity to the visual world and its aesthetic traditions and assess such visual traditions.
- communicate experiences and ideas visually by designing and producing a variety of work in the visual arts.
- critique and analyze subject matter in the visual arts and demonstrate appropriate performance skills to treat that subject matter with a scope and intensity beyond the secondary level.
- compare, contrast, and assess the historical methods by which people have responded to themselves and the world around them.
- demonstrate an aesthetic understanding and the ability to make value judgments within the context of cultural and artistic creations.

Career Information

Degrees in art allow individuals to work in the educational field as teachers, as well as in museums, as restorers, and in galleries. Primarily, individuals with art degrees will work independently, producing works that are displayed in museums, galleries, and other exhibition spaces. Some artists will also work as graphic designers, illustrators, and in other commercial work.

A.A. in Interdisciplinary Studies: Arts and Humanities

The Interdisciplinary Studies degree is designed for students who seek a greater understanding of disciplines within the arts and humanities. This program is a good choice for students planning on transferring to the California State University or the University of California. The student will be able to satisfy general education requirements and focus on transferable course work that relates to a specific major and/or individual interest.

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<td>ARABIC 402</td>
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<td>ART 300</td>
<td>Drawing and Composition I (3)</td>
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<tr>
<td>ART 301</td>
<td>Digital Drawing and Composition (3)</td>
<td></td>
</tr>
<tr>
<td>ART 302</td>
<td>Drawing and Composition II (3)</td>
<td></td>
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<tr>
<td>ART 304</td>
<td>Figure Drawing I (3)</td>
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<tr>
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<td>ART 307</td>
<td>Rendering (3)</td>
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<td>ART 310</td>
<td>Pen and Ink Drawing (3)</td>
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<td>ART 312</td>
<td>Portrait Drawing (3)</td>
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<tr>
<td>ART 320</td>
<td>Design: Fundamentals (3)</td>
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<tr>
<td>ART 322</td>
<td>Design: Image and Content (3)</td>
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<tr>
<td>ART 323</td>
<td>Design: Color Theory (3)</td>
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<tr>
<td>ART 324</td>
<td>Collage and Assemblage (3)</td>
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<td>ART 330</td>
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<td>Intermediate Oil Painting (3)</td>
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<tr>
<td>ART 335</td>
<td>Acrylic Painting: Abstract (3)</td>
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**ART 300 Drawing and Composition I**

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Course Family: | Drawing Fundamentals (http://scc.losrios.edu/course-families#id_100006) |
| Prerequisite: | None. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C1 |
| C-ID: | C-ID ARTS 110 |
| Catalog Date: | June 1, 2020 |

This course introduces students to the fundamentals of drawing, with an emphasis on direct observation. Both historical and contemporary drawing practice will be explored. This course is a basic requirement for all art students and recommended for those students interested in any visual field. A field trip is required. Students are required to purchase supplies needed for the course at a cost between $75-100. Additionally, students will need to pay a $5 lab fee for supplies that will be distributed and available in class.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression.
- manipulate traditional and non-traditional drawing media with an emphasis on charcoal, graphite, and ink.
- demonstrate facility in using a variety of techniques to create line, value, form, and depth on a flat surface including modeling and both linear and nonlinear perspective.
- apply drawing skills to a wide range of subject matter including still-life, landscape, and portraiture.
- examine the variety of styles and roles of drawing within different cultures and time periods, ranging from representational to abstract.
- develop a personal portfolio of works.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing or writing about drawing.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.
- integrate and apply the elements of art and principles of design when creating works of art.

**ART 301 Digital Drawing and Composition**

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Course Family:** [Drawing Fundamentals](http://scc.losrios.edu/course-families#id_100006)  
**Prerequisite:** ART 300 with a grade of "C" or better  
**Advisory:** DDSN 331 with a grade of "C" or better  
**Transferable:** CSU; UC  
**Catalog Date:** June 1, 2020

This course is designed to address the traditional qualities of creative drawing and the unique properties of drawings produced using digital technology. The course includes problems in observation and expression and the translating of these experiences into graphic terms by exploration of gesture, line, texture, shape, volume, space, light, and shadow. Students are required to purchase a digital memory device with a capacity of at least 4G, a sketchbook, and a few other supplies as requested by the instructor. These supplies will cost less than $100.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- use the computer as an art-making tool.
- integrate and apply the elements of art and principles of design when creating works of art.
- examine the relationship of personal vision and gesture in the art-making process.
- show competency in a range of image making, including still-life, landscape, portrait, and abstraction.
- create a personal portfolio of digital drawings.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, critiquing, and writing about art, digital drawing specifically.
- employ proper material handling, use, storage, clean up, and safety standards in the classroom.

**ART 302 Drawing and Composition II**

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Course Family:** [Drawing Fundamentals](http://scc.losrios.edu/course-families#id_100006)  
**Prerequisite:** ART 300 with a grade of "C" or better  
**Transferable:** CSU; UC  
**C-ID:** C-ID ARTS 205  
**Catalog Date:** June 1, 2020

This course expands on the drawing skills presented in ART 300 and covers more complex problems in observation, personal expression, and the formal exploration of composition. Students investigate subject, form, and content through color and the use of materials and techniques. A field trip is required. Materials may cost from $50-$75.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- integrate and refine technical skills using a greater variety of drawing tools, techniques, and surfaces.
- distinguish the basic properties of color and color mixing with drawing media and relate value to color, space, and composition.
- complete a series of works related in subject, technique, or theme in order to achieve personal expression and self direction.
- evaluate, based on select criteria of their own work and the work of others through critiques and discussions.
- synthesize drawing concepts and history of drawing by applying the language in written form to the viewing experience.
- utilize nomenclature appropriate to the course during class discussions, critiques, and written assignments.
- employ proper material/equipment handling, use, storage, clean up, and safety standards in the classroom.
- integrate and apply the elements of art and principles of design to artwork.

ART 304 Figure Drawing I

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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>36 hours LEC; 54 hours LAB</td>
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<tr>
<td>Course Family:</td>
<td>Figure Studies (<a href="http://scc.losrios.edu/course-families#id_100008">http://scc.losrios.edu/course-families#id_100008</a>)</td>
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<tr>
<td>Prerequisite:</td>
<td>ART 300 with a grade of &quot;C&quot; or better</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>C-ID:</td>
<td>C-ID ARTS 200</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
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This course offers the study of the human figure by analyzing, drawing, and composing its structural elements in a representational manner with respect to line, tone, shape, and color. Models draped and undraped will be used as subjects. A variety of media will be introduced in the exploration of drawing of the human form. A field trip to a local gallery is required. Students need approximately $100 of art supplies for projects as required by the individual instructor.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze, compose, and construct the human figure with respect to its color, design, and anatomical structure.
- experiment with various methods and media of drawing the figure.
- demonstrate improvement of basic drawing skills.
- evaluate the depiction of the human form throughout history and within contemporary artistic practice.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, critiquing or writing about figure drawing.
- employ proper material handling, use, storage, clean-up, and safety standards in the classroom.
- integrate and apply the elements of art and principles of design when creating works of art

ART 305 Figure Drawing II

<table>
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<tr>
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<tbody>
<tr>
<td>Hours:</td>
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</tr>
<tr>
<td>Prerequisite:</td>
<td>ART 304 with a grade of &quot;C&quot; or better</td>
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<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
<td>CSU Area C1</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This is a combined lecture and lab course where the human figure is studied directly and in historical context. Students will study the structure, proportion, and relationship of the undraped or draped human figure to compositional space and color. Students will study great works of figurative-based art and will practice subjective responses to a multitude of aesthetic theories. A field trip to an art museum or gallery is required for this course. Students need approximately $100 of art supplies for projects as required by the individual instructor.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and draw the figure with respect to anatomy and proportion.
- create drawings with the art materials and processes learned in this course.
- synthesize and suggest action in drawing the figure.
- create original compositions using the figure in context.
- develop a subjective style based in response to historical theory, concepts, and repeated practical applications.
- produce drawings of the figure with strong analysis of its structure, proportion, and relationship to compositional space and color.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize nomenclature appropriate to the course during class discussions, critiques and written assignments.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.
- integrate and apply the elements of art and principles of design when creating drawings of the figure.

ART 307 Rendering

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Course Family: | Applied Drawing (http://scc.losrios.edu/course-families#id_100007) |
| Prerequisite: | ART 300 with a grade of "C" or better |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

This course covers drawing and painting techniques that result in the accurate representation of diverse subject matter. A field trip is required. The cost of materials will be between $100 and $150.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create diverse compositions emphasizing a variety of subjects, rendered in a realistic style.
- develop a personal portfolio of artworks.
- experiment with a variety of artistic techniques, media and conceptual approaches.
- investigate the varied relationships between observation and the drawn or painted image of that which is observed.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, critiquing and writing about renderings.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.
- integrate and apply the elements of art and principles of design when creating works of art.

ART 310 Pen and Ink Drawing

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Course Family: | Applied Drawing (http://scc.losrios.edu/course-families#id_100007) |
| Prerequisite: | None. |
| Advisory: | ART 300 with a grade of "C" or better or equivalent. |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

This course emphasizes the fine art of black and white line and mass drawing using a variety of pen and ink, brush and ink techniques, and
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- experiment with using the materials, tools, and techniques associated with pen and ink.
- draw a variety of subjects from observation and imagination.
- create a portfolio reflecting the course content, including: line quality, line character, line as texture, and line as value.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize and comprehend appropriate nomenclature when writing, discussing or critiquing artworks created with ink.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.
- integrate and apply the elements of art and principles of design when creating works of art and design.

ART 312 Portrait Drawing

This course is an introduction to and exploration of the human image as the subject of art. Emphasis is on developing the skills needed to portray specific individuals, rather than a generalized image of people. This is primarily a practice course including elements of the history and traditions of portraiture. A field trip to an art gallery or museum is required. Approximately $100 of art materials as required by the instructor.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate and apply basic skills in drawing and observing human portraits.
- create an accurate likeness of an individual using a variety of techniques and materials.
- distinguish and integrate historical and contemporary approaches to portraiture and create work that reflects these ideas.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, critiquing, and writing about portraiture.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.
- integrate and apply the elements of art and principles of design when creating portraits.

ART 313 Portrait Drawing: Abstract

This course gives portrait drawing students an opportunity to focus on abstraction and expressive ways of representing the human face. Emphasis is on the human image as subject and content. Students will be working within the context of established contemporary portraiture practices and techniques. A field trip to an art gallery, museum, and/or artist's studio is required. Approximately $100 of art materials as required by the instructor.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create human portraits in a variety of abstract and expressive approaches.
- experiment with a variety of materials and techniques to express an abstracted portrait of a human face.
- produce a portfolio of work reflecting the key concepts of modern and contemporary abstract portraiture.
- differentiate varying approaches to abstraction in portraiture from modern and contemporary art.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, writing, and critiquing abstract works of art.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.
- integrate and apply the elements of art and principles of design when creating works of art.

ART 320 Design: Fundamentals

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C1
C-ID: C-ID ARTS 100
Catalog Date: June 1, 2020

This course is an introduction to understanding the underlying structure of all two-dimensional art forms, from graphic design to painting. Students will acquire greater visual literacy and acumen as they examine the elements of art (line, shape, tone, space, color and texture) and the principles of their organization and composition in works of art/design. Historic and contemporary examples of art/design will also be studied within the constructs of students’ projects. This course is a basic requirement for all art students and a great option for students of art history and graphic communications. Students are required to purchase supplies needed for the course at a cost of between $100-150. A field trip to an art museum or gallery is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate, with objectivity, the various underlying dynamics present in works of two-dimensional art and design.
- experiment with various art materials and techniques with confidence to visually communicate more effectively.
- analyze, compare and contrast, historic and contemporary examples of art/design from a variety of cultures.
- create a portfolio of work based on projects and assignments.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, writing, or critiquing works of art and design.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.
- integrate and apply the elements of art and principles of design when creating visual works of art and design.

ART 322 Design: Image and Content

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: ART 300 and 320 with grades of “C” or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course involves the further study of the formal elements of line, shape, tone, and color and theories of their organization and composition. Emphasis is on exploring as a cohort (through serious critique), the expressive aspect of subject and content and the influence of materials and techniques on form. A variety of materials will be used throughout the semester. Students are required to purchase supplies needed for the course at a cost of between $100-150. A field trip to a museum or gallery is required.
Upon completion of this course, the student will be able to:

- experiment with and demonstrate skill in handling a variety of media and techniques.
- solve and personalize class assignments addressing a variety of subjects and utilizing a variety conceptual approaches.
- create a portfolio of work reflecting the goals outlined in the course assignments.
- critique their own work, or the works of others, in constructive and tactful ways.
- utilize appropriate nomenclature when discussing, writing, or critiquing works of art and design.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.
- integrate the formal elements of art and principles of design when creating works of art and design.

ART 323 Design: Color Theory

This course covers studio problems in the use and understanding of color and its application to works of art. This course is appropriate for a variety of color-sensitive classes or fields of interest. Emphasis is on color relationships, color interactions, and color mixing. Color is explored from an objective (optical) as well as a subjective (interpretative) point of view. Students are required to purchase supplies needed for the course at a cost of between $100-150. A field trip is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate skill in mixing colors.
- compose color for purposes of creative expression.
- examine and explain basic science of color.
- compare and contrast major theories of color.
- distinguish color interactions and relationships present in artworks both historical and contemporary.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize nomenclature appropriate to the course during class discussions, critiques and/or written assignments.
- employ proper material/equipment handling, use, storage, clean-up and safety standards in the classroom.
- integrate and apply the elements of art and principles of design to all course work and assignments.

ART 324 Collage and Assemblage

This course investigates methods of creating a dimensional surface while using a variety of found and constructed materials in the form of collage and assemblage. Surfaces vary in the degree of dimensionality, from two-dimensional, low-relief, high-relief, and fully three-dimensional. This course investigates the use of textures and ways of altering surfaces using a variety of techniques, materials, and supports. Students will create an object-archive from which to compose the collages and assemblages for this course. Materials contained in the object-archive may include but are not limited to hand painted papers, patterned papers, textured papers and fabrics, low-relief...
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assemble and collect an object-archive of a variety of images and materials appropriate for collage and assemblage.
- create unified compositions based on the skillful manipulation of found-objects and collected papers with a mixed-media approach to materials.
- construct projects with appropriate supports and adhesives while exploring a wide range of collage and assemblage materials.
- synthesize and draw inspiration from the history and multi-cultural nature of collage and assemblage through exposure to and research of artists from across the globe.
- analyze, evaluate, and discuss both the formal aspects and conceptual impacts of completed compositions.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, writing, or critiquing works of art and design.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.
- integrate and apply the elements of art and principles of design when creating works of art and design.

ART 330 Mural Painting

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Painting
Prerequisite: ART 300 and 320 with grades of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is a comparative survey of the use of mural painting as an interactive, public art form throughout the world and across time. This course covers the process of creating a mural painting by analyzing a site, researching, planning, and executing murals in public spaces, and working collaboratively with others. Field trips are required to study existing murals and to execute the work on location if applicable. The cost of materials for this course is approximately $75 per student (for their own personal brushes and art supplies) + an additional $30 lab fee.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- research the historical use of mural painting by different cultures.
- formulate with others to plan and execute a mural as a public art form.
- evaluate and record the process of creating a mural painting from surveying the site to executing the work.
- apply and describe the planning steps in a large scale commission work.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, writing, or critiquing works of art and design.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom and at any auxiliary work site.
- integrate and apply the elements of art and principles of design when creating works of art and design.

ART 332 Oil Painting
This course is an introduction to the medium and materials used in oil painting. Along with the methods and traditions of painting images, color, pattern, line, texture, light, space, style and techniques, and their application in both historical and contemporary works are thoroughly investigated. Students are required to purchase supplies for this course at a cost of between $120-150.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the qualities inherent to oil paint and manipulate this complex medium.
- construct and prepare a variety of painting surfaces and supports.
- apply knowledge of visual structure and the skills of rendering techniques to this medium.
- develop expressive content and original personal concepts through manipulation of mark, color, value, and composition.
- differentiate, through first-hand experience, an understanding of the historical and contemporary structures and traditions of the discipline and how their own work addresses these structures and traditions.
- apply the principles of perceptually and theoretically based color theory to painting projects.
- develop a personal portfolio of works in oil paint.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, writing, or critiquing works of art and design.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.
- integrate and apply the elements of art and principles of design when creating works of art and design.

### ART 333 Intermediate Oil Painting

This course is a continuation of the examination of painting using oil-based paints. It concentrates on the further development of traditional techniques with specific investigations of theoretical concepts and personal subjects and techniques. It also continues the development of written descriptive and analytical skills based on direct observation of existing works in art galleries and museums. A field trip to an art museum, gallery or artist studio is required. Should a student not be able to participate in the class field trip, an alternative assignment will be offered. The cost of materials for this course is between $100 and $150.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop technical ability and resolve more personal and creative investigations while working independently.
- practice traditional techniques manipulating the medium of oil paint.
- integrate personal production into the larger historical and contemporary contexts of art making.
- create a series of unified and cohesive paintings relating both in terms of their subject matter and style.
- research and analyze a painting, and write an essay using the appropriate vocabulary for the topic.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, writing, or critiquing works of art and design.
• employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.

• integrate and apply the elements of art and principles of design when creating works of art and design.

ART 334 Acrylic Painting

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Painting
Prerequisite: ART 300 with a grade of "C" or better
Advisory: ART 320 and 323 with grades of "C" or better.
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is an introduction to the medium and techniques used in acrylic painting. Topics include a historical development of acrylic as a painting medium, techniques used in acrylic painting, and media used in acrylic painting. Students are required to purchase supplies needed for the course at a cost of between $100-150. A field trip is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• assemble and prepare a support for acrylic paint.

• experiment using a variety of techniques, mediums, and styles.

• demonstrate and apply knowledge of basic color relationships and color mixing techniques.

• create compositions in acrylic paint using a variety of subjects, including: portraits, landscapes, still life, and non-objective abstraction.

• research the history of painting both prior to and after the development of acrylic paint.

• critique their own work and the work of others, in a constructive and tactful way.

• utilize appropriate nomenclature when discussing, writing and critiquing works of art and design.

• employ proper material/equipment handling, use, storage, clean-up, and safety standards.

• integrate and apply the elements of art and principles of design when creating works of art and design.

ART 335 Acrylic Painting: Abstract

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Painting
Prerequisite: None.
Advisory: ART 334 with a grade of "C" or better; ART 300, 320, and 323 with grades of "C" or better.
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is an introduction to the mediums and materials used in acrylic painting with an emphasis on abstract subject matter, style, and content. Students are required to purchase supplies needed for the course at a cost of between $100-150. A field trip is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• assemble and prepare a support for acrylic painting.

• demonstrate and apply knowledge of basic color theory in all paintings.

• experiment with a variety of techniques and approaches to abstracting form.

• investigate a wide variety of paint-handling techniques using acrylic paint and acrylic mediums.

• distinguish between the different categories of abstraction, and employ those ideas in their art work.
• create a portfolio of abstract paintings based on class assignments.
• critique their own work and the work of others, in a constructive and tactful way.
• utilize appropriate nomenclature when discussing, writing, and critiquing works of art and design.
• employ proper material/equipment handling, use, storage, clean-up, and safety standards.
• integrate and apply the elements of art and principles of design when creating works of art and design.

ART 336 Watercolor Painting

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Course Family: | Painting (http://scc.losrios.edu/course-families#id_100009) |
| Prerequisite: | None. |
| Advisory: | ART 300 and ART 320 with grades of "C" or better. |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

This course is an introduction to the medium and materials used in watercolor painting. Included is the analysis of composition, color, pattern, light, and space. Emphasis placed on individual development of imagery, concept and technical skill. A field trip to a gallery or museum is required. Students are required to purchase supplies needed for the course at a cost of between $90 - $120.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• appraise the antecedents in history in watercolor painting and/or other painting media.
• discover the complex medium of watercolor and apply knowledge and skills.
• compare and contrast traditional and contemporary handling of watercolor medium.
• exhibit proficiency in the basic methods of watercolor painting.
• use logical and intuitive thinking when creating a watercolor painting.
• utilize nomenclature appropriate when discussing, critiquing, and writing about watercolor painting.
• employ proper material/equipment handling, use, storage, clean up, and safety standards.
• integrate and apply the elements of art and principles of design to all works of art.

ART 337 Intermediate Watercolor Painting

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Course Family: | Painting (http://scc.losrios.edu/course-families#id_100009) |
| Prerequisite: | ART 336 with a grade of "C" or better |
| Transferable: | CSU; UC |
| General Education: | CSU Area C1 |
| Catalog Date: | June 1, 2020 |

This is an intermediate watercolor course. Included is an in-depth study of contemporary methods and techniques in watercolor. Emphasis placed on individual development of imagery, concept and technical skill. A field trip to a museum or gallery is required. Students are required to purchase supplies needed for the course at a cost of between $95 - $125.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• apply knowledge of color theory and color mixing to successfully resolve imagery.
• identify different watercolor wash techniques including flat, varied, wet on wet, and dry brush.
• produce paintings exploring alternative methods in watercolor texture including salt washes, masking fluid, scraping, plastic wrap, and stenciling.
• analyze the various uses for different watercolor paper including hot press, cold press, paper weight, and paper stretching.

• compare and contrast one’s own and others’ compositions with both historical and contemporary examples.

• explore scale in regards to format and paper size ranging from 5” x 7” to 30” x 44”.

• express concept, technique and personal exploration through the practice of a sketchbook.

• utilize nomenclature appropriate when discussing, critiquing, and writing about watercolor painting.

• employ proper material/equipment handling, use, storage, clean up, and safety standards.

• integrate and apply the elements of art and principles of design to all works of art.

ART 361 Printmaking: Survey

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Course Family: | Printmaking ([http://scc.losrios.edu/course-families#id_100010](http://scc.losrios.edu/course-families#id_100010)) |
| Prerequisite: | None. |
| Transferable: | CSU; UC |
| C-ID: | C-ID ARTS 220 |
| Catalog Date: | June 1, 2020 |

This course is an introduction to fine art printmaking processes. Students explore a variety of print methods such as woodcut, etching, screen printing, and photographic printmaking. This course has an additional lab fee. A field trip to a gallery or museum is required. Material may cost from $40-$60.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• differentiate the tools applied to each printmaking process: intaglio, relief, stencil, and monotype.

• create editions by properly printing a matrix repeatedly.

• identify techniques for basic relief, intaglio, serigraphy, and lithography.

• develop a conceptual and analytical framework by integrating ideas in relationship to different printmaking techniques.

• integrate self-analysis and external analysis techniques through the activity of critiques.

• construct a historical, geographical, and chronological context of printmaking by researching the development of printmaking as a major art medium.

• utilize nomenclature appropriate when discussing, critiquing, and writing about printmaking.

• employ proper material/equipment handling, use, storage, clean up, and safety standards.

• integrate and apply the elements of art and principles of design to works of art.

ART 362 Printmaking: Intaglio

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Course Family: | Printmaking ([http://scc.losrios.edu/course-families#id_100010](http://scc.losrios.edu/course-families#id_100010)) |
| Prerequisite: | None. |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

This is a beginning printmaking course that studies the techniques of Intaglio processes including etching, aquatint, drypoint, engraving, and/or mezzotint. A field trip to a gallery or museum is required. Materials may cost from $40-$65.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• differentiate techniques of intaglio including hard ground etching, soft ground etching, aquatint, drypoint, engraving, and mezzotint.
• formulate and execute solutions to image development utilizing various intaglio techniques.
• manage production to create an edition using the intaglio process.
• synthesize understanding of intaglio processes with imaginative use of materials, tools, and techniques to resolve image.
• construct a historical, geographical, and chronological context of intaglio printmaking and assess contemporary trends in the use of intaglio.
• evaluate and critique own prints and those of peers by discussing technical effects, assessing the composition employing the vocabulary of two-dimensional design, and judging the overall print quality.

ART 363 Printmaking: Screen Printing

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Printmaking (http://scc.losrios.edu/course-families#id_100010)
Prerequisite: None.
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is an introduction to the process of fine art screen printing. Techniques and methods include imagery development, hand cut stencils, the use of photographic emulsion, multiple color registration, and alternative printing. This course has an additional lab fee. A field trip to a gallery or museum is required. Materials may cost from $40-$65.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• differentiate among screen printing techniques and control effects of each technique.
• formulate and execute solutions to image development utilizing stencil creation, registration, and printing skills.
• manage production to create an edition on paper or fabric.
• synthesize understanding of silkscreen processes with imaginative use of materials, tools, and techniques to resolve an image.
• appraise the antecedents in history relating to screen printing and assess contemporary trends for screen printing.
• utilize nomenclature appropriate when discussing, critiquing, and writing about screen printing
• employ proper material/equipment handling, use, storage, clean up, and safety standards.
• integrate and apply the elements of art and principles of design to works of art.

ART 364 Printmaking: Relief

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Printmaking (http://scc.losrios.edu/course-families#id_100010)
Prerequisite: None.
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is an introduction to relief printing techniques primarily from wood. Emphasis placed on individual development of imagery, concept and technical skill. Processes will include single and multiple block printing including reduction printing. This course has an additional lab fee. A field trip to a gallery or museum is required. Materials may cost from $50.00-$75.00.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• differentiate each relief technique; distinguish tools to carve and control effects of each technique and tool.
• formulate and execute solutions to image development utilizing various relief techniques.
• compare and select appropriate papers for image production and proper presentation formats.
• manage production of a relief print edition.
• synthesize understanding of relief processes with imaginative use of materials, tools, and techniques to resolve image.
• construct a historical, geographical, and chronological context of relief printmaking and assess contemporary trends in relief printmaking.
• utilize nomenclature appropriate when discussing, critiquing, and writing about relief techniques.
• employ proper material/equipment handling, use, storage, clean up, and safety standards.
• integrate and apply the elements of art and principles of design to works of art.

ART 366 Printmaking: Lithography

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Printmaking (http://scc.losrios.edu/course-families#id_100010)
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course is an introduction to the basic techniques of stone and aluminum plate lithography. Emphasis placed on individual development of imagery, concept and technical skill. Processes will include black and white and multiple color printing from stone, photolithographic plates and aluminum plates. This course has an additional lab fee. A field trip to a gallery or museum is required. Materials may cost from $60-$75.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• differentiate each lithography technique including crayon, tusche, additive, reductive, and photo processes; distinguish tools used and control effects of each technique and tool.
• formulate and execute solutions to image development utilizing various lithographic techniques.
• compare and select appropriate papers for image production and proper presentation formats.
• manage production to create an edition of lithographs.
• synthesize understanding of lithographic processes with imaginative use of materials, tools, and techniques to resolve image.
• evaluate their own prints and critique those of their peers by discussing technical effects, assessing the composition employing the vocabulary of two-dimensional design and judging the overall print quality.
• construct a historical, geographical, and chronological context by assessing historical and contemporary trends in the use of lithographic printing.
• utilize nomenclature appropriate when discussing, critiquing, and writing about lithography.
• employ proper material/equipment handling, use, storage, clean up, and safety standards.
• integrate and apply the elements of art and principles of design to works of art.

ART 367 Book Arts

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course is an introduction to the studio theory and practice of books arts. Students will learn the process of basic bookbinding, while developing understanding of the artist’s book as concept. Book forms may include altered books, memory books, folded, stab, sewn bindings, sculptural boxes, and portfolios. Also covered is the history of traditional and contemporary books and manuscripts. A field trip to a gallery or museum is required. This course has an additional lab fee. Students are required to purchase supplies needed for the course at a cost of between $50-$75.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- differentiate techniques of bookbinding and bookmaking structures: sewn binding, hardcover binding, stab binding, and folded binding.
- compare and select appropriate materials and papers for book production.
- produce compositions and ideas (sketches and models) for book structures.
- define and demonstrate the ability to use the traditional format means of expression, based primarily on the formal elements: line, shape, value, size, space, texture, color, and the principles of composition: unity, variety, balance, and harmony.
- demonstrate the ability to combine formal elements in book structures with a concept.
- demonstrate an understanding of book structures with imaginative use of materials, tools, and techniques.
- articulate the conceptual origins of artistic expression, the interpretation of these images, and their context.
- examine historical and contemporary book structures leading to the development of artist’s books.

ART 370 Three Dimensional Design

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: None.
Advisory: ENGWR 101 or ESLW 320; with a grade of "C" or better.
Transferable: CSU; UC
General Education: CSU Area C1
C-ID: C-ID ARTS 101
Catalog Date: June 1, 2020

This foundation course is an introduction to sculptural composition. Instruction will be provided in construction of line, plane, and form in a variety of media in conjunction with analysis of historical and contemporary examples of sculpture. Visual and verbal vocabulary and problem solving skills are developed in order to express ideas and enhance projects. One field trip to a museum or gallery in the Bay Area will be required. There is a $20 materials fee associated with this class. Students are required to purchase supplies needed for the course at a cost of between $100-150.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- build sculptures that demonstrate physical and technical skills of construction.
- create and evaluate designs through research, making models, and drawing.
- solve issues of both technical construction and aesthetic consideration.
- perform an analysis of the craftsmanship and aesthetic of artwork through the verbal critique process.
- identify physical traits and construction methods through observation of artwork.
- formulate opinions based upon comparing and contrasting sculptural properties.
- assess geographical, historical, and cultural aspects of artwork.
- utilize various sculptural materials and tools.
- create a written analysis of the physical and conceptual properties of various artworks.
- define art vocabulary, apply art concepts, and critique sculptures.
- critique their own work, and the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, critiquing, and writing about three dimensional design.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards.
- communicate the elements of art, the principles of design, and how they apply to the visual language of art.
ART 372 Sculpture

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: ART 370 with a grade of "C" or better; or portfolio review for skills in basic sculpture.
Transferable: CSU; UC
C-ID: C-ID ARTS 240
Catalog Date: June 1, 2020

This course is meant to follow ART 370, focusing on complex sculptural methods and ideas. Students will learn additional technical skills and be introduced to emerging fabrication technologies. Projects may include woodworking, welding, casting, assemblage, laser cutting, and kinetic sculpting methods. Students will develop a visual and verbal vocabulary and problem-solving skills to enable ideas and enhance projects. This course will highlight historical and cultural issues relating to art and design, encouraging the students' own conceptual development. One field trip to a museum or gallery in the Bay Area will be required. There is a $25 materials fee associated with this class. Students are required to purchase supplies needed for the course at a cost of between $100-200.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- build sculptures based on techniques of woodworking, welding, casting, fabrication, and assemblage using traditional and non-traditional use of materials.
- create and evaluate designs through research, making models, and drawing.
- solve issues of technical construction, aesthetic consideration, and conceptual content.
- perform an analysis of the craftsmanship and aesthetic of artwork through the verbal critique process.
- identify physical traits and construction methods through observation of artwork.
- assess geographical, historical, and cultural aspects of artwork.
- utilize various sculptural materials and tools; operate equipment safely and effectively.
- create a written analysis of the physical and conceptual properties of various artworks.
- critique their work, and the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, critiquing, and writing about sculpture.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards.
- communicate the elements of art, the principles of design, and how they apply to the visual language of art.

ART 373 Intermediate Sculpture

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Sculpture (http://scc.losrios.edu/course-families#id_100011)
Prerequisite: ART 370 and 372 with grades of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is meant to follow ART 372, Sculpture, continuing the practice of more complex sculptural methods and ideas. Curriculum will include advanced practice in the expressive use of form in space, using a variety of media including plaster, wood, metal, found objects, and other materials. The course stresses creative effort, development of individual expression, new ideas, and knowledge of technical processes. Students will learn to use historical and contemporary approaches in developing content and have the opportunity to develop their own artist’s statement and a simple portfolio-based website. One field trip to a museum or gallery in the Bay Area will be required. There is a $25 materials fee associated with this class. Students are required to purchase supplies needed for the course at a cost of between $100-200.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- build sculptures demonstrating intermediate/advanced levels of expression and technical processes.
- create and evaluate designs through research, making models, and drawing.
- solve issues of technical construction, aesthetic consideration, and conceptual content.
ART 374 Sculpture Lab

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze the relationship between content and technical skills in sculpture fabrication to include composition, form, carving, construction, mold-making, and finishing.
- exhibit safe and proper use of necessary sculpture equipment, including but not limited to: band saw, table saw, drill press, grinders, and sanders.
- exhibit skills in sculpture fabrication to include composition, form, mold-making, construction, and finishing.
- analyze and select appropriate materials and techniques necessary to explore personal artistic vision and concepts.
- critique their own work, and the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, critiquing, and writing about sculpture.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards.
- communicate the elements of art, the principles of design, and how they apply to the visual language of art.

ART 375 Figure Sculpture

This course introduces figure sculpture, using the live nude model as a reference. It will develop an understanding of the human form as it relates to both modern and traditional sculpture. These concepts will be developed by making studio projects using a variety of sculpture materials. The projects will combine a new understanding of human form with imagination, for a more expression of technique and creativity. A field trip to a museum or gallery in the Bay Area is required. There is a $25 materials fee associated with this course. Students are required to purchase needed for the course at a cost of between $100-150.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- construct sculptures of human gestures using malleable wire.
- respond intuitively to the human gestures with small clay sculptures.
- construct a free-standing figure sculpture using an armature.
- construct a free-standing sculpture using chicken wire, burlap, and plaster.
- analyze human anatomical structure both through accurate representational form and through using the figure to give form to personal thoughts and ideas.
- evaluate work by applying contemporary and traditional figurative sculpture concepts.
- solve issues of technical construction, aesthetic consideration, and conceptual content.
- perform an analysis of the craftsmanship and aesthetic of artwork through the verbal critique process.
- utilize various sculptural materials and tools, operate equipment safely and effectively.
- critique their own work, and the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, critiquing, and writing about figure sculpture.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards.
- communicate the elements of art, the principles of design, and how they apply to the visual language of art.

ART 380 Techniques in Metal Design

This course explores individual research and practice in small metals working in two and three dimensional forms. The elements of metal design and form will be applied to small metals. Techniques may include casting, mold making, brazing, soldering, welding, and laminating. Students are required to purchase supplies needed for the course at a cost of between $100-200. One field trip to an art gallery or museum is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate mastery of techniques required in creating projects in metals.
- employ visual literacy and sound aesthetic judgment in designing, constructing, and critiquing small metal artworks.
- integrate and apply historical and contemporary ideas toward metal design when creating class projects.
- use problem solving analytical skills in preparing and completing works of art.
- critique their own work and the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, writing, or critiquing works of art and design.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards.
- integrate and apply the elements of art and principles of design when creating works of art and design.

ART 381 Intermediate Techniques in Metal Design
This intermediate course offers individual exploration and research in small metals working in two and three-dimensional forms. The course involves a concentrated study of intermediate work in elements of metal design and form, which may include enameling, engraving, laminating, lapidary, gemstone setting, mold making, and assembling design parts. Students' skill will be enhanced by supervised repetition and practice. Students are required to purchase supplies needed for the course at a cost of between $100-200. A field trip to an art gallery or art museum is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate improved skills of oxy-acetylene and propane torch techniques.
- develop knowledge of advanced tool handling and techniques.
- incorporate in-depth concepts of design elements and principles in designing and creating complex projects.
- research and apply historical and contemporary concepts and approaches to small metals projects.
- practice and apply critical thinking skills when creating and analyzing two-dimensional and three-dimensional forms.
- critique their own work and the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, writing, and critiquing works of art and design.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards.
- integrate and apply the elements of art and principles of design when creating works of art and design.

ART 384 Metal Design: Emphasis In Casting

This course covers historical and contemporary approaches to centrifugal casting, wax patterns, and the aesthetic aspects of metal casting for small scale sculpture and jewelry. Basic methods and techniques for wax working, kiln burnout, centrifugal casting, and metal finishing will be emphasized. Students are required to purchase supplies needed for the course at a cost of between $100-150. A field trip to an art gallery, museum, or artist's studio will be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate centrifugal and vacuum casting techniques.
- design and produce small metal casting.
- construct 3-D projects.
- demonstrate an understanding of the historic uses of small metal design and cast small metals.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize appropriate nomenclature when discussing, writing, or critiquing works of art and design.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.
- integrate and apply the elements of art and principles of design when creating works of art and design.

ART 385 Metal Arts Lab
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate skills in metal art fabrication to include composition, form, joining, and finishing.
- exhibit skills in metal art casting: wax model forming, plaster investment, kiln use, and centrifugal and vacuum casting.
- exhibit safe and proper use of oxy/acetylene equipment: soldering and welding.
- analyze and select appropriate materials and techniques necessary to explore personal artistic vision.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize nomenclature appropriate to the course during class discussions, critiques, and written assignments.
- employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.
- gain understanding of the elements of art, the principles of design, and how they apply to the visual language of art.

ART 390 Ceramics

This foundation level class is an introduction to the practice of studio ceramics. Course content includes basic methods of ceramic forming through the use of hand-construction techniques and the potter's wheel, glaze application, and kiln firing processes. Lectures will be presented on the historical uses of clay and its relationship to the progress of civilizations and industry. The basis of the course is an emphasis on technical development and exploration of clay as a mean for aesthetic growth. Students are required to purchase supplies needed for the course at a cost of between $100-150. A field trip to an art gallery or museum is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- construct projects by hand-building using pinching, coiling, and slab building techniques.
- create bowls and trimmed foot rims that demonstrate technical skill with a potter's wheel.
- utilize slip and glaze for ceramic finishes and aesthetic effects.
- explain basic firing practices used for the successful completion of ceramic ware.
- incorporate separately made parts into a cohesive sculptural or functional whole.
- assess historical and contemporary ceramic art practice for guidance in shaping a student's individual visual and conceptual aesthetic.
- develop an appreciation for the time necessary to master a craft.
- critique their own work, or the work of others, in a constructive and tactful way.
ART 391 Intermediate Ceramics

This is an intermediate level class designed for practice, experimentation, and refinement of studio ceramics. This course will be devoted to intermediate level work in hand building, wheel throwing, kiln operations, and glaze formulation. Students are required to purchase supplies needed for the course at a cost of between $100-150. A field trip to an art gallery or museum is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- construct projects by hand building using extruded, press mold, hump mold, and hard slab building techniques. Further develop skills utilizing pinch, coil and slab building techniques that challenge students use of scale, texture, detail ability to render and object orientation.
- build technical skills with a potter's wheel to produce lidded forms, bowls, plates, pitchers, vases, tea pots, and altered forms, all with trimmed foot rims. Students choose either SLO one or two, not both.
- utilize stain, slip, and glaze to develop ceramic finishes and aesthetic effects.
- choose appropriate firing options that develop an individual style and sensibility of ceramic ware.
- incorporate separately made parts into a cohesive sculptural or functional whole.
- assess historical and contemporary ceramic art practice for guidance in shaping a student's individual visual and conceptual aesthetic.
- practice basic maintenance functions in the ceramic studio: loading and unloading of kilns and mixing glazes and slips; cleaning kiln shelves for future use.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize nomenclature appropriate to the course for class discussions, critiques and written assignments.
- integrate and apply the elements of art and principles of design as they relate to ceramics for all ceramic course work and assignments.

ART 392 Ceramic Lab

This course offers laboratory experience to assist students in completing complex ceramic projects. The course focuses on the development of a personal creative vision, furthering technical skills, and complex problem solving.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
demonstrate skills in ceramic clay fabrication to include coil building, slab building, carving, wheel throwing, and mold making.

demonstrate skills in surface decoration to include glaze formulation, glazing techniques, firing type, oxide, decal, and metallic luster glazes.

exhibit safe and proper use of ceramic equipment (pug mill, electric ceramic wheel, gas kiln, and electric kiln).

analyze and select appropriate materials and techniques necessary to explore personal artistic vision.

ART 394 Wheel Thrown Ceramics, Beginning

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<th>Units:</th>
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<tr>
<td>Hours:</td>
<td>36 hours LEC; 54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Advisory:</td>
<td>ENSWR 101 or ESLW 320; with a grade of &quot;C&quot; or better</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course focuses on the practice of wheel thrown ceramics. The class will provide students with a basic, broad understanding of the ceramics process, from the composition and preparation of clay for throwing, explanation, and demonstration of various wheel thrown forms, glaze application, and firing practices.

Students are required to purchase supplies needed for the course at a cost of between $100-150.

One field trip to an art museum or gallery is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- construct on the potter's wheel utilitarian or sculptural forms such as bowls, cups, plates, pitchers, lidded forms, vases, tea pots, and altered forms, all with finished foot rims that stress technical excellence, awareness of historical precedent and individual intentionality.

- utilize stain, slip, and glaze for ceramic finishes and aesthetic effects.

- explain basic firing practices used for the successful completion of ceramic ware.

- incorporate separately made parts into a cohesive sculptural or functional whole.

- assess historical and contemporary ceramic art practice for guidance in shaping a student's individual visual and conceptual aesthetic.

- develop an appreciation for the time necessary to master a craft.

- critique their own work, and the work of others, in a constructive and tactful way.

- utilize nomenclature appropriate to the course for class discussions, critiques, and written assignments.

- employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.

- integrate and apply the elements of art and principles of design as they relate to ceramics for all ceramic course work and assignments.

ART 395 Wheel Thrown Ceramics, Intermediate

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<th>Units:</th>
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<tr>
<td>Hours:</td>
<td>36 hours LEC; 54 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>ART 394 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Advisory:</td>
<td>ENSWR 101 or ESLW 320 with a grade of &quot;C&quot; or better</td>
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<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course is an intermediate class in wheel thrown ceramics. The course will provide students with the further opportunity to explore the technical and creative processes of working on the pottery wheel, such as larger and more complex shapes and greater possibilities for surface development, in terms of firing temperatures and experimenting with multiple layering of glazes. Both functional and sculptural forms will be encouraged. Students are required to purchase supplies needed for the course at a cost of between $100-150. A field trip to a museum or gallery is required for this course.
Upon completion of this course, the student will be able to:

- construct on the potter's wheel utilitarian or sculptural forms such as bowls, cups, plates, pitchers, lidded forms, vases, tea pots, and altered forms, all with finished foot rims that stress technical excellence, awareness of historical precedent and individual intentionality. Additional forms to research include: cups and saucers, casseroles, soy bottles, ewer forms, tulip vases and larger scale vessels.

- utilize stain, slip, and glaze to develop ceramic finishes and aesthetic effects. Additional topics include slip decoration for texture and color as green-ware when glazing; use of resists, multiple temperature firings. Additional topics might include use of the spray booth, metallic lusters and decals.

- choose appropriate firing options that develop an individual style and sensibility of ceramic ware.

- incorporate separately made parts into a cohesive sculptural or functional whole.

- assess historical and contemporary ceramic art practice for guidance in shaping a student's individual visual and conceptual aesthetic.

- practice basic maintenance functions in the ceramic studio: loading and unloading of kilns and mixing glazes and slips; cleaning kiln shelves for future use.

- critique their own work, or the work of others, in a constructive and tactful way.

- utilize nomenclature appropriate to the course for class discussions, critiques, and written assignments.

- employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.

- integrate and apply the elements of art and principles of design as they relate to ceramics for all ceramic course work and assignments.

**ART 396 Wheel Thrown Ceramics, Advanced**

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | ART 394 or 395 with a grade of "C" or better |
| Advisory: | ENGWR 101 or ESLW 320 with a grade of "C" or better |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

This course is an advanced class in wheel thrown ceramics. The course will provide students with individual approaches to create their own unique pottery forms. Emphasis will be placed on more aesthetic approaches to pottery-making and thrown sculptural forms. Students will be able to express individual artistic concepts and ideas through pottery forms using various advanced ceramic techniques, which include glazing, firing, and surface treatment. Students are required to purchase supplies needed for the course at a cost of between $100-150. A field trip to a museum or gallery is required for this course.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- construct utilitarian or sculptural forms such as bowls, cups, cups and saucers, plates, pitchers, lidded forms, vases, tea pots, altered forms, casseroles, soy bottles, ewer forms, tulip vases and larger scale vessels. Two assignments to specifically make include a multi-sectioned vessel and a research based project made in a series. All completed projects will stress an advanced level of technical excellence, awareness of historical precedent and individual intentionality.

- utilize stain, slip, and glaze to develop ceramic finishes and aesthetic effects. Additional topics include slip decoration for texture and color as green-ware when glazing; use of resists, multiple temperature firings, spray booth (optional); lusters (optional); decals (optional).

- choose appropriate firing options that develop an individual style and sensibility of ceramic ware.

- create a cohesive body of work which expresses the student's individual aesthetic style and integrates the process of researching, experimenting, fabricating and assessing quality of one's own and other's ceramic ware.

- incorporate separately made parts into a cohesive sculptural or functional whole.

- assess historical and contemporary ceramic art practice for guidance in shaping a student's individual visual and conceptual aesthetic.

- practice basic maintenance functions in the ceramic studio: loading and unloading of kilns and mixing glazes and slips; cleaning kiln shelves for future use.
critique their own work, or the work of others, in a constructive and tactful way.

utilize nomenclature appropriate to the course during class discussions, critiques and written assignments.

employ proper material/equipment handling, use, storage, clean-up, and safety standards in the classroom.

integrate and apply the elements of art and principles of design as they relate to ceramics for all ceramic course work and assignments.

ART 400 Clay Sculpture

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: None.
Advisory: ENGW 101 or ESLW 320; and Art 300 with grades of "C" or better.
Transferable: CSU; UC
General Education: CSU Area C1
Catalog Date: June 1, 2020

This is an introductory ceramics course devoted to three-dimensional and relief sculptural forms. Emphasis will be placed on learning sound fundamental skills of clay forming, design, surface decoration, and firing practices as applied to aesthetic and conceptually based projects. Students are required to purchase supplies needed for the course at a cost of between $100-150. A field trip to an art museum or gallery is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- construct sculptural forms utilizing hand building techniques of pinch, coil, hard/soft slab construction, extrusion, press mold, hump mold and slip casting, with an emphasis on decorative and conceptual interests.
- utilize stain, slip, and glaze to develop ceramic finishes and aesthetic effects.
- incorporate separately made parts into a cohesive sculptural whole.
- assess historical and contemporary ceramic art practice for guidance in shaping a student's visual and conceptual aesthetic.
- develop an appreciation for the time necessary to master a craft.
- critique their own work, or the work of others, in a constructive and tactful way.
- utilize nomenclature appropriate to the course during class discussions, critiques, and written assignments.
- employ proper material/equipment handling, use, storage, clean-up and safety standards in the classroom.
- integrate and apply the elements of art and principles of design as they relate to ceramics for all ceramic course work and assignments.

ART 404 Intermediate Clay Sculpture

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: ART 400 with a grade of "C" or better
Advisory: ENGW 101 or ESLW 320 with a grade of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is an intermediate class in ceramic sculpture techniques and methods. The course will include glazing, surface treatment, and various firing processes used in clay sculpture. Focus will be placed on in-depth examination of contemporary ceramic sculpture and three-dimensional design. Projects for ART 400 are different from ART 404; they change in rotation from Fall to Spring semester. Students are required to purchase supplies needed for the course at a cost of between $100-150. A field trip to an art museum or gallery is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- construct sculptural forms utilizing hand building techniques of pinch, coil, hard/soft slab construction, extrusion, press mold, hump mold and slip casting, with an emphasis on decorative and conceptual interests.
• utilize stain, slip, and glaze to develop ceramic finishes and aesthetic effects.

• explain basic firing practices used for the successful completion of ceramic ware.

• incorporate separately made parts into a cohesive sculptural whole.

• assess historical and contemporary ceramic art practice for guidance in shaping a student’s visual and conceptual aesthetic.

• develop an appreciation for the time necessary to master a craft.

• practice basic maintenance functions in the ceramic studio: loading and unloading of kilns and mixing glazes and slips; cleaning kiln shelves for future use.

• critique their own work, or the work of others, in a constructive and tactful way.

• utilize nomenclature appropriate to the course during class discussions, critiques, and written assignments.

• employ proper material/equipment handling, use, storage, clean-up and safety standards in the classroom.

• integrate and apply the elements of art and principles of design as they relate to ceramics for all ceramic course work and assignments.

ART 430 Art and Children

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: None.
Advisory: ENGRD 110 and ENGWR 101 with grades of "C" or better
Transferable: CSU
General Education: AA/AS Area I
Catalog Date: June 1, 2020

This course covers the use of materials and techniques of studio activities in the K-12 classroom. Topics include the elements of art, principles of design, materials used in two and three dimensional art, techniques used to create age appropriate art, and designing art curriculum for the K-12 classroom. A field trip is required. Materials may cost from $25-$40.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• identify varying techniques for handling common art materials.

• develop skills and technique to communicate basic art principles.

• organize an appropriate sequential plan for art education in the elementary schools.

• analyze age-specific capabilities of children in terms of the visual arts.

• propose appropriate art resources for use with specific groups of students.

• demonstrate a familiarity with the California K-12 art standards.

• investigate a variety of cultural and age specific methods of expression.

• assess the historical and social uses of art.

ART 440 Artists' Materials and Techniques

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: ART 300, 320, and 323 with grades of "C" or better
Advisory: CSU
Transferable: AA/AS Area I
General Education: June 1, 2020
Catalog Date: June 1, 2020

This course is an introduction to the general area of artists’ materials and techniques in both contemporary and historical contexts. Included are the use of tools in construction of painting supports and techniques in matting, framing, and art display. Pigment, composition study, and the appreciation of historical, traditional, and modern techniques in two and three dimensional media are also
emphasized. Students are required to purchase supplies needed for the course at a cost of between $100-150. One field trip is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- research the historical uses of various techniques and media in different cultures.
- compare and contrast issues regarding the development and acquisition of materials and various techniques through time and in different cultures.
- differentiate a wide variety of materials and techniques employed in both historical and contemporary art works.
- manipulate dry, wet, and mixed media.
- create works demonstrating college level skill in the use of a variety of techniques and approaches in handling a wide range of art materials.
- choose and prepare the proper support for a variety of media.
- assemble their work for presentation in a professional way, which may include framing, matting or display considerations.
- produce artworks utilizing materials and techniques in relation to compositional considerations, for expression or as key to expressing ideas.
- critique his or her work and the work of others in constructive and tactful ways.

ART 443 Art Gallery Operations

| Units:    | 3 |
| Hours:    | 36 hours LEC; 54 hours LAB |
| Prerequisite: | None. |
| Advisory: | ARTH 300 with a grade of "C" or better or equivalent |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This first-semester course involves gallery preparation and maintenance as students learn gallery fundamentals in the visual arts. Involved are experiences in planning and installing exhibitions, inventory and maintenance of a permanent art collection, participation in staffing and docent activities, and gallery and student outreach programs. A field trip to a museum or gallery is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply practical knowledge learned in both art history and studio courses to course content and projects.
- recognize and demonstrate an understanding of gallery procedures, and identify and solve problems associated with displaying, cataloguing, preserving, and documenting works of art.
- plan and install exhibitions and organize and maintain an art collection.
- know the cultural history of museum and gallery institutions.
- understand the relationship between professional gallery and museum procedures and the artists whose work is exhibited, including preparing and analyzing professional artists' presentation portfolios.
- comprehend and utilize terminology associated with the visual arts when discussing and writing about historical and contemporary works of art.
- meet the public in a gallery setting and provide relevant information regarding the exhibition.

ART 445 Art Gallery Operations

| Units:    | 3 |
| Hours:    | 36 hours LEC; 54 hours LAB |
| Prerequisite: | ART 443 with a grade of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |
This second-semester course involves further study of gallery preparation and maintenance as students learn gallery fundamentals in the visual arts. Experiences include planning and installing exhibitions, lighting techniques, inventory, maintaining a permanent art collection, conservation techniques, participation in staffing and docent activities, and gallery and student outreach programs. Second-semester students do advanced studies and work on campus exhibitions, community outreach programs, and the SCC Permanent Art Collection. Two field trips are required for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply practical knowledge obtained in both art history and studio courses and previous experience with galleries to class content.
- distinguish gallery procedures and solve problems associated with displaying and documenting works of art.
- prioritize responsibilities for gallery scheduling and exhibition procedures utilizing basic skills and previous experience.
- integrate knowledge of contemporary and historical art and artists in the communication of art with the community.
- develop writing skills in order to create proposals for exhibitions and to generate community interest by presenting articles, essays, and press releases.

ART 446 Portfolio Preparation

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
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</tr>
<tr>
<td>Prerequisite:</td>
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</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course is designed for students who are interested in the creation or revision of a portfolio in order to submit work for university application, seek gallery exhibitions, complete scholarship applications, or apply for art positions. Emphasis is on photographing, matting, framing art, as well as preparing artists' statements, resumes, brochures, business cards, and creating an online presence. A field trip to a gallery or museum is required. Approximately $100 of art materials as required by the instructor.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop and revise original artwork for inclusion in a portfolio.
- demonstrate an understanding of methods for presentation of art, including photography, digital imagery, and scanning.
- produce a professional portfolio of art, including digital images, artist statement, resume, brochure, and business card.
- assess and demonstrate an understanding of exhibition public relations/advertising procedures.
- assess artwork for installation purposes.
- analyze and demonstrate procedures for displaying artwork.

ART 494 Topics in Art

<table>
<thead>
<tr>
<th>Units:</th>
<th>0.5 - 4</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>6 - 48 hours LEC; 9 - 72 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course is designed to give students an opportunity to study topics in art not included in current course offerings. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate facility in the media, techniques, and tools under consideration.
• demonstrate an understanding of the historical and contemporary uses of the media, techniques, and tools under consideration.
• develop individual ideas concerning content and personal expression within the media, technique, and tools under consideration.
• analyze and critique the historical and contemporary expressions of the media, techniques, and tools used in the media under consideration.

**ART 495 Independent Studies in Art**

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among college, faculty members, and students. Independent Studies in Art offers students a chance to do research and/or experimentation that is more typical of advanced studies in the studio arts. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

• demonstrate facility with the materials, tools, and techniques specific to the proposed studio project.
• demonstrate an understanding of the process by which specific ideas are developed into finalized studio projects.
• demonstrate the ability to produce art work independently.

**ART 498 Work Experience in Art**

| Units: | 1 - 4 |
| Hours: | 12 - 48 hours LEC; 18 - 72 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course involves 12 hours lecture and 18 hours of art-related work experience for one unit; 12 hours of lecture and 18 hours of art-related work experience can be scheduled for each additional unit. The course may be repeated four times when there is new or expanded learning on the job.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

• demonstrate an understanding of the variety of jobs and duties available to an individual with an art degree or arts-related experience.
• demonstrate an understanding of typical responsibilities in the various positions available to someone with an arts degree or arts-related experience.
Art History | Sacramento City College

The Art History major is designed to prepare students for further study in the history of art leading to the Bachelor’s, Master’s, and/or the Ph.D. in Art History. Art Historians with advanced degrees are college instructors, museum and gallery directors, curators, or art critics and can work for public and private collectors.

Dean
Patti Leonard

Department Chairs
Valerie Rohret

โทรศัพท์: (916) 650-2942
อีเมล์: RohretV@scc.losrios.edu

Associate Degrees for Transfer

A.A.-T. in Art History

The Art History major is designed to prepare students for further study in the history of art leading to the Bachelor’s, Master’s, and/or the Ph.D. in Art History. The Art History transfer program provides students the opportunity to complete the lower-division coursework required for four-year programs in art history. This program is for students who plan to transfer to a California State University (CSU). Completion of the CSU General-Breadth or IGETC general education pattern is required. It is highly recommended that students meet with a counselor because major and general education requirements vary for each college/university. Declared majors will be invited to an orientation with the opportunity to meet with art history faculty for advising.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<td>or ARTH 484</td>
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<td>ARTH 306</td>
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<td>ARTH 308</td>
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<td>Asian Art (3)</td>
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</tr>
<tr>
<td>or ARTH 328</td>
<td>Survey of African Art (3)</td>
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<tr>
<td>or ARTH 324</td>
<td>Art of the Americas (3)</td>
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<tr>
<td>or ARTH 325</td>
<td>Native American Art History (3)</td>
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<td>or ART 372</td>
<td>Sculpture (3)</td>
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<tr>
<td>or ART 370</td>
<td>Three Dimensional Design (3)</td>
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<td>or ART 320</td>
<td>Design: Fundamentals (3)</td>
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<td>or ART 301</td>
<td>Digital Drawing and Composition (3)</td>
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<td>or ART 304</td>
<td>Figure Drawing I (3)</td>
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<td>or ARTH 312</td>
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<td>or ARTH 313</td>
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<td>or ARTH 314</td>
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<tr>
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<td>or ARTH 320</td>
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<tr>
<td>Total Units:</td>
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</table>

The Associate in Arts in Art History for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- assess and evaluate the contributions of artists throughout history.
- identify and evaluate works of art or architecture according to their appropriate style and time frame.
- analyze and critique art and architecture within the context of their functions and meanings.
- research and assess theoretical information concerning the meanings and purposes of art and architecture.
Career Information

Art historians with undergraduate degrees are placed as registrars, preparators, and curatorial staff in art museums and galleries; they are also employed as art critics in mass media publications, such as newspapers and magazines. An advanced degree allows an art historian a wider range of possible career applications, including museum directorships, curators, instructors, preservationists, researchers, and auction house personnel.

Associate Degrees

A.A. in Art History

The Art History major is designed to prepare students for further study in the history of art leading to the Bachelor’s, Master’s, and/or the Ph.D. in Art History. Art Historians with advanced degrees are college instructors, museum and gallery directors, curators, or art critics and work for public and private collectors.

Catalog Date: June 1, 2020

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<th>COURSE CODE</th>
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<td>ARTH 301</td>
<td>Introduction to Art History</td>
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<td>Total Units:</td>
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<td>24</td>
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1This course should be taken prior to or concurrent with any other Art History course.

The Art History Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:
Art History (ARTH)

ARTH 300 Introduction to Art

This course emphasizes the history, sources, techniques, and problems of art and architecture. Material presented includes illustrated lectures, readings, and discussions of the various manifestations of art in cultures throughout the world. This course is recommended as a basis for the understanding of art, including techniques and media; students will develop personal opinions concerning art and architecture and will learn to express those opinions through extensive writing about art. A field trip is required.

Upon completion of this course, the student will be able to:

- express, in complex writing, well-supported opinions and critiques of art, using proper and appropriate terminology.
- utilize problem solving and analytical skills in completing extensive writing.
- formulate standards of judgment based upon reference to the history, purpose, and aesthetics of art.
- describe the materials and techniques seen in the production of art.
- explain and analyze the possible modes of expression in art.

Career Information

Art historians with undergraduate degrees are placed as registrars, preparators, and curatorial staff in art museums and galleries; they can also be employed as art critics in mass media publications, such as newspapers and magazines. An advanced degree allows an art historian a wider range of possible career applications, including museums directorships, curators, instructors, preservationists, researchers, and auction house personnel.

ARTH 301 Introduction to Art History

This course introduces the student to a wide variety of art, including painting, sculpture, architecture, prints, textiles, and crafts; both Western and Non-Western art will be covered. The approach to the subjects is via primary sources in art and architectural history, as well as reading of important authors and scholarship in art history. Students will write research-oriented papers, based on primary research, secondary sources, and their own theories concerning art.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess and evaluate the contributions of artists throughout history.
- identify and evaluate works of art or architecture according to their appropriate style and time frame.
- analyze and critique art and architecture within the context of their functions and meanings.
- research and assess theoretical information concerning the meanings and purposes of art and architecture.
- analyze and assess the histories of cultures and civilizations and how art and architecture is a reflection of those histories.

This course emphasizes the history, sources, techniques, and problems of art and architecture. Material presented includes illustrated lectures, readings, and discussions of the various manifestations of art in cultures throughout the world. This course is recommended as a basis for the understanding of art, including techniques and media; students will develop personal opinions concerning art and architecture and will learn to express those opinions through extensive writing about art. A field trip is required.

Upon completion of this course, the student will be able to:

- assess and evaluate the contributions of artists throughout history.
- identify and evaluate works of art or architecture according to their appropriate style and time frame.
- analyze and critique art and architecture within the context of their functions and meanings.
- research and assess theoretical information concerning the meanings and purposes of art and architecture.
- analyze and assess the histories of cultures and civilizations and how art and architecture is a reflection of those histories.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- express, in complex writing, well-supported opinions and critiques of art, using proper and appropriate terminology.
- utilize problem solving and analytical skills in completing extensive writing.
- formulate standards of judgment based upon reference to the history, purpose, and aesthetics of art.
- describe the materials and techniques seen in the production of art.
- explain and analyze the possible modes of expression in art.

This course introduces the student to a wide variety of art, including painting, sculpture, architecture, prints, textiles, and crafts; both Western and Non-Western art will be covered. The approach to the subjects is via primary sources in art and architectural history, as well as reading of important authors and scholarship in art history. Students will write research-oriented papers, based on primary research, secondary sources, and their own theories concerning art.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, analyze, and utilize primary research sources in Western and Non-Western art and architectural history.
- analyze, critique, and utilize secondary research sources in Western and Non-Western art and architectural history.
- interpret, analyze, and assess works of art and architecture based on personal response to that art and architecture.
- incorporate primary and secondary research sources in art history, as well as personal responses to art and architecture, in academic writing.

**ARTH 304 Ancient Art**

<table>
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<tbody>
<tr>
<td>Hours:</td>
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<tr>
<td>Prerequisite:</td>
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<tr>
<td>Advisory:</td>
<td>ENGWR 301, or ENGWR 302, or ENGWR 303 with a grade of &quot;C&quot; or better.</td>
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<tr>
<td>Transferable:</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area I; CSU Area C1; IGETC Area 3A</td>
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<td>C-ID:</td>
<td>C-ID ARTH 110</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course is an introduction to the development of Western art from the Prehistoric era through the late Roman period. Emphasis is on Neolithic, Near Eastern, Egyptian, Greek, and Roman cultures. Comparisons are made with other cultures.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize, identify, evaluate, and assess works of art from prehistoric and ancient cultures in the West based on their visual and stylistic characteristics.
- explain how works of art were created and for what purposes they were used in prehistoric and ancient cultures in the West.
- develop an awareness of cultures from past eras through exposure to their art and architecture.
- critically analyze works of art from prehistoric and ancient cultures in the West based on culturally appropriate paradigms.

**ARTH 306 Medieval Art**

<table>
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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
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<tr>
<td>Advisory:</td>
<td>ENGWR 301, or ENGWR 302, or ENGWR 303 with a grade of &quot;C&quot; or better.</td>
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<td>C-ID:</td>
<td>C-ID ARTH 110</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course is an introduction to the origin and development of Medieval art and architecture, including the Early Christian, Byzantine, Celtic, Islamic, Romanesque, and Gothic contributions. Comparisons are made with other traditions.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize and identify major works of art and architecture from the Medieval period in Europe.
- discuss and distinguish styles and stylistic changes in art through the Medieval period.
- interpret and evaluate Medieval art and architecture within their cultural and historical contexts.
- formulate and analyze meanings and functions of art and architecture throughout the Medieval period in Europe.
ARTH 307 Italian Renaissance Art

This course introduces the visual arts and architecture of Italy in the Early Modern period, from duecento (13th century) through cinquecento (16th century). Topics include the relationship between the visual arts and culture and artists and their works from the periods and styles known as the Proto-Renaissance, Renaissance, High Renaissance, and Mannerism. Connections between Italy and other cultures, including New World civilizations, are also made.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify works of art in the Early Modern period, from the duecento (13th century) through the cinquecento (16th century) in Italy and related cultures.
- compare and contrast the characteristics of artistic styles common in the Early Modern period in Italy and related cultures.
- compare and contrast the relationships between the visual arts and culture in Italy and related cultures.
- research and analyze the visual arts and architecture of Italy and related cultures in the Early Modern period.
- explain the role of art, architecture, patrons, and artists in the period known as the Early Modern in Italy and related cultures.

ARTH 308 Renaissance Tradition in Art

This course is an introduction to art and architecture from circa 1300 to 1750 in Europe. Material covered includes painting, sculpture, architecture, and other media of the Italian Renaissance and Mannerist periods, 15th-Century Flemish art, the art of the Northern Renaissance, and Baroque and Rococo painting, sculpture, architecture, prints, and other media.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, examine, and assess representative works of art and architecture from the Renaissance through the Rococo period employing appropriate art historical terminology.
- analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
- analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance through the Rococo period.
- formulate and analyze meaning and functions of art throughout the Renaissance through the Rococo period.

ARTH 310 Modern Art

This course introduces the visual arts and architecture of Italy in the Early Modern period, from duecento (13th century) through cinquecento (16th century). Topics include the relationship between the visual arts and culture and artists and their works from the periods and styles known as the Proto-Renaissance, Renaissance, High Renaissance, and Mannerism. Connections between Italy and other cultures, including New World civilizations, are also made.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, examine, and assess representative works of art and architecture from the Renaissance through the Rococo period employing appropriate art historical terminology.
- analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
- analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance through the Rococo period.
- formulate and analyze meaning and functions of art throughout the Renaissance through the Rococo period.
This course covers 18th, 19th, 20th, and early 21st century art forms including painting, sculpture, and architecture in Europe and America. Styles discussed will include Neoclassicism, Romanticism, Realism, Impressionism and Post-Impressionism, and the major movements through Contemporary art. Post-Modern art will also be discussed. A field trip to an art museum or art gallery is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and identify major works of art and architecture from the Neoclassical period to the contemporary period.
- discuss and distinguish styles and stylistic changes in art from the Neoclassical period to the contemporary period.
- interpret and evaluate art and architecture from the Neoclassical period to the contemporary period within their cultural and historical contexts.
- formulate and analyze meanings and functions of art and architecture from the Neoclassical period to the contemporary period.

ARTH 312 Women in Art

This course is a survey of art made by and for women from the ancient world to the present. Topics include the art of women from both European and non-European cultures. A field trip to a local museum is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and identify the significant contributions made by women artists, both today and in the past.
- recognize and identify major works of art and architecture done by women.
- discuss and distinguish stylistic changes in art and architecture by women.
- interpret and evaluate art and architecture within the greater context of women’s shifting positions within a variety of cultures.
- formulate and analyze meaning and functions of art and architecture created by women.

ARTH 313 History of Western Architecture: Prehistoric to Renaissance

This course addresses the history of Western architecture from circa 2500 B.C.E. to circa 1500. Subjects covered include prehistoric European architecture and architectural monuments, architecture in the ancient world, which includes the Egyptian, Greek, and Roman cultures, and the great architecture of the European Romanesque and Gothic traditions. Architecture will be investigated for the ways in which it reflects the philosophical, cultural, and aesthetic expressions of civilizations. A field trip to view local architecture is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
recognize and identify major architectural monuments in the Western tradition that date from circa 2500 B.C.E. to circa 1500.

use the proper terminology when writing and speaking about architecture.

explain the basic principles of architectural design and construction.

analyze and critique historic expressions of architecture.

describe and analyze the ways in which architecture can reflect the commonly-held philosophical, cultural, or aesthetic tenets of civilizations.

critique and analyze the symbolism and meanings of architecture from prehistoric times to the Renaissance in Europe.

**ARTH 314 History of Western Architecture: Renaissance to Modern**

This course addresses the history of architecture in the Western world from circa 1400 up to the Modernist period, circa 1900. The course covers Renaissance, Baroque, Rococo, Neoclassical, and 19th century architecture in Europe and America and will focus on the functions and meanings of architecture within Western culture. A field trip to view local architecture is required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize and identify major architectural monuments in the Western tradition that date from circa 1400 to circa 1900.
- use the proper terminology when writing and speaking about architecture.
- explain the basic principles of architectural design and construction.
- analyze and critique historic expressions of architecture.
- describe and analyze the symbolic meaning of Western architecture from circa 1400 to circa 1900.
- critique and analyze the political, cultural, and idiomatic uses of architecture in Western cultures from circa 1400 to circa 1900.

**ARTH 318 History of American Art**

This course covers art in America from circa 1000 to the present day. Lecture topics include Native American art and architecture prior to the arrival of Europeans, Colonial and Early American art and architecture, 19th century landscape, portraiture, and history paintings, and the rise of American art centers in the 20th century. The course emphasizes the variety of cultures in America, the breadth of American social ideals, and their expressions in art and architecture. A field trip to an art museum is required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize and identify major works of art and architecture created in America from circa 1000 to the present day.
- compare and contrast the various meanings and uses of art and architecture in America from circa 1000 to the present day.
- critique and analyze American art and architecture based on its aesthetic and functional qualities.
• assess and identify the sources for and influences of American art and architecture.
• assess and identify the breadth of visual and architectural expressions found in American art and architecture.
• recognize and identify the various cultural idioms seen in American art and architecture.
• analyze social, philosophical, and cultural constructs and ideals in America as they are reflected in American art and architecture.

**ARTH 320 Multicultural Art in America**

- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** None.
- **Advisory:** ENGR 301, 302, or 303 with a grade of "C" or better
- **Transferable:** CSU; UC
- **General Education:** AA/AS Area I; AA/AS Area VI; CSU Area C1; IGETC Area 3A
- **Catalog Date:** June 1, 2020

This course is an introduction to the variety and diversity of important, but often underrepresented, cultures in America. The course is a survey of art forms and the contributions made by the ethnically diverse peoples who make up and contribute to the United States culture and character. To emphasize cultural diversity, instruction will include guest lectures by multicultural artists, as well as a required field trip.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

• recognize and identify art and architecture from various cultures that may have been historically overlooked, due to sometimes negative classifications as “primitive” or “folk” art.
• demonstrate an understanding of the major contributions of artists from a variety of world cultures.
• analyze and evaluate art indigenous to world cultures.
• compare and consider art from America's underrepresented cultures.

**ARTH 324 Art of the Americas**

- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** LIBR 318 or 325; ENGR 302 or ENGR 303 with a grade of "C" or better
- **Advisory:** CSU; UC
- **Transferable:** AA/AS Area I; AA/AS Area VI; CSU Area C1; IGETC Area 3A
- **C-ID:** C-ID ARTH 145
- **Catalog Date:** June 1, 2020

This course includes the study of the indigenous arts and artists of the Americas. Emphasis is on the Pre-Contact peoples of Mesoamerica and South America, such as the Aztec, Maya, and Inca cultures, and their contributions to colonial and modern art forms.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

• recognize and identify major works of art and architecture from Mesoamerican and South American cultures.
• discuss and distinguish styles and stylistic changes in art and architecture in Mesoamerican and South American cultures during the pre-contact and post-contact eras.
• interpret and evaluate art and architecture from Mesoamerican and South American cultures.
• formulate and analyze meanings and functions of art and architecture throughout Mesoamerica and South America.
• recognize the distinctive contributions that indigenous cultures of the Americas have made to historic and contemporary culture in the West.
### ARTH 325 Native American Art History

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This course is an introduction to the art and culture of Native American peoples. It will include the native peoples of the Arctic and Subarctic regions, the Northwest Coast, the Eastern Woodlands, including the Iroquois Confederacy, the Plains, the Southwest, and California. Contemporary Native American art will also be discussed. Comparisons between individual Native American cultures will be drawn, as well as comparisons between Native and Eurocentric cultures. A field trip to a local museum or Native American cultural event is required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- describe the wide variety of Native American cultures.
- identify and evaluate the visual culture of Native American peoples.
- explain and analyze the role of art in Native American culture throughout history.
- critique and analyze the contribution of Native American artists in contemporary arts.
- compare and contrast the artistic products of individual Native American cultures and artists, as well as artistic products of Native cultures with more Eurocentric cultures.

### ARTH 328 Survey of African Art

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This course is an introduction to African art in terms of its cultural and philosophical background; its materials and techniques; and its impact on the art of other regions of the world. One field trip is required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize and identify the art and architecture of the major African cultures.
- discuss and distinguish styles and stylistic changes in art and architecture through time and cultures in Africa.
- interpret and evaluate African art and architecture within their cultural and historical contexts.
- formulate and analyze meanings and functions of art throughout Africa.
- relate African art forms to the rest of the world in terms of material contribution.

### ARTH 332 Asian Art

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</table>
This course is an introductory survey of the arts of East, South, and Southeast Asia, including India, China, Korea, Japan, Indonesia, Thailand, and Cambodia. It features discussion of architecture, sculpture, painting, and other significant art forms from Neolithic to modern times. The contributions of Asian art to Western aesthetics are discussed; comparisons are also made between individual Eastern cultures and other non-Western cultures.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize and critique works of art and architecture from Asian cultures, including Indian, Japanese, Korean, Chinese, and Southeast Asian cultures.
- recognize the shifts in styles within the Asian cultures under consideration throughout time.
- demonstrate an understanding of how Asian cultures have used art and architecture to express social and political ideas.
- recognize major stylistic differences between Indian, Chinese, Japanese, Korean, and Southeast Asian styles of art and architecture.
- identify how Asian art and architecture has impacted the art and architecture of the Western world.
- identify how East, South, and Southeast Asian art may have influenced Central and West Asian cultures.

**ARTH 334 International Contemporary Art**

Units: 3  
Hours: 54 hours LEC  
Prerequisite: ARTH 300 or 310 with a grade of "C" or better  
Advisory: ENGWR 301, 302, or 303 with a grade of "C" or better  
Transferable: CSU; UC  
General Education: AA/AS Area I; CSU Area C1; IGETC Area 3A  
Catalog Date: June 1, 2020

This course is a survey of worldwide trends in art and architecture since 1980, with an emphasis on the diversity of contemporary global cultures. New art media, such as video, digital, and performance art are highlighted. Social and political concerns in art are another primary focus. A field trip is required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify representative artists and artworks from a number of different world cultures.
- describe current trends in painting, sculpture, photography, film, architecture, and new visual art media.
- explain and analyze an artwork’s visual elements as well as its social or political content.
- compare and contrast the effectiveness of contemporary art and architecture.
- discuss current controversies and legal matters in art and artists’ changing roles as participants in contemporary society.

**ARTH 410 Early 20th Century Art**

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
Advisory: ARTH 310; ENGWR 301, or ENGWR 302, or ENGWR 303 with a grade of "C" or better.  
Transferable: CSU; UC  
General Education: AA/AS Area I; CSU Area C1; IGETC Area 3A  
Catalog Date: June 1, 2020

This course covers art and architecture in the first half of the 20th century in Europe and the United States. Styles covered will include Fauvism, Expressionism, Cubism, Futurism and others. Additional lectures will cover American art between the wars, as well as the art produced in the United States during the Great Depression.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and evaluate art and architecture from the early 20th century in relation to their cultural and political contexts.
- discuss and analyze the meaning and purpose of art and architecture from the early 20th century.
- demonstrate an understanding of the variety of expressions in western Eurocentric art and architecture from the early 20th century.

ARTH 420 History of Photography

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 301, 302, or 303 with a grade of "C" or better
Transferable: CSU
General Education: AA/AS Area I; CSU Area C1; IGETC Area 3A
Catalog Date: June 1, 2020

This course introduces students to the history of photography, focusing on work of the 20th century. Early photographers in the 19th century are also studied, as well as 21st century trends. The cultural impact of photography on society and the influence of photography on other visual media are also discussed.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and assess the different photographic genres throughout history.
- compare the different visual art periods and styles of photography.
- describe and discuss the cultural impact of photography on society.
- evaluate the influence of photography on other artistic mediums.

ARTH 484 Ancient Art-Honors

Units: 3
Hours: 54 hours LEC
Prerequisite: Eligibility for admission to the Honors Program.
Enrollment Limitation: Honors courses are open to students who demonstrate an ability to write carefully reasoned, well-organized essays of varying lengths, are prepared to make clear oral presentations in class, and are able to actively contribute to seminar discussions.
Advisory: CSU; UC
Transferable: CSU Area I; CSU Area C1; IGETC Area 3A; IGETC Area 3B
General Education: AA/AS Area I; CSU Area C1; IGETC Area 3A
Catalog Date: June 1, 2020

This course is an introduction to the development of western art from the Prehistoric era through the Roman period. Emphasis is on ancient Near Eastern, Egyptian, Greek, and Roman cultures. Comparisons are made with other cultures. Students will write a minimum of 6,000 words, including at least two art historical analyses and one research paper. Credit may be earned for ARTH 304 or ARTH 484 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and identify works of art from the cultures covered in the course based on their visual and stylistic characteristics.
- explain and analyze the meanings of art and architecture utilized by the cultures covered in the course.
- describe and analyze the role of art and architecture in history.
- explain how art and architecture was used by the cultures covered by the class to further political, social, and cultural agendas.
critically analyze works of art based on a specific culturally appropriate set of paradigms.

ARTH 486 Medieval Art-Honors

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
Enrollment Limitation: Eligibility for the Honors Program  
Advisory: Honors courses are open to students who demonstrate an ability to write carefully reasoned, well-organized essays of varying lengths, are prepared to make clear oral presentations in class, and are able to actively contribute to seminar discussions.  
Transferable: CSU; UC  
General Education: AA/AS Area I; CSU Area C1; IGETC Area 3A  
Catalog Date: June 1, 2020

This course is an introduction to the origin and development of Medieval art and architecture, including the Early Christian, Byzantine, Celtic, Islamic, Romanesque, and Gothic styles. A field trip is required. Comparisons are made with other traditions. Students give at least one oral presentation and write a minimum of 6,000 words, including at least two art historical analyses and one research paper. Credit may be earned for ARTH 306 or ARTH 486 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and identify major works of art and architecture from the Medieval period in Europe.
- discuss and distinguish styles and stylistic changes in art through the Medieval period.
- interpret and evaluate Medieval art and architecture within their cultural and historical contexts.
- formulate and analyze meanings and functions of art and architecture throughout the Medieval period in Europe.

ARTH 487 Renaissance Art-Honors

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
Enrollment Limitation: Eligibility for admission to the Honors Program  
Advisory: Honors courses are open to students who demonstrate an ability to write carefully reasoned, well-organized essays of varying lengths, are prepared to make clear oral presentations in class, and are able to actively contribute to seminar discussions.  
Transferable: CSU; UC  
General Education: AA/AS Area I; CSU Area C1; IGETC Area 3A  
Catalog Date: June 1, 2020

This course is an introduction to the development of realism and illusionism in Western art from its roots in the Greco-Roman world to its flowering in the 15th and 16th Centuries in Europe. Mannerist, Baroque, and Rococo styles are also covered. Comparisons are also made with other traditions. Students give at least one oral presentation and write a minimum of 6,000 words, including at least two art historical analyses and one research paper. Credit may be earned for ARTH 308 or ARTH 487 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and identify major works of art and architecture from the Renaissance through Rococo periods in Europe.
- discuss and distinguish styles and stylistic changes in art between circa 1250 and circa 1800.
- interpret and evaluate works of art and architecture created between circa 1250 and circa 1800 within their cultural and historical contexts.
- formulate and analyze meanings and functions of art and architecture created between circa 1250 and circa 1800.
ARTH 488 Modern Art--Honors

This course covers 19th and 20th century art forms including painting, sculpture, and architecture in Europe and America. Styles discussed will include Impressionism, Expressionism, Cubism, and Abstract Expressionism. Emphasis is on 20th century art to 1980. A field trip to an art museum or art gallery is required. Students give at least one oral presentation and write a minimum of 6,000 words, including at least two art historical analyses and one research paper. Credit may be earned for ARTH 310 or ARTH 488 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and identify major works of art and architecture from the end of the 18th century to circa 1980.
- discuss and distinguish styles and stylistic changes in art from the end of the 18th century to circa 1980.
- interpret and evaluate art and architecture from the 18th century to circa 1980 within their cultural and historical contexts.
- formulate and analyze meanings and functions of art and architecture from the end of the 18th century to circa 1980.

ARTH 494 Topics in Art History

This course is designed to give students an opportunity to study topics in art history not included in current course offerings. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discuss and analyze art and architecture of the culture or time period under study.
- explain and analyze the cultural uses of art and architecture by the culture or time period under study.
- critique various methodologies used in the research concerning the culture or time period under study.
- develop theories concerning the meaning, symbolism, uses, and analyses of the art and architecture of the culture or time period under study.

ARTH 495 Independent Studies in Art History

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among college, faculty members, and students. Independent Studies in Art History offers students a chance to do research that is more typical of students in advanced art history courses. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discuss and analyze art and architecture of the culture or time period under study.
- describe the cultural uses of art and architecture by the culture or time period under study.
- develop theories concerning the meaning, symbolism, uses, and analyses of the art and architecture of the culture or time period under study.
- critique various methodologies used in the research concerning the culture or time period under study.
Astronomy (ASTR)

ASTR 310 The Solar System

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This is a descriptive course covering the nature and evolution of the Solar System including exoplanets of stars beyond the Sun. Topics include the origins and characteristics of different types of planets, satellites, ring systems, asteroids, comets, and other debris. The Sun’s role within the Solar System is discussed. Emphasis will be placed on how astronomers obtain and refine their knowledge of planets, and students will interpret the latest planetary discoveries in that context. Students enrolled in this course will have the opportunity to attend astronomy activities, such as the Open Observatory and dark sky events.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess the scientific process as it pertains to the astronomy of the Solar System and planets in general.
- confirm astronomers’ understanding of the processes that originated the Solar System.
- rank recent discoveries about planets into a broad context amid the background of Solar System planets.
- construct the processes that led to the present state of the Solar System.
- integrate new knowledge from exoplanet discoveries with known planet qualities.
- incorporate knowledge about other worlds into understanding the functionality of Earth.

ASTR 320 Stars, Galaxies, and Cosmology

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This is a descriptive course treating the nature and evolution of stars, galaxies, and the astronomical theories of the origin and evolution of the Universe. Emphasis will be placed on how astronomers gain and refine their knowledge of the universe, and students will interpret the latest results of related astronomy research. Students enrolled in this course will have the opportunity to attend astronomy related activities, such as the Open Observatory or dark sky events.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess the process of science with regard to astronomy and cosmology.
- deduce the outcome of the life cycles of stars based on their stellar type or mass.
- identify humanity's location in the Universe (or possibly Multiverse).
- discover the origin of the Universe and everything in it.

### ASTR 330 Introduction to Astrobiology

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Students in this course will investigate the scientific search for life beyond Earth. Students will discover the connections between stars, planets, and life on Earth - or elsewhere, the nature of habitability, and quantifying the likelihood of life existing elsewhere in the Galaxy. Students will also study past, present, and future attempts to discover possible alien civilizations in our Galaxy.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze the origin and evolution of life on Earth.
- evaluate the possibilities of microbial life in the Solar System, especially Mars and Europa.
- critique popular claims of alien presence on Earth.
- quantify the probabilities of alien technical civilizations in our Galaxy using the Drake Equation or related ideas.
- appraise likely environments in terms of habitability.
- differentiate the geologic, atmospheric, and cosmic forces that have shaped planets over history, especially Earth.
- judge possible results of contact with an advanced alien civilization.
- rate the prospects for interstellar travel.

### ASTR 400 Astronomy Laboratory

<table>
<thead>
<tr>
<th>Units:</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Corequisite:</td>
<td>ASTR 310 or ASTR 320</td>
</tr>
<tr>
<td>Advisory:</td>
<td>MATH 34 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area IV; CSU Area B3; IGETC Area 5A</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course covers astronomical observation with the eye, telescopes, and spectrometers. The analysis and interpretation of astronomical data is emphasized, usually with student-collected data. Students enrolled in this class will have the opportunity to attend astronomy related activities, such as the Open Observatory and dark sky events.

### Student Learning Outcomes
Upon completion of this course, the student will be able to:

- generate, assemble, and analyze astronomical data.
- evaluate the quality and relevance of data taken.
- differentiate stars and planets in a sky with a light polluted environment.
- manipulate a telescope in a functional manner.
- use a telescope to find objects in the sky.
- use a computer to assist in collecting and interpreting data.
- contrast, critique, and validate data.

**ASTR 435 Astronomy Frontiers**

Units: 3
Hours: 54 hours LEC
Prerequisite: ASTR 310 or 320 with a grade of "C" or better
Advisory: MATH 34 with a grade of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This is a continuation course for students of ASTR 310 and/or ASTR 320 who want to explore the cutting edge of astronomical research. The topics covered will be based on the latest astronomical discoveries and will include such things as media coverage of science, possible missing planets in our Solar System, exoplanets, habitable zones and their connection to life, the lives of stars including black holes, groupings of stars such as open clusters and co-moving groups, exotic matter, dark energy, the nature of galaxies, cosmology and its connection to the String Model, the search for extraterrestrial life and possible extinction threats to humanity such as meteoroid impacts, climate change, and futures less dark. Emphasis will be placed on how astronomers use science to understand the Universe as well as the provisional nature of science.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- critique errors in media coverage of recent discoveries in astronomy.
- evaluate the provisional nature of science.
- integrate their previous knowledge of astronomy with the latest discoveries.
- estimate possible places for habitable worlds around other stars.
- support a position on a recent astronomical research topic.
- rank recent discoveries in astronomy by level of importance for our future understanding.

**ASTR 494 Topics in Astronomy**

Units: 0.5 - 4
Hours: 9 - 72 hours LEC
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course is designed for any student wanting to learn about recent developments in astronomy. Selected topics are subject to change and must be topics not already a part of current course offerings.

UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- contrast astronomical research methods versus how pseudosciences (such as astrology) are investigated.
• validate astronomical research methodology.
• assess and critique astronomical research papers.
• discover areas in astronomy where current knowledge is deficient.
• appraise existing knowledge about a specific topic in astronomy.

ASTR 495 Independent Studies in Astronomy

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This is an Independent Studies course that involves an individual student or small group of students in study, research, or activities beyond the scope of regular offered courses, pursuant to an agreement between the college, faculty member, and student(s). UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for UC admission.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• analyze possible projects for future astronomical research. Evaluate possible future student research projects.
• contrast astronomical research methods versus how pseudosciences such as astrology are investigated.
• create and execute an astronomy research project.
• synthesize theoretical and observational methods of astronomical research.
• utilize astronomical tools to obtain data.
• assess and critique recent astronomical research papers.
Whether you're seeking a Federal Aviation Administration (FAA) Aircraft Dispatcher certificate; want to prepare for success at the FAA's Air Traffic Controller Academy; want to pass your FAA Aeronautical Knowledge exams for Private, Instrument, Remote and Commercial Pilot and Instructor ratings; or simply want a well-rounded education before embarking on a professional aviation career; the Aviation Department is here to help you reach for the sky.

Dean
Donnette Webb

Department Chairs
Thomas Burg

(530) 747-5243
Aviation@scc.losrios.edu

Associate Degrees

A.S. in Air Traffic Control

Sacramento City College maintains an Air Traffic Control program in partnership with the Federal Aviation Administration's (FAA) Collegiate Training Institute program. Our Associate of Science degree program is designed to provide students with a professional level of aviation knowledge and to allow students to compete for selection to attend the FAA Academy in a preferential selection pool.

The program is structured as an intensively-scheduled cohort learning program. Students will be taking a total of 12-17 units in a series of 4-8 week classes during each semester. Individual classes may require knowledge gained in prior classes, therefore scheduling individual classes outside of the cohort or taking courses out of sequence is not permitted.

The program covers all the FAA learning objectives of the FAA Academy's AT Basics course in a 2-semester series (12-17 units per semester) of cohort classes. Students must complete the degree to receive hiring consideration in the preferential pool.

Current FAA hiring requirements for Air Traffic Controllers include a maximum age of 30 years at the time of application and U.S. citizenship. Students must complete the degree to receive hiring consideration in the preferential pool.

This program meets the needs of students who want to pursue further training opportunities for work in an FAA facility, work in a contract ATC facility, or work in an ATC facility for the military. It is also suitable for students seeking an expanded knowledge of aviation flight operations and traffic flow management.

Catalog Date: June 1, 2020

Degree Requirements

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</table>

The Air Traffic Control Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- The Federal Aviation Administration requires that all applicants read, write, speak, and understand the English language in accordance with Advisory Circular AC60-28.
- Successful completion of FLTEC 320, Private Pilot Ground.
- Students must attend a mandatory Aviation programs information meeting to receive enrollment permission numbers for the first semester cohort courses. Meeting scheduling information can be found on the Aviation programs web site (https://www.scc.losrios.edu/aviation/).

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- interpret Federal Aviation Regulations that pertain to Air Traffic Control procedures.
- utilize correct air-to-ground and ground-to-air communication terminology and phraseology.
- interpret and disseminate terminal and en-route weather reports.
- apply Air Traffic Control procedures in simulated radar approach control, terminal, and enroute environments.

Career Information

Employment opportunities exist within the Federal Aviation Administration's National Air Traffic Control system for Air Traffic Controllers and Remote Pilot Operators (RPO’s), with numerous contract facilities throughout the country, and with the military worldwide.

A.S. in Aircraft Dispatcher

Sacramento City College maintains a Federal Aviation Administration (FAA) authorized 14 CFR Part 65 Aircraft Dispatcher (AD) Program. Our one-year certificate and two-year degree programs are designed to meet the needs of students who desire the technical training in order to qualify for the written, oral, and practical tests for the FAA Aircraft Dispatcher Certificate.

This is an intensive aviation program that brings participants with little or no aviation knowledge up to a knowledge level required by working aviation professionals. The program is taught in a two-semester sequenced cohort, with 12-15 credit units per semester. It is recommended that all general education requirements for the degree be completed before registering for the aviation-specific cohort classes.

All required courses must be passed with a grade of "C" or better.

In the final semester, students will be required to take the FAA Aeronautical Knowledge Test for Aircraft Dispatcher (ADX written). Students must be 21 years of age to take the exam. This exam is given on a PASS/FAIL basis by testing centers authorized by the FAA but not affiliated with Sacramento City College. Costs for the exam currently range from $150-$165.

Students who successfully complete the FAA written exam and complete the program are eligible to take the FAA Practical Exam. In accordance with FAA regulations, the authorization to take the exam is valid for 90 days after completion of the ATCAD 310 Aircraft Dispatcher Operations course. Sacramento City College normally makes arrangements to have an FAA Dispatch Examiner present at the college within that window. Costs for the Dispatch Practical Exam range from $600 to $1000.

Upon passing the FAA Practical Exam, graduates aged 23 years or more are certificated to perform the duties of an aircraft dispatcher for a 14 CFR Part 121 Air Carrier. Those who have not reached age 23 are issued an FAA Letter of Competency which may be presented to any FAA Flight Standards Office for issuance of the Aircraft Dispatcher certificate on or after their 23rd birthday.

Catalog Date: June 1, 2020
### Degree Requirements

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<td>Airplane Aerodynamics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units:</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

The Aircraft Dispatcher Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

### Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- The Federal Aviation Administration requires that all applicants read, write, speak, and understand the English language. FAA guidance on language proficiency can be found in the current version of Advisory Circular AC60–28 and the Level 4 proficiency standards of ICAO Doc 9835.
- Successful completion of FLTEC 320, Private Pilot Ground, or possession of an FAA Private Pilot certificate and a current biennial flight review (BFR).
- Students must complete FLTEC 314, Large Aircraft Systems and FLTEC 310, Instrument Pilot in the semester immediately prior to enrolling in ATCAD 310 Practical Dispatch, or complete a diagnostic assessment exam demonstrating sufficient retention of aviation knowledge from the Flight Technology core curriculum.
- The Federal Aviation Administration requires that applicants for the Aircraft Dispatcher written exam be at least 21 years of age. It is expected that students complete the exam before the midway point of the final course in the program (ATCAD 310 Practical Dispatch). [14 CFR 65.53(a)]
- Students must attend a mandatory Aviation programs information meeting to receive enrollment permission numbers for the first semester cohort courses. Meeting scheduling information can be found on the Aviation programs web site (https://www.scc.losrios.edu/aviation/).

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- perform the required duties of an Aircraft Dispatcher, as outlined by the Federal Aviation Administration.
- demonstrate a readiness to take the oral and practical examinations for the Federal Aviation Administration’s aircraft dispatcher certificate.
- apply concepts learned such as weather analysis, large aircraft systems, regulations, and human factors to practical Aircraft Dispatcher problems.

### Career Information

Aircraft Dispatchers are employed by all major and regional airlines worldwide. Outside of the United States, the aircraft dispatcher may be referred to as a Flight Operations Officer in accordance with the standards and recommended practices of the International Civil Aviation Organization (ICAO). Many jet charter and helicopter air ambulance operators, as well as government agencies and the military, utilize their services.
A.S. in Flight Technology

The Flight Technology A.S. Degree program is designed for students who want to pursue professional careers in aviation flight operations, or who wish to continue their aviation studies in a baccalaureate program.

During the course of the program the student will have the opportunity to qualify to take the written portions of the FAA Private, Instrument, Commercial Pilot, Basic and Advanced Ground Instructor and the Certified Flight Instructor Instrument examinations. Examinations are given at FAA-authorized locations not related to the college. Each exam is given on a PASS/FAIL basis, and costs between $150 and $165. Results of the exams are valid for 2 years after the date of examination.

This is an intensive, broad-based aviation program that brings participants with little or no aviation knowledge up to a knowledge level required by working aviation professionals. The program is taught in cohorts, with 12 to 15 credit units per semester. It is recommended that all general education requirements for the degree be completed before registering for aviation-specific cohort classes.

Catalog Date: June 1, 2020

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The Flight Technology Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- The Federal Aviation Administration requires (AC 60-28) that all applicants read, write, speak, and understand the English language.
- Successful completion of FLTEC 320, Private Pilot Ground. Or
- Hold an FAA or ICAO-compliant Private (or higher) pilot certificate and a current biennial flight review (BFR). Or
- Have documented significant and recent (within the last 5 years) military or civilian commercial aviation operations experience.
- Students must attend a mandatory Aviation programs information meeting to receive enrollment permission numbers for the first semester cohort courses. Meeting scheduling information can be found on the Aviation programs web site (https://www.scc.losrios.edu/aviation/).

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate the required knowledge and skills in order to qualify for the written portions of the Federal Aviation Administration examinations for pilot and instructor.
- perform navigational pre-flight planning.
- assemble and analyze terminal and en route weather data.
- calculate departure, en route, and arrival performance data.
- assess risk factors to aircraft operations and apply the appropriate safety and communications protocols to mitigate the risks.

Career Information

Professional Pilots are employed as Charter Pilots, Flight Instructors, Ground Instructors, Agricultural Pilots, Helicopter Pilots, Flight Engineers, and Regional Airline/Major Airline Pilots, as well as working for Government Agencies or the Military.

Certificates of Achievement

Aircraft Dispatcher Certificate

Sacramento City College maintains a Federal Aviation Administration (FAA) authorized 14 CFR Part 65 Aircraft Dispatcher (AD) Program. Our one-year certificate and two-year degree programs are designed to meet the needs of students who desire the technical training in order to qualify for the written, oral, and practical tests for the FAA Aircraft Dispatcher Certificate.

This is an intensive aviation program that brings participants with little or no aviation knowledge up to a knowledge level required by working aviation professionals. The program is taught in a two-semester sequenced learning cohort, with 12-15 credit units per semester.

All required courses must be passed with a grade of "C" or better.

In the final semester, students will be required to take the FAA Aeronautical Knowledge Test for Aircraft Dispatcher (ADX written). Students must be 21 years of age to take the exam. This exam is given on a PASS/FAIL basis by testing centers authorized by the FAA but not affiliated with Sacramento City College. Costs for the exam currently range from $150-$165.

Students who successfully complete the FAA written exam and complete the program are eligible to take the FAA Practical Exam. In accordance with FAA regulations, the authorization to take the exam is valid for 90 days after completion of the ATCAD 310 Aircraft Dispatcher Operations course. Sacramento City College normally makes arrangements to have an FAA Dispatch Examiner present at the college within that window. Costs for the Dispatch Practical Exam range from $600 to $1000.

Upon passing the FAA Practical Exam, graduates aged 23 years or more are certificated to perform the duties of an aircraft dispatcher for a 14 CFR Part 121 Air Carrier. Those who have not reached age 23 are issued an FAA Letter of Competency which may be presented to any FAA Flight Standards Office for issuance of the Aircraft Dispatcher certificate on or after their 23rd birthday.

Catalog Date: June 1, 2020

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</tr>
</tbody>
</table>

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:
The Federal Aviation Administration requires that all applicants read, write, speak, and understand the English language. [14 CFR 65.53(b)(2)]

Successful completion of FLTEC 320, Private Pilot Ground, or possession of an FAA Private Pilot certificate and a current biennial flight review (BFR).

Students must complete FLTEC 310, Instrument Pilot/Instructor Ground School and FLTEC 314, Large Aircraft Systems in the semester immediately prior to enrolling in ATCAD 310 Practical Dispatch, or complete a diagnostic assessment exam demonstrating sufficient retention of aviation knowledge from the Flight Technology core curriculum.

The Federal Aviation Administration requires that applicants for the Aircraft Dispatcher written exam be at least 21 years of age. It is expected that students complete the exam before the midway point of the final course in the program (ATCAD 310 Practical Dispatch). [14 CFR 65.53(a)]

Students must attend a mandatory Aviation programs information meeting to receive enrollment permission numbers for the first semester cohort courses. Meeting scheduling information can be found on the Aviation programs web site (https://www.scc.losrios.edu/aviation/).

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- perform the required duties of an Aircraft Dispatcher, as outlined by the Federal Aviation Administration.
- demonstrate a readiness to take the oral and practical examinations for the Federal Aviation Administration's aircraft dispatcher certificate.
- apply concepts learned such as weather analysis, large aircraft systems, regulations, and human factors to practical Aircraft Dispatcher problems.

Career Information

Aircraft Dispatchers are employed by all major and regional airlines worldwide. Outside of the United States, the aircraft dispatcher may be referred to as a Flight Operations Officer in accordance with the standards and recommended practices of the International Civil Aviation Organization (ICAO). Many jet charter and helicopter air ambulance operators, as well as government agencies and the military, utilize their services.

Flight Technology Certificate

Sacramento City College offers a one-year certificate program organized to offer aspiring pilots all the academic ground instruction required for the Federal Aviation Administration (FAA) Private and Commercial pilot certificates with an Instrument rating, and the Ground Instructor certificate with Advanced and Instrument ratings.

Students will also study large commercial aircraft systems.

During the course of the program the student will qualify to take the written portions of the FAA Private, Instrument, Commercial Pilot, Basic and Advanced Ground Instructor and the Certified Flight Instructor Instrument examinations. Examinations are given at FAA-authorized locations not related to the college. Each exam is given on a PASS/FAIL basis, and costs between $150 and $165. Results of the exams are valid for 2 years after the date of examination.

No actual flight training is available through Sacramento City College.

This is an intensive, broad-based aviation program that brings participants with little or no aviation knowledge up to a knowledge level required by working aviation professionals. The program is taught in cohorts, with 12 to 15 credit units per semester.

All required courses must be passed with a grade of "C" or better.

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**Enrollment Eligibility**

To be eligible for enrollment in the program, the student must meet the following criteria:

- The Federal Aviation Administration requires (AC 60-28) that all applicants read, write, speak, and understand the English language.
- Successfully complete the prerequisite course: FLTEC 320, Private Pilot Ground, or
- Hold an FAA or ICAO-compliant Private Pilot certificate with a current biennial flight review (BFR), or
- Have significant documented recent (within the last 5 years) military or civilian commercial aviation operations experience.
- Students must attend a mandatory Aviation programs information meeting to receive enrollment permission numbers for the first semester cohort courses. Meeting scheduling information can be found on the Aviation programs web site (https://www.scc.losrios.edu/aviation/).

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- demonstrate the knowledge and skills to qualify for the written portions of the Federal Aviation Administration examinations for pilot and instructor.
- perform navigational pre-flight planning.
- assemble and analyze terminal and en-route weather data.
- calculate departure, en-route, and arrival performance data.
- assess risk factors to aircraft operations and apply the appropriate safety and communications protocols to mitigate the risks.

**Career Information**

Professional Pilots are employed as Charter pilots, Flight Instructors, Ground Instructors, Agricultural Pilots, Helicopter Pilots, Flight Engineers, and Regional Airline/Major Airline Pilots as well as working for a Government Agency or the Military.

**Air Traffic Control and Aircraft Dispatcher (ATCAD)**

**ATCAD 300 Basic Terminal Procedures**

**Units:** 3.5
**Hours:** 45 hours LEC; 54 hours LAB
**Prerequisite:** FLTEC 302, 304, 306, 310, 312, 314, 320, 321, and 330 with grades of "C" or better
This course provides lecture and simulator lab experience in the fundamental concepts of procedures and skills related to Terminal Radar Control (TRACON) operations. Areas such as aircraft identification, voice communication, phraseology, facility and inner-facility coordination, strip markings, airport traffic control, and TRACON functions will be taught and practiced.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- control, via radar simulation, aircraft utilizing approach and departure procedures.
- use proper phraseology and acronyms when communicating within the Air Traffic Control (ATC) system.
- apply procedures and regulations pertaining to approach and departure.
- identify aircraft types and separation procedures.

### ATCAD 301 Advanced Terminal Procedures

**Units:** 3.5

**Hours:** 45 hours LEC; 54 hours LAB

**Prerequisite:** ATCAD 300, FLTEC 302, FLTEC 304, FLTEC 306, FLTEC 310, FLTEC 312, FLTEC 314, FLTEC 320, FLTEC 321, and FLTEC 330 with grades of "C" or better

**Transferable:** CSU

**Catalog Date:** June 1, 2020

This course continues the training of ATCAD 300 with lecture and simulator lab experience in more advanced concepts of procedures and skills related to Terminal Radar Control (TRACON) operations. Advanced topics in aircraft identification, voice communication, phraseology, facility and inner-facility coordination, strip markings, air traffic control, TRACON functions, runway visibility, weather observations, communication failures, and emergencies will be taught and practiced. One field trip to an operating TRACON facility may be scheduled.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- control, via radar simulation, of multiple mixed-type aircraft utilizing approach and departure procedures.
- prioritize communications, using proper phraseology and acronyms when communicating within the Air Traffic Control (ATC) system.
- apply procedures and regulations pertaining to approach and departure of mixed traffic.
- identify aircraft types and separation procedures.
- determine runway visibility.
- estimate and record weather observations.
- assess communication and related equipment failure.
- assess common in-flight emergencies.

### ATCAD 302 Basic En Route Procedures

**Units:** 3.5

**Hours:** 45 hours LEC; 54 hours LAB

**Prerequisite:** FLTEC 302, 304, 306, 310, 312, 314, 320, 321, and 330 with grades of "C" or better

**Transferable:** CSU

**Catalog Date:** June 1, 2020

This course provides lecture and simulator lab experience in the fundamental rules and procedures required in the en route environment. Areas such as air-to-ground and ground-to-air communications, radar control, Visual Flight Rules (VFR) and Instrument Flight Rules (IFR) en route procedures, aircraft identification, voice communications, phraseology, facility and inter-facility coordination, strip markings, and clearances will be taught and practiced.
Student Learning Outcomes
Upon completion of this course, the student will be able to:

- apply procedures and regulations pertaining to en route operations.
- identify aircraft types and separation procedures.
- use proper phraseology and acronyms when communicating within the Air Traffic Control (ATC) system.
- control, via radar simulation, aircraft utilizing en route procedures.

ATCAD 303 Advanced En Route Procedures

<table>
<thead>
<tr>
<th>Units:</th>
<th>3.5</th>
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<tr>
<td>Hours:</td>
<td>45 hours LEC; 54 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>ATCAD 302, FLTEC 302, FLTEC 304, FLTEC 306, FLTEC 310, FLTEC 312, FLTEC 314, FLTEC 320, FLTEC 321, and FLTEC 330 with grades of &quot;C&quot; or better</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course is a continuation of ATCAD 302 provides lecture and simulator lab experience in advanced rules and procedures required in the en route environment. Areas such as air-to-ground and ground-to-air communication, radar control, Visual Flight Rules (VFR) and Instrument Flight Rules (IFR) en route procedures, aircraft identification, communication failures, clearances, strip markings, radio and satellite navigation systems, aviation weather services, and emergency procedures in complex airspaces and across multiple positions will be taught and practiced.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- apply procedures and regulations pertaining to en route operations in complex airspaces.
- identify aircraft types and separation procedures.
- use proper phraseology and acronyms when communicating within the Air Traffic Control (ATC) system across multiple en route positions.
- control, via radar simulation, aircraft utilizing en route procedures.
- identify and then brief for en route weather changes.
- assess communication and related equipment failure.
- assess common en route flight emergencies.

ATCAD 309 Airline Operations and Performance

<table>
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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>FLTEC 302, 304, 306, 310, 314, 320, and 330 with grades of &quot;C&quot; or better; Students who do not wish to pursue a degree or certificate from Sacramento City College and who meet the experience and recency requirements of 14 CFR 65.57(a) may enroll after completing FLTEC 314</td>
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<tr>
<td>Advisory:</td>
<td>Students be prepared to take the FAA ADX aeronautical knowledge exam at or before the completion of the course. The exam is administered by FAA-contracted testing facilities. Current charges are $150-$165. Students under the age of 21 will take instructor-developed exams. Students must be 21 years of age or more to take the exam.</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course introduces advanced subject matter in relation to airline operations regulations, weight and balance, winter operations, and calculating aircraft performance and limitations for a variety of large turboprop and turbojet aircraft.

The course will prepare the student to take the Federal Aviation Administration’s (FAA) Aeronautical Knowledge exam for Aircraft Dispatcher (ADX).

Students should complete the ADX by the end of the course. The exam is offered at FAA contract testing sites not affiliated with Sacramento City College. Current costs for the exam range from $150-$165. These costs are not included in the enrollment fees for this course.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- interpret federal aviation regulations specifically targeting air carrier operations and certification (14 CFR Parts 119, 120, 121).
- compute takeoff, en route, and landing performance for CRJ200, DC-9, Q400, B1900, and C208 aircraft using manufacturer performance tables and graphs.
- compute aircraft weight and balance information for specified loads for passenger and cargo aircraft.
- identify and interpret operations documents required for air carrier flights.
- analyze and interpret local, regional, and hemispheric weather patterns from National Weather Service World Meteorological Organization aviation weather products, and explain weather effects on flight.
- describe the challenges of winter weather operations and procedures and tools used by air carriers to maintain safe operations.
- delineate the duties and training requirements of an aircraft dispatcher.

ATCAD 310 Aircraft Dispatcher Operations

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ATCAD 309 with a grade of "C" or better; Students should have completed the Federal Administration's aeronautical knowledge exam for Aircraft Dispatcher before the class begins. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course emulates airline's aircraft dispatcher indoctrination and initial training courses. Students will be required to interpret Operations Specifications, complete manual flight plans, deliver flight briefings as an aircraft dispatcher to a simulated flight crew under various conditions. Required briefings will include weather, performance data, weight and balance calculations, and special conditions of the flight.

This course is required under 14 CFR Part 65 Appendix A Section VIII of Sacramento City College's FAA-authorized Part 65 Aircraft Dispatcher training program. Students who successfully complete this course will be eligible for a 14 CFR Part 65 course Certificate of Completion, valid for 90 days, that will authorize them to take the FAA Aircraft Dispatcher Practical Exam with an FAA Aviation Safety Inspector-Dispatch or Designated Aircraft Dispatch Examiner. Practical Dispatch examinations are not given by Sacramento City College, can require fees of $600-$1000.

Students who do not pass an FAA Aircraft Dispatcher Practical exam within 90 days of successfully completing the course as required by 14 CFR 65.70(2)(b) may retake the course up to two additional times.

Students must complete ATCAD 309, Airline Operations and Performance and show evidence of having completed the FAA Aircraft Dispatcher aeronautical knowledge exam (ADX) before beginning the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- determine if a Part 121 would be legal under Federal Aviation Regulations and an airline's Operations Specifications (OpSpecs).
- calculate aircraft weight and balance and determine if it is within appropriate parameters.
- calculate aircraft performance for takeoff, climb, cruise, descent, and landing.
- analyze low altitude, high altitude, and terminal weather forecasts.
- brief a flight crew on the parameters of a designated flight.

Flight Technology (FLTEC)

FLTEC 100 Introduction to Aviation Careers
This introductory course is designed for potential aviation career professionals such as pilots, air traffic controllers, and aircraft dispatchers. In this course, students will explore the fundamentals of aircraft operations as well as the history and development of the aviation industry. The students will also explore and learn the requirements for completing the AS degree in Air Traffic Control, Aircraft Dispatch, and Flight Technology. A final grade of "C" or better and completion of the Computerized Placement Testing series is necessary to move on to FLTEC 302, 306, 312, 320, and 330.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify career opportunities in the aviation industry such as air traffic controllers, aircraft dispatchers, and pilots.
- define the Air Traffic Control, Aircraft Dispatch, and Flight Technology degrees and the requirements for completion.
- apply and explain the basic theory of flight.
- identify basic aircraft components and their function.
- examine the basic air transportation system in the United States.

### FLTEC 294 Topics in Aeronautics, Flight Technology

This is a specialized course developed in conjunction with industry partners to address emerging training needs.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify emerging trends and new technology in the aviation/aerospace industries.
- develop processes and procedures to adapt to changing environments and integrate new technologies into industry.

### FLTEC 300 Introduction to Aviation

This introductory course is designed for aviation career professionals such as pilots, air traffic controllers, aircraft dispatchers, and aircraft technicians. This course will explore the fundamentals of aircraft and spacecraft flight as well as the history and development of the aviation industry.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply and explain the basic theory of flight.
- identify and correctly utilize nomenclature of a typical aircraft and explain functions.
- evaluate the significance of major aviation events and individuals.
- explain how and why a specific event or individual was important to aviation progress.
identify workgroups and systems used in commercial aviation and the national airspace system.

evaluate National Weather Service products and develop an operational weather briefing.

using various national charting products and an aircraft flight manual, determine an optimum routing, time and fuel usage for a small aircraft.

explain the transoceanic organized track systems.

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**FLTEC 302 Aviation Weather**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** FLTEC 320 with a grade of "C" or better  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This aviation related meteorology course is designed for pilots, air traffic controllers, and aircraft dispatchers. It covers basic weather phenomena, hazards, and prognostics as they apply to flight. Use and interpretation of Federal Aviation Administration (FAA) and National Weather Service (NWS) meteorological services are also explained.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- choose the appropriate Federal Aviation Administration (FAA) and National Weather Service (NWS) meteorological information that applies to a flight.
- analyze and evaluate the selected information and decide if the weather conditions are conducive to a safe and legal flight.
- identify the correct answer to weather related test questions on various Federal Aviation Agency airmen certificate and rating knowledge exams.
- use National Weather Service and approved World Meteorological Organization source products to develop and deliver a weather briefing for a transoceanic international flight.

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**FLTEC 303 Remote Pilot - Small Unmanned Aircraft Systems**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Advisory:** The minimum age for issuance of an FAA Remote Pilot - sUAS certificate is 16 years of age. Certificates are issued subject to the results of a Transportation Security Administration personal threat assessment.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course prepares the student to take the FAA aeronautical knowledge test that is required for the issuance of a Remote Pilot - Small Unmanned Aircraft Systems certificate. Topics include federal and state regulations governing the use of Unmanned Aircraft Systems, airspace and aeronautical chart reading, aviation weather, and crew resource management.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate necessary knowledge to take the Federal Aviation Administration (FAA) aeronautical knowledge exam for Remote Pilot - Small Unmanned Aircraft Systems (sUAS) certificate.
- obtain a weather briefing; then interpret and apply the contents by explaining the impact of the conditions to a flight plan and aircraft performance.
- analyze a flight mission, identify the airspace, regulatory, and legal requirements, and explain what additional information is required and where and how to obtain it.
- conduct a preflight crew briefing that enumerates risk factors and mitigation steps that will allow for a safe flight, including actions to be taken in case of an emergency.
evaluate a flight mission, obtain all available information, and make and justify a “go/no go” decision.

FLTEC 304 Human Factors and Risk Management in Aviation

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate what human factors may affect the pilot’s or controller’s ability to make correct aeronautical decisions.
- compile a checklist of relevant criteria for making a go-no-go decision.
- evaluate an aircraft incident or accident report and identify and classify contributing human factors.

FLTEC 305 Remote Pilot Flight Operations

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- obtain, analyze, and continuously evaluate site weather to ensure compliance with applicable regulations and limitations specified in flight operations documentation.
- operate a small multirotor unmanned aircraft system within visual range in manual mode.
- operate a small multirotor unmanned aircraft system using a automated flight planning profiles.
- recognize and correctly respond to inflight failures and safely terminate a flight.
- identify site-specific hazards and implement appropriate risk mitigation steps.
- coordinate communications between members of an operations team during flight operations.
- operate a simulated fixed-wing drone beyond visual line-of-sight.
This course is an in-depth study of Title 14 of the Code of Federal Regulations, Parts 1, 5, 43, 61, 65, 68, 71, 73, 91, 110, 117, 119, 121, and 135, Letters of Agreement, Standard Operating Procedures, Aeronautical Information Manual (AIM), Title 49 Sections related to Aviation Security and the Safe Transport of Dangerous Goods by Air, and the National Transportation Safety Board (NTSB) 830 for reporting aircraft accidents. Students will research and apply the regulations to common aviation industry scenarios.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify relevant sections of the Federal Aviation Regulations (FAR).
- research and apply FARs to actual flight and ground scenarios in order to determine applicability.
- determine proper procedures utilizing the Aeronautical Information Manual (AIM), FAR orders, Letters of Agreement, and accident reporting procedures.

FLTEC 310 Instrument Pilot/Instructor Ground School

This course is an introduction to the principles of instrument flying to include: Instrument Flight Rules (IFR), instruments, meteorology, navigation, IFR approaches, IFR departures, IFR enroute, communications, air traffic control, and aero medical factors. This course meets the Federal Aviation Administration (FAA) requirements for Instrument Pilot, Instrument Ground Instructor, and Instrument Flight Instructor written exam eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the necessary knowledge to take the Instrument Pilot Knowledge Examination as required by the Federal Aviation Administration (FAA).
- demonstrate the necessary knowledge to take the Instrument Ground School Instructor Knowledge Examination as required by the Federal Aviation Administration (FAA).
- demonstrate the necessary knowledge to take the Instrument Flight Instructor Knowledge Examination as required by the Federal Aviation Administration (FAA).
- demonstrate the necessary knowledge to take the instrument procedures portions of the Aircraft Dispatcher Knowledge Examination and Aircraft Dispatcher Practical Examination as required by the Federal Aviation Administration.

FLTEC 311 Aerial Photography-Remote System

This course will prepare and train students in the latest aerial data capture and imaging techniques used commercially with remote drone pilots. The course is designed for those already certified by the FAA (Remote Pilot - Small UAS under 14 CFR Part 107) and pursuing
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate competent flight operation while capturing data individually and as a team.
- demonstrate and employ a variety of compositional techniques with and without gimbal operation for both video and still capture.
- demonstrate competent knowledge and practice of FAA 14 CFR Part 107 Remote Pilot - Small UAS regulations during pre-flight, piloting and post-flight operation.
- demonstrate basic computer-aided video editing techniques.
- systematically organize images, video, and sound in editing software.

FLTEC 312 Air Navigation, Airspace, and Communication

Units: 3
Hours: 54 hours LEC
Prerequisite: FLTEC 100 or 300 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course is designed to teach the aeronautics student the basics of navigation, airspace, and communication. The fundamentals of pilotage, dead reckoning, radio navigation using ground and spaced-based aids, and internal long-range navigation systems will be applied to flight planning. Requirements for airspace and air traffic controller communication will be covered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and utilize information from common aeronautical navigational charts.
- plan Visual Flight Rules (VFR) cross-country flights utilizing pilotage and dead reckoning techniques.
- categorize required radio navigation aid information required for cross-country flights such as Global Navigation Satellite Systems (GNSS), Very high frequency Omnidirectional Range (VOR), Inertial Reference Units (IRU) and Flight Management Systems (FMS).
- identify normal and special use airspace requirements utilizing a sectional, terminal area, or world aeronautical chart.
- determine air traffic controller communication requirements and frequencies for designated airspace and flight following.

FLTEC 314 Large Aircraft Systems

Units: 5
Hours: 90 hours LEC
Prerequisite: FLTEC 310, 320, and 330 with grades of "C" or better; or has documented evidence of the aviation experience requirements of 14 CFR 65.57(a).
Transferable: CSU
Catalog Date: June 1, 2020

This Boeing 7XX Series general familiarization course is designed for students desiring to become pilots, air traffic controllers, air dispatchers, turbojet flight engineers, or technicians on large, complex aircraft typically flown by the airline industry. All Boeing systems will be covered in detail such as: avionics, hydraulics, pneumatics, pressurization, air conditioning, electrics, fire protection, ice and rain protection, engine operation, flight performance, and take-off and landing data. Weight and balance computations and emergency procedures will also be included.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate an understanding of large, complex aircraft systems and performance data based on the Boeing 7XX Series such as 707, 727, 737, 747, 757, 767, 777, and 787.

FLTEC 319 Fundamentals of Instruction for Aviation Instructors

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | FLTEC 310, 320, and 321 with grades of "C" or better; Students who hold a valid and current FAA or ICAO-compliant Commercial pilot certificate with an Instrument rating may be admitted without completing the prerequisite courses. |
| Advisory: | COMM 301 and FLTEC 320 with grades of "C" or better. Students should have at least one year of specific aviation technical experience as well as one FAA airman certificate such as: Private Pilot, Airframe and Powerplant Mechanic, Aircraft Dispatcher, Air Traffic Controller, Parachute Rigger, Navigator, or Flight Engineer. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course provides in-depth instruction in the Fundamentals of Instruction (FOI) for aviation flight and ground instructors as required by the Federal Aviation Administration (FAA), under Part 61 of Title 14 of the Code of Federal Regulations (14 CFR 61.185(a)(1) and 61.213(a)(3)). Students will be required to develop detailed written syllabi and deliver an oral presentation that meets FAA standards of instruction.

Information regarding aircraft categories other than airplane or helicopter (i.e. airship, balloon, glider) required for the Advanced Ground Instructor rating will be also be presented.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply and explain the Fundamentals of Instruction.
- design a specific aviation syllabus.
- instruct specific aviation subjects from a written lesson plan.
- develop a written test to determine a student’s depth of knowledge.

FLTEC 320 Private Pilot Ground School

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

The basic principles of flight, meteorology, navigation, communication, weight and balance, aircraft systems and instruments, performance, flight procedures, air traffic control, and regulations will be explained. The course provides the necessary information that will enable the student to be eligible to take the Private Pilot, Sport Pilot, and basic Certificated Ground School Instructor knowledge exam.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the necessary knowledge to take the Federal Aviation Administration (FAA) knowledge exam for Private Pilot, Sport Pilot, and basic Ground School Instructor certificate.
- demonstrate the fundamentals of the aerodynamic principles that apply to aircraft flight and control.
- demonstrate the fundamentals of how aircraft systems function and how they apply to flight.
- obtain an aviation weather briefing and apply the information to a proposed flight.
- correctly use navigation computers, charts, and plotters when planning a flight.
- compute light aircraft weight and balance computations.
compute light aircraft performance data.
demonstrate the fundamental application of Federal Aviation Regulations (FAR) Part 1, 61, and 91.

FLTEC 321 Commercial Pilot Ground School

Units: 3
Hours: 54 hours LEC
Prerequisite: FLTEC 320 with a grade of "C" or better; or Instructor's Permission.
Transferable: CSU
Catalog Date: June 1, 2020

This course is an in-depth study of the principles of meteorology, aviation, navigation, communication, advanced weight and balance, aircraft structures, aircraft systems, instruments, performance, theory of flight, and Federal Aviation Regulations (FAR). This course meets the Federal Aviation Administration (FAA) eligibility requirements for Commercial Pilot and/or Advanced Ground School Instructor written exam.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- complete the Federal Aviation Administration (FAA) Knowledge Exam for the Commercial Pilot and/or Advanced Ground School Instructor.
- demonstrate the fundamentals of Advanced aerodynamic principles that apply to high and low performance aircraft flight and control.
- demonstrate the fundamentals of how advanced aircraft systems function and how they apply to flight.
- compute aircraft weight and balance computations for light and heavy aircraft.
- compute take-off, climb, cruise, and descent performance calculations.

FLTEC 330 Airplane Aerodynamics

Units: 3
Hours: 54 hours LEC
Prerequisite: FLTEC 320 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course provides in-depth instruction in the fundamentals of aerodynamics, nomenclature, common maneuvers, and emergency concerns for airplanes. This course is appropriate for pilots, flight instructors, aircraft mechanics, air traffic control specialists, or aircraft dispatchers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply and explain basic airplane aerodynamics.
- identify and correctly utilize nomenclature of a typical airplane and explain functions.
- apply and explain fundamental airplane maneuvers.
- apply and explain fundamental airplane emergency concerns.

FLTEC 340 Helicopter Aerodynamics

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: FLTEC 320 with a grade of "C" or better
Transferable: CSU
This course is designed to provide in-depth instruction in the fundamentals of aerodynamics, nomenclature, common maneuvers, and emergency concerns for helicopters. This course would be appropriate for students pursuing a helicopter pilot and/or flight instructor, aircraft mechanic, or air traffic control and/or aircraft dispatcher certificate.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply and explain basic helicopter aerodynamics.
- identify and correctly utilize nomenclature of a typical helicopter and explain functions.
- apply and explain fundamental helicopter maneuvers.
- apply and explain fundamental helicopter emergency concerns.

FLTEC 350 Private Pilot-Helicopter Flight Techniques

Units: 3  
Hours: 162 hours LAB  
Prerequisite: FLTEC 100, 302, 304, 306, 312, 320, and 330 with grades of "C" or better  
Enrollment Limitation: If student is not a U.S. Citizen the student must complete the required Transportation Security Administration background check prior to enrollment. Student must obtain required FAA Medical Certificate verifying student meets current FAA medical fitness requirements. Student must read, write, and speak the English language.  
Transferable: CSU  
Catalog Date: June 1, 2020

The course will provide the flight training and experience required to safely exercise the privileges and responsibilities of a helicopter Private Pilot. Course content includes instruction in aerodynamics, aircraft systems, Federal Aviation Administration regulations, U.S. Airspace System, weight and balance, aircraft performance, aviation weather, flight publications, radio navigation, cross-country planning and navigation, basic flight physiology, and flight safety. The student must complete the appropriate flight lessons and receive FAA Private Pilot certification to satisfactorily complete the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply learned knowledge and skills to complete the Federal Aviation Administration testing requirements for Private Pilot-Helicopter certification.

FLTEC 352 Instrument Pilot-Helicopter Flight Techniques

Units: 3  
Hours: 162 hours LAB  
Prerequisite: FLTEC 100, 302, 304, 306, 310, 312, 320, and 330 with grades of "C" or better  
Enrollment Limitation: If student is not a U.S. Citizen the student must complete the required Transportation Security Administration background check prior to enrollment. Student must obtain required FAA Medical Certificate verifying student meets current FAA medical fitness requirements. Student must read, write, and speak the English language. Student must possess an FAA Private Pilot-Helicopter certificate. Student must have accrued required flight experience.  
Transferable: CSU  
Catalog Date: June 1, 2020

The course will provide the flight training and experience required to allow the addition of an Instrument-Rotorcraft rating to a student's existing pilot certificate. Course content includes instruction in aircraft systems, Federal Aviation Administration regulations, U.S. Airspace System, weight and balance, aircraft performance, aviation weather, flight publications, radio navigation, cross-country planning and navigation, basic attitude instrument flying, instrument approach procedures and techniques, and flight safety. The student must complete the appropriate flight lessons and receive FAA Instrument-Airplane certification to satisfactorily complete the course.
Upon completion of this course, the student will be able to:

- apply learned knowledge and skills to complete the Federal Aviation Administration testing requirements for Instrument-Rotorcraft certification.

**FLTEC 354 Commercial Pilot-Helicopter Flight Techniques**

| Units: | 1 |
| Hours: | 54 hours LAB |
| Prerequisite: | FLTEC 100, 302, 304, 306, 312, 321, and 330 with grades of "C" or better |
| Enrollment Limitation: | If student is not a U.S. Citizen the student must complete the required Transportation Security Administration background check prior to enrollment. Student must obtain required FAA Medical Certificate verifying student meets current FAA medical fitness requirements. Student must read, write, and speak the English language. Student must possess an FAA Private Pilot-Helicopter certificate. Student must have accrued required flight experience. |

This course will provide the flight training and experience required to safely exercise the privileges and responsibilities of a helicopter Commercial Pilot. Course content includes instruction in Federal Aviation Administration regulations, U.S. Airspace System, weight and balance, helicopter performance, aviation weather, flight publications, radio navigation, cross-country planning and navigation, complex and high-performance helicopter systems and operation, and flight safety. The student must complete the appropriate flight lessons and receive FAA Commercial Pilot-Rotorcraft certification to satisfactorily complete the course.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply learned knowledge and skills to complete the Federal Aviation Administration testing requirements for Commercial Pilot-Rotorcraft certification.

**FLTEC 360 Private Pilot-Airplane Flight Techniques**

| Units: | 3 |
| Hours: | 162 hours LAB |
| Prerequisite: | FLTEC 100 or 300 with a grade of "C" or better |
| Enrollment Limitation: | If student is not a U.S. Citizen, the student must complete the required Transportation Security Administration background check prior to enrollment. Student must obtain an FAA Medical Certificate verifying that the student meets current FAA medical fitness requirements. 14 CFR requires that the student must read, write, speak and understand the English language. FAA guidance on language proficiency can be found in the current version of Advisory Circular AC60-28 and the Level 4 proficiency standards of ICAO Doc 9835. |

The course will provide the flight training and experience required to safely exercise the privileges and responsibilities of an airplane Private Pilot.

Course content includes instruction in aerodynamics, aircraft systems, Federal Aviation Administration regulations, U.S. Airspace System, weight and balance, aircraft performance, aviation weather, flight publications, radio navigation, cross-country planning and navigation, basic flight physiology, and flight safety. The student must complete the appropriate flight lessons and receive FAA Private Pilot certification to satisfactorily complete the course.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply learned knowledge and skills to complete the Federal Aviation Administration testing requirements for Private Pilot-Airplane certification.
FLTEC 362 Instrument Pilot-Airplane Flight Techniques

Units: 3
Hours: 162 hours LAB
Prerequisite: FLTEC 100, 302, 304, 306, 310, 312, 320, and 330 with grades of "C" or better
Enrollment Limitation: If student is not a U.S. Citizen, the student must complete the required Transportation Security Administration background check prior to enrollment. The student must obtain an FAA Medical Certificate verifying that the student meets current FAA medical fitness requirements. 14 CFR requires that the student must read, write, speak and understand the English language. FAA guidance on language proficiency can be found in the current version of Advisory Circular AC60-28 and the Level 4 proficiency standards of ICAO Doc 9835. The student must possess an FAA Private Pilot-Airplane certificate. The student must have accrued required flight experience by 14 CFR Part 61.
Transferable: CSU
Catalog Date: June 1, 2020

The course will provide the flight training and experience required to allow the addition of an Instrument-Airplane rating to a student's existing pilot certificate. Course content includes instruction in aircraft systems, Federal Aviation Administration regulations, U.S. Airspace System, weight and balance, aircraft performance, aviation weather, flight publications, radio navigation, cross-country planning and navigation, basic attitude instrument flying, instrument approach procedures and techniques, and flight safety. The student must complete the appropriate flight lessons and receive FAA Instrument-Airplane certification to satisfactorily complete the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply learned knowledge and skills to complete the Federal Aviation Administration testing requirements for Instrument-Airplane certification.

FLTEC 364 Commercial Pilot-Airplane Flight Techniques

Units: 2
Hours: 108 hours LAB
Prerequisite: FLTEC 302, 304, 312, 321, 330, 360, and 362 with grades of "C" or better; Must hold or obtain an FAA First or Second Class medical certificate issued under 14 CFR Part 67.
Enrollment Limitation: If student is not a U.S. Citizen, the student must complete the required Transportation Security Administration background check prior to enrollment. Student must obtain the required FAA Medical Certificate verifying that the student meets current FAA medical fitness requirements. 14 CFR requires that the student must read, write, speak and understand the English language. FAA guidance on language proficiency can be found in the current version of Advisory Circular AC60-28 and the Level 4 proficiency standards of ICAO Doc 9835. Student must possess an FAA Private Pilot-Airplane certificate. Student must have accrued required flight experience as required by 14 CFR Part 61.
Transferable: CSU
Catalog Date: June 1, 2020

This course further develops and refines the knowledge and skills of pilots desiring careers as professional pilots. Course content includes instruction in Federal Aviation Administration regulations, U.S. Airspace System, weight and balance, aircraft performance, aviation weather, flight publications, radio navigation, cross-country planning and navigation, complex and high-performance aircraft systems and operation, and flight safety. The student must complete the appropriate flight lessons and receive FAA Commercial Pilot-Airplane certification to satisfactorily complete the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply learned knowledge and skills to complete the Federal Aviation Administration testing requirements for Commercial Pilot-Airplane certification.
Biological Sciences
| Sacramento City College

Biology is the scientific study of life, from molecules to cells, and organisms to ecosystems, including their evolution and interactions with the environment. The Biology A.S. degree is designed to give students a flexible academic foundation to meet transfer requirements for upper division coursework in the biological sciences, participate in the workplace, or meet personal goals. The Biology major is also designed for students planning to pursue careers in medicine, dentistry, pharmacy, or veterinary medicine. For all students pursuing transfer to any four-year program or professional school, it is critical that students meet with a counselor because major and general education requirements vary for each college/university. For students who plan to complete a baccalaureate degree in biology or similar major at a California State University (CSU), The Associate in Science in Biology for Transfer (AS-T) degree is the recommended transfer pathway.

Our courses also support the Allied Health fields providing the needed prerequisite academic and technical knowledge necessary for success in a wide variety of medical and dental fields. We also offer a number of courses that fulfill the science requirements of students in other majors. These include contemporary general biology, natural history, environmental biology, entomology, marine biology, dinosaurs, ornithology, and ethnobotany.

Dean
James Collins

Department Chairs
Alexis Ackerman, PhD
Paul deGennaro, Ph.D.

(916) 558-2272
JensenL2@scc.losrios.edu

Associate Degrees for Transfer

A.S.-T. in Biology

The Associate in Science in Biology for Transfer is designed to prepare students for transfer to a baccalaureate degree program at the California State University in biology or the biological sciences, including molecular biology, cell biology, marine biology, botany, zoology, ecology, environmental science, evolution, genetics, microbiology, and agricultural science. Upon completion of the Associate in Science in Biology for Transfer, students will seamlessly transfer with junior standing to the California State University system.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

The Associate in Science in Biology for Transfer is intended specifically for students planning to transfer to a California State University. It is critical for all students to meet with an SCC counselor and to consult with the transfer institution to determine if any university program is impacted or has additional pre-transfer requirements. Completion of the Associate in Science in Biology for Transfer may not prepare students to transfer to the University of California or other colleges or universities offering a degree in biology or in the biological sciences, as these baccalaureate degree programs may have different requirements. If a student intends to transfer to the University of California, additional courses in chemistry, physics, and math may be required.

Catalog Date: June 1, 2020

Degree Requirements
<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 402</td>
<td>Cell and Molecular Biology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 412</td>
<td>Plant Biology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 422</td>
<td>Animal Biology</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 400</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 401</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 350</td>
<td>Calculus for the Life and Social Sciences I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 350</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 360</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 300</td>
<td>General Principles (3)</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 480</td>
<td>Honors General Principles (3)</td>
<td></td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>39</td>
</tr>
</tbody>
</table>

The Associate in Science in Biology for Transfer (AS-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- apply the scientific method to pose questions and test hypotheses about the natural world.
- evaluate the design, analysis, and interpretation of scientific experiments.
- successfully perform biological laboratory techniques, including microscopy, and understand laboratory safety protocols.
- define and correctly use a core set of scientific terminology relevant to biological organisms and principles.
- write clear, well organized essays or research papers that demonstrate the ability to integrate the chemical, cellular, organismal, population, and ecosystem levels of biological organization into explanations of biological processes.
- demonstrate an understanding of biological evolution by explaining the diversity and unity of life in terms of evolutionary mechanisms including natural selection.
- apply biological principles to successfully complete upper division coursework in general biology, cell biology, molecular biology, genetics, botany, zoology, marine biology, anatomy, physiology, ecology, and evolution.
- apply the process of science and scientific skills in order to successfully participate in supervised research in a biological science.

Career Information

Biologists work as laboratory technologists, x-ray and respiratory technologists, physical therapists, physicians, nurses, and researchers in the medical field; as foresters, wildlife and fisheries biologists, field ecologists, ethnobiologists, botanists, entomologists, and others in field biology and ecology; as veterinary technicians, researchers, and doctors in veterinary medicine; as agronomists, plant pathologists, enologists, and pest management specialists in agriculture; as educators in K-12 schools, community colleges, and universities; and in many other careers.

Associate Degrees

A.S. in Biology

Biology is the scientific study of life, from molecules to cells, and organisms to ecosystems, including their evolution and interactions with the environment. The Biology A.S. degree is designed to give students a flexible academic foundation to meet transfer requirements for upper division coursework in the biological sciences, participate in the workplace, or meet personal goals. The Biology major is also designed for students planning to pursue careers in medicine, dentistry, pharmacy, or veterinary medicine. For all students pursuing transfer to any four-year program or professional school, it is critical that students meet with a counselor because major and general education requirements vary for each college/university. For students who plan to complete a baccalaureate degree in biology or similar
The Associate in Science in Biology for Transfer (AS-T) degree is the recommended transfer pathway.

Catalog Date: June 1, 2020

## Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 400</td>
<td>General Chemistry I (5)</td>
<td>5</td>
</tr>
<tr>
<td>or CHEM 305</td>
<td>Introduction to Chemistry (5)</td>
<td></td>
</tr>
<tr>
<td>or CHEM 309</td>
<td>Integrated General, Organic, and Biological Chemistry (5)</td>
<td></td>
</tr>
</tbody>
</table>

A minimum of 10 units from the following:

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 402</td>
<td>Cell and Molecular Biology (5)</td>
<td></td>
</tr>
<tr>
<td>BIOL 412</td>
<td>Plant Biology (5)</td>
<td></td>
</tr>
<tr>
<td>BIOL 422</td>
<td>Animal Biology (5)</td>
<td></td>
</tr>
<tr>
<td>BIOL 430</td>
<td>Anatomy and Physiology (5)</td>
<td></td>
</tr>
<tr>
<td>BIOL 431</td>
<td>Anatomy and Physiology (5)</td>
<td></td>
</tr>
<tr>
<td>BIOL 440</td>
<td>General Microbiology (4)</td>
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</tr>
</tbody>
</table>

A minimum of 8 units from the following:

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>Introduction to Concepts of Human Anatomy and Physiology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 305</td>
<td>Natural History (4)</td>
<td></td>
</tr>
<tr>
<td>BIOL 308</td>
<td>Contemporary Biology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 309</td>
<td>Contemporary Biology Laboratory (1)</td>
<td></td>
</tr>
<tr>
<td>BIOL 314</td>
<td>Dinosaurs and the Science of Life (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Dinosaurs and the Science of Life Laboratory (1)</td>
<td></td>
</tr>
<tr>
<td>BIOL 320</td>
<td>Field Botany (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 326</td>
<td>Ethnobotany (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 327</td>
<td>Ethnobotany Laboratory (1)</td>
<td></td>
</tr>
<tr>
<td>BIOL 330</td>
<td>Introduction to Entomology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 332</td>
<td>Introduction to Ornithology (4)</td>
<td></td>
</tr>
<tr>
<td>BIOL 342</td>
<td>The New Plagues: New and Ancient Infectious Diseases Threatening World Health</td>
<td></td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Environmental Biology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 360</td>
<td>Environmental Regulations (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 362</td>
<td>Field Methods in Ecology (4)</td>
<td></td>
</tr>
<tr>
<td>BIOL 364</td>
<td>Restoration Ecology (2)</td>
<td></td>
</tr>
<tr>
<td>BIOL 370</td>
<td>Marine Biology (4)</td>
<td></td>
</tr>
<tr>
<td>BIOL 402</td>
<td>Cell and Molecular Biology (5)</td>
<td></td>
</tr>
<tr>
<td>BIOL 412</td>
<td>Plant Biology (5)</td>
<td></td>
</tr>
<tr>
<td>BIOL 422</td>
<td>Animal Biology (5)</td>
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</tr>
<tr>
<td>BIOL 430</td>
<td>Anatomy and Physiology (5)</td>
<td></td>
</tr>
<tr>
<td>BIOL 431</td>
<td>Anatomy and Physiology (5)</td>
<td></td>
</tr>
</tbody>
</table>
The Biology Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- use the scientific method to pose questions and test hypotheses about the natural world.
- evaluate the design, analysis, and interpretation of scientific experiments.
- demonstrate an understanding of the process of biological evolution by the mechanism of natural selection.
- use and understand biological laboratory techniques and safety protocols.
- recognize and define a core set of biological terms and principles.
- compile and analyze data generated through experimentation.

Career Information

Biologists work as laboratory technologists, x-ray and respiratory technologists, physical therapists, physicians, nurses, and researchers in the medical field; as foresters, wildlife and fisheries biologists, field ecologists, ethnobiologists, botanists, entomologists, and others in field biology and ecology; as veterinary technicians, researchers, and doctors in veterinary medicine; as agronomists, plant pathologists, enologists, and pest management specialists in agriculture; as educators in K-12 schools, community colleges, and universities; and in many other careers.

Certificate of Achievement

Field Ecology Certificate

The Field Ecology Certificate program provides the training and education necessary to succeed in government agencies, private businesses, and non-profits that provide field ecology services. The certificate provides the opportunity to learn ecological field methods including identification of flora and fauna, quantitative assessment methods, wetland delineations, regulatory processes, restoration ecology, and geographic information systems. In addition to field methods, students will receive education in general ecological principles.

Two pathways to obtain the certificate exist for this program (students will choose only one of these pathways). Both pathways require the same core courses and only vary in their elective components. Pathway 1 is oriented toward students pursuing their Associate in Science degree in Biology and allows use of either BIOL 412 (Plant Biology) or BIOL 422 (Animal Biology) to partially meet unit requirements for elective courses in the program. Pathway 2 is oriented toward students not pursuing their Biology degree; and unit requirements for elective courses are entirely obtained from the list of elective courses in the program.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 305</td>
<td>Natural History</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 320</td>
<td>Field Botany</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 360</td>
<td>Environmental Regulations</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 362</td>
<td>Field Methods in Ecology</td>
<td>4</td>
</tr>
<tr>
<td>Subtotal Units:</td>
<td></td>
<td>14</td>
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### Pathway 1 (For students also pursuing an Associate in Science Degree in Biology)

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 412</td>
<td>Plant Biology (5)</td>
<td>5</td>
</tr>
<tr>
<td>or BIOL 422</td>
<td>Animal Biology (5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A minimum of 5 units from the following:</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 321</td>
<td>Advanced Field Botany (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 326</td>
<td>Ethnobotany (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 327</td>
<td>Ethnobotany Laboratory (1)</td>
<td></td>
</tr>
<tr>
<td>BIOL 330</td>
<td>Introduction to Entomology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 332</td>
<td>Introduction to Ornithology (4)</td>
<td></td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Environmental Biology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 352</td>
<td>Conservation Biology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 364</td>
<td>Restoration Ecology (2)</td>
<td></td>
</tr>
<tr>
<td>BIOL 370</td>
<td>Marine Biology (4)</td>
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<tr>
<td>BIOLFS 310</td>
<td>Natural History Field Study: Mojave Desert (2)</td>
<td></td>
</tr>
<tr>
<td>BIOLFS 311</td>
<td>Natural History Field Study: Advanced Study of the Mojave Desert (2)</td>
<td></td>
</tr>
<tr>
<td>BIOLFS 350</td>
<td>Natural History Field Study: Sierra Nevada Plants (2)</td>
<td></td>
</tr>
<tr>
<td>CHEM 320</td>
<td>Environmental Chemistry (4)</td>
<td></td>
</tr>
<tr>
<td>GEOG 331</td>
<td>Exploring Maps and Geographic Technologies (3)</td>
<td></td>
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<tr>
<td>GEOG 334</td>
<td>Introduction to GIS Software Applications (3)</td>
<td></td>
</tr>
<tr>
<td>GEOL 345</td>
<td>Geology of California (3)</td>
<td></td>
</tr>
</tbody>
</table>

Pathway 1 (For students also pursuing an Associate in Science Degree in Biology) Units: 10

Total Units: 24

### Pathway 2 (For students pursuing only the Field Ecology Certificate)

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 321</td>
<td>Advanced Field Botany (3)</td>
<td>10</td>
</tr>
<tr>
<td>BIOL 326</td>
<td>Ethnobotany (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 327</td>
<td>Ethnobotany Laboratory (1)</td>
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</tr>
<tr>
<td>BIOL 330</td>
<td>Introduction to Entomology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 332</td>
<td>Introduction to Ornithology (4)</td>
<td></td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Environmental Biology (3)</td>
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</tr>
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</table>

Pathway 2 (For students pursuing only the Field Ecology Certificate) Units: 10
<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 352</td>
<td>Conservation Biology (3)</td>
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</tr>
<tr>
<td>BIOL 364</td>
<td>Restoration Ecology (2)</td>
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</tr>
<tr>
<td>BIOL 370</td>
<td>Marine Biology (4)</td>
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<tr>
<td>BIOLFS 310</td>
<td>Natural History Field Study: Mojave Desert (2)</td>
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</tr>
<tr>
<td>BIOLFS 311</td>
<td>Natural History Field Study: Advanced Study of the Mojave Desert (2)</td>
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</tr>
<tr>
<td>BIOLFS 350</td>
<td>Natural History Field Study: Sierra Nevada Plants (2)</td>
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</tr>
<tr>
<td>CHEM 320</td>
<td>Environmental Chemistry (4)</td>
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</tr>
<tr>
<td>GEOG 331</td>
<td>Exploring Maps and Geographic Technologies (3)</td>
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</tr>
<tr>
<td>GEOG 334</td>
<td>Introduction to GIS Software Applications (3)</td>
<td></td>
</tr>
<tr>
<td>GEOL 345</td>
<td>Geology of California (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pathway 2 (For students pursuing only the Field Ecology Certificate) Units:</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total Units:</td>
<td>24</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- describe the basic principles of ecology, particularly in the context of field oriented biology.
- identify flora and fauna of the region.
- assess ecosystem evaluation methods and demonstrate competence in ecosystem analysis methodologies.
- examine the regulatory processes and agencies involved with environmental regulations at the local, state, and federal levels.
- apply the evolutionary process to its role in ecosystems.
- collect biological and ecological data during field work opportunities.
- record data in a field notebook and on data sheets.
- operate equipment used for the field work component of the program (e.g. nets and other collecting equipment for fishery surveys, nets and sorting trays associated with benthic macro invertebrate surveys for rapid bioassessment, and soil extraction tools for assessment of wetland hydric soils.)
- analyze data collected during field experiments and investigations (e.g. fishery data collected from captured species, percentages of cover of native and non-native plant species from an experimental vegetation plot, determination of water quality characteristics based on sensitivities of benthic macro invertebrate taxonomic units).
- formulate strategies and methodologies for data collection in various field situations.

**Career Information**

The Field Ecology Certificate can fulfill the needs of agencies and private businesses, and non-profits for entry-level ecological and environmental technicians and field biologists. Entry-level jobs can be found in government resource agencies at the federal, state, and local levels and in private environmental consulting businesses and private non-profit environmental organizations. This certificate program will provide advancement opportunities to those currently employed in the environmental and resource professions. In addition to updating job skills, this certificate will provide new training and education opportunities for returning and continuing students.
Biology (BIOL)

BIOL 100 Introduction to Concepts of Human Anatomy and Physiology

- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** None.
- **Advisory:** AH 110 (Medical Language for Health-Care Providers), ENGRD 110 (Efficient Reading) or ESLR 320 (Advanced-Low Reading), and ENGWR 51 (Developmental Writing) or ESLW 310 (Intermediate-High Writing), and BIOL 290 (Science Skills and Applications) with grades of "C" or better.

This introductory lecture course provides an overview of the basic anatomy and physiology of all 11 body systems and is required for students entering the licensed vocational nursing and occupational therapy assistant programs. The course emphasizes the direct connection between human activities (i.e. diet and lifestyle choices) and health of the body. It is designed for students having little or no background in the biological sciences. The course is also open to those intending to pursue studies in the biological sciences who need to strengthen or develop a vocabulary in human anatomy and physiology.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate professionalism through attendance, lack of tardiness, assignment completion, classroom behavior, and respect for fellow students.
- list and describe the organs and functions of all 11 body systems.
- discuss the concept of homeostasis and its maintenance through feedback loops.
- sketch and explain the components of a feedback loop.
- classify the four types of adult tissues based on structure and function.
- construct accurate concept maps that summarize challenging topics.
- diagnose, using scientific methodology, disease states based on medical case studies and explain the basic underlying disease process for each case.
- describe the main homeostatic feedback loops for each of the 11 body systems.

BIOL 290 Science Skills and Applications

- **Units:** 0.5
- **Hours:** 27 hours LAB
- **Prerequisite:** None.
- **Corequisite:** Concurrent enrollment in a science course
- **Catalog Date:** June 1, 2020

This course offers individualized instructional modules designed to provide or improve skills in the various science courses. A partial list of skills may include the following: textbook comprehension, principles of learning and retention, note taking, annotating, discipline-based vocabulary, paraphrasing, reading graphics, test taking, spatial ability, proportionality, and problem solving. Registration is open through the ninth week of the semester. To begin the course any later than that week would not permit completion of course material.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply the text chapter outlining strategy to their own science text.
- construct paraphrases for concepts presented in science textbooks or in their class notes.
- prepare notes for their science class via the Reading Across the Disciplines (RAD) note-taking method.
- interpret various types of graphs and diagrams from their science textbook.
- create concept maps in order to see relationships between ideas presented in their science textbook.
• assess various test taking strategies appropriate for their science class.
• demonstrate ability to read “actively” in their science textbook.
• apply proportional reasoning and spatial awareness techniques to improve content comprehension.
• develop a calendar that indicates study time, modifying it throughout the semester as needed.

BIOL 305 Natural History

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: None.
Advisory: ENGWR 300 (College Composition) with a grade of "C" or better.
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B2; CSU Area B3; IGETC Area 5B
Catalog Date: June 1, 2020

The course is a survey of ecosystems in California with a special emphasis on the relationships between the species, adaptations of those species to their environment, and general ecological concepts. Students will explore the environment and diversity of organisms occurring in our geographical area but will be able to apply this knowledge to other areas as well. Attending a minimum of one field trip is required. The course is designed for the non-science major and is one of the core courses in the Field Ecology Certificate.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• explain the important biotic and abiotic factors of the various ecosystems of California.
• examine the many different relationships between species.
• apply general ecological concepts.
• incorporate the principles of natural selection in understanding relationships between a species' adaptations and its environment.
• recognize several common species of California plants and animals in the field.
• assess the importance of climate and geology to plant and animal adaptations.
• evaluate the importance of biodiversity to ecosystem health.
• record observations on adaptations and ecology in natural environments.
• discover and explain the importance of biodiversity to the maintenance of healthy ecosystems.

BIOL 308 Contemporary Biology

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 300 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B2; IGETC Area 5B
Catalog Date: June 1, 2020

This course is a survey of biological science intended to equip the student to think and act intelligently with respect to contemporary issues in biology. Biological topics are introduced in a framework of natural selection. The course is for those not intending to major in biological sciences, particularly liberal studies majors. Genetics is a significant focus of the course, as are origin of cellular life, cellular physiology, and diversity of organisms. An optional laboratory illustrating these principles introduced is offered as a separate, one-unit course (BIOL 309).

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• use the scientific method to pose questions and test hypotheses about the natural world.
- evaluate the design, analysis, and interpretation of scientific experiments.
- recognize and define a core set of biological terms and principles.
- relate the structure of biological molecules such as DNA, proteins, carbohydrates, and lipids to their functions in cells.
- comprehend some aspects of human physiology based on one or more of the body systems such as the digestive, nervous, immune, and reproductive systems.
- analyze problems involving inherited traits by utilizing the basic principles of Mendelian genetics.
- outline the basic cellular processes involved in cell division and the production of sex cells.
- construct diagrams that outline the roles of DNA, RNA, and proteins in the expression of inherited traits.
- explain the process of biological evolution by the mechanism of natural selection.
- interpret “tree of life” diagrams representing the evolutionary history of a group of organisms.
- evaluate new developments in biology in areas such as infectious disease, genetics, biotechnology, origin of life, and environmental studies.

**BIOL 309 Contemporary Biology Laboratory**

**Units:** 1  
**Hours:** 54 hours LAB  
**Prerequisite:** None.  
**Corequisite:** BIOL 308  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area IV; CSU Area B3; IGETC Area 5B; IGETC Area 5C  
**Catalog Date:** June 1, 2020

This course is an optional laboratory accompaniment to BIOL 308. The sessions will illustrate biological phenomena and their relationship to contemporary concerns and discoveries in biology.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- use the scientific method to pose questions and test hypothesis about the natural world.
- comprehend experimental design and critically evaluate experimental results.
- perform simple laboratory skills such as observation, precision measurement, and aseptic techniques.
- use the compound light microscope to view living organisms at the cellular level.
- integrate the biological concepts introduced in Contemporary Biology based on the hands-on experience of the laboratory setting.
- evaluate information in the media about contemporary issues in biology that affect human societies such as epidemiology and prevention of disease, human genetics, genetic engineering, the Theory of Evolution vs. creationism, and biodiversity.

**BIOL 310 General Biology**

**Units:** 4  
**Hours:** 54 hours LEC; 54 hours LAB  
**Prerequisite:** None.  
**Advisory:** ENGWR 300 and MATH 100 with grades of "C" or better  
**Transferable:** CSU  
**General Education:** AA/AS Area IV  
**Catalog Date:** June 1, 2020

This course introduces the major concepts of biological science with an emphasis on human biology. It is intended for non-science majors and disciplines requiring a broad overview of Biology or to meet transfer requirements. Topics covered include: scientific inquiry and literacy, cell biology, metabolism, Mendelian and molecular genetics, evolution, anatomy and physiology, animal behavior, and ecology. The laboratory activities are designed to further investigate and illuminate each topic area. Students may be required to purchase eye protection and disposable gloves. Field trips outside of class time may be required. Additionally, students may be required to provide their own transportation to field trip sites.
Upon completion of this course, the student will be able to:

- explain major molecular, cellular, physiological, ecological, and evolutionary principles.
- apply major molecular, cellular, physiological, ecological, and evolutionary principles to basic biological questions.
- apply the scientific method to biological problems and interpret scientific data from a variety of sources for scientific validity and meaning.
- analyze particular biological structures and explain functions of those structures.
- assess information to evaluate scientific hypothesis investigated in the laboratory using inquiry, data collection, and analysis.
- develop scientific literacy by understanding and utilizing the basic vocabulary of the biological sciences and critically assess biological information relevant to life.

**BIOL 314 Dinosaurs and the Science of Life**

This course investigates the evolution, form, function, and extinction of dinosaurs as a means of introducing students to scientific principles that are common to all forms of life on Earth. Topics will include scientific methodology; the mechanisms of evolution; the structure, early history, and geologic processes of the Earth; the evolutionary history of life on Earth; the diversity, ecology, physiology and behavior of dinosaurs; birds as dinosaurs. Additional topics will include proposed mechanisms of dinosaur extinction including meteorite impacts, volcanic plume events, global winters, global climate change, acid rain, and how each may occur today; genetics, the structure and function of DNA, cellular reproduction, cloning and stem cell technologies and whether they can be used to resurrect extinct organisms such as dinosaurs.

**Student Learning Outcomes**

 Upon completion of this course, the student will be able to:

- use the scientific method to pose questions and test hypotheses about the natural world.
- explain the mechanisms of evolution and discuss the evolutionary history of life on earth.
- integrate an understanding of basic geologic processes and ecological principles into a global view of how they influence the evolution of organisms.
- distinguish major groups of living organisms as well as specific types of dinosaurs and other ruling reptiles.
- explain the basic mechanisms of animal form and function, especially as related to vertebrates such as dinosaurs.
- assess the environmental disturbances proposed to have driven dinosaurs to extinction, and evaluate how many of these disturbances are occurring today as a result of man’s influence on the environment.
- incorporate knowledge of the basic principles of genetics, DNA, and cloning and stem cell technologies into an understanding of what scientists are presently and potentially capable of doing with such technologies.

**BIOL 315 Dinosaurs and the Science of Life Laboratory**

This course investigates the evolution, form, function, and extinction of dinosaurs as a means of introducing students to scientific principles that are common to all forms of life on Earth. Topics will include scientific methodology; the mechanisms of evolution; the structure, early history, and geologic processes of the Earth; the evolutionary history of life on Earth; the diversity, ecology, physiology and behavior of dinosaurs; birds as dinosaurs. Additional topics will include proposed mechanisms of dinosaur extinction including meteorite impacts, volcanic plume events, global winters, global climate change, acid rain, and how each may occur today; genetics, the structure and function of DNA, cellular reproduction, cloning and stem cell technologies and whether they can be used to resurrect extinct organisms such as dinosaurs.

**Student Learning Outcomes**

 Upon completion of this course, the student will be able to:

- use the scientific method to pose questions and test hypotheses about the natural world.
- explain the mechanisms of evolution and discuss the evolutionary history of life on earth.
- integrate an understanding of basic geologic processes and ecological principles into a global view of how they influence the evolution of organisms.
- distinguish major groups of living organisms as well as specific types of dinosaurs and other ruling reptiles.
- explain the basic mechanisms of animal form and function, especially as related to vertebrates such as dinosaurs.
- assess the environmental disturbances proposed to have driven dinosaurs to extinction, and evaluate how many of these disturbances are occurring today as a result of man’s influence on the environment.
- incorporate knowledge of the basic principles of genetics, DNA, and cloning and stem cell technologies into an understanding of what scientists are presently and potentially capable of doing with such technologies.
This course is an optional laboratory component to accompany BIOL 314. The laboratory sessions will allow students to engage in hands-on investigations to broaden and deepen their understanding of concepts discussed and developed in BIOL 314. Students may take this course either concurrently with or any time after completion of BIOL 314.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- use the scientific method to pose questions and test hypotheses about the natural world.
- explain the mechanisms of evolution and discuss the evolutionary history of life on earth.
- integrate understanding of basic geologic processes and ecological principles into a global view of how they influence the evolution of organisms.
- distinguish major groups of living organisms as well as specific types of dinosaurs and other ruling reptiles.
- explain the basic mechanisms of animal form and function, especially as related to vertebrates such as dinosaurs.
- assess the environmental disturbances proposed to have driven dinosaurs to extinction and evaluate how many of these disturbances are occurring today as a result of man's influence on the environment.
- incorporate knowledge of the basic principles of genetics, cellular reproduction, DNA, and cloning and stem cell technologies into an understanding of what scientists are presently and potentially capable of doing with such technologies.

**BIOL 320 Field Botany**

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | None. |
| Advisory: | ENGWIR 300 (College Composition) with a grade of "C" or better. |
| Transferable: | CSU |
| General Education: | AA/AS Area IV |
| Catalog Date: | June 1, 2020 |

This course is designed for both science and nonscience students to learn about plant taxonomy. Students will learn about the classification of flowering plants, how to identify plant species, and will become familiar with native plants of California as well as their ecological relationships and historical uses. A plant collection and a minimum of 10 field trips are required. Field trip locations may include Table Mountain, Marin Headlands, vernal pool sites, and other locations where plants can be observed in their natural surroundings.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- classify plants into their correct groups: gymnosperms, angiosperms, monocots, eudicots, and others.
- explain flower characteristics, leaf shapes, and other characteristics used in the classification of flowering plants.
- examine unknown plants to determine their flower characteristics, leaf shapes, and other characteristics used in the classification of flowering plants.
- diagnose the correct family and species of unknown plants using a vascular plant dichotomous key.
- compare and contrast the characteristics of at least 25 flowering plant families.
- recognize the correct family of unknown plants by using the learned plant family characteristics.
- recognize common California plants to correct genera and species.
- compare the different plant habitats of California on types of plants, physical environments, and stresses placed on the plants.
- compile a collection of correctly identified plants.

**BIOL 321 Advanced Field Botany**

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | BIOL 320 with a grade of "C" or better |
This course is designed for both science and non-science students to broaden and deepen their knowledge of plant taxonomy. Students will learn the technical aspects of the dynamic nature of the classification of flowering plants and expand their ability to identify plant families, genera, and species in the field. Students will become familiar with additional native and non-native plants of California as well as their ecological relationships and conservation status. The role of herbaria in the conservation of plant taxa and plant communities will be addressed and students will practice mounting and labeling plant specimens for inclusion in an herbarium collection. A plant collection and a minimum of seven (7) field trips are required. Field trip locations may include Table Mountain, Marin Headlands, Jepson Prairie, Traverse Creek, and other locations where plants can be observed in their natural surroundings.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the scientific method and its role in biological studies.
- analyze adaptations of organisms to their environments.
- compare and contrast current scientific hypotheses on emerging biological topics.
- integrate new data into a better understanding of current and topical biological issues.
- analyze the methodology used in various biological investigations.
- explain ecological roles of organisms within communities.
- recognize taxonomic groups for identification of organisms.
- state the conservation status of taxa and explain reasons for designation of rare and endangered taxa.

BIOL 326 Ethnobotany

This introductory lecture course focuses on the concepts, questions, and methods of ethnobotany (the scientific study of the interactions between plants and humans). Students will use the scientific method to investigate the ecological and biological traits of plants, how these traits have shaped multicultural human use, and, in turn, been affected by humans. Topics include plant structure and reproduction, biodiversity and plant evolution in natural and cultivated systems, traditional ecological knowledge and management techniques, ethnobotanical research methods and ethical issues, and a comparison of plant use by various cultures for food, medicine, shelter, basketry, and dyes.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define ethnobotany and discuss the various disciplines included in this area of study.
- examine how ethnocentricity and reactivity can influence ethnobotanical research.
- design a simple ethnobotanical research project that includes scientific methods of collecting ethnobotanical data and ethical issues involved in conducting ethnobotanical research in the field.
- analyze flowering plant parts to determine their classification as to vegetative modifications, flower parts, and/or fruit types.
- discriminate between plant families of ethnobotanical and economic importance.
- categorize plant compounds into primary or secondary compounds, and, if secondary, into their correct type of secondary compound.
- evaluate the effectiveness and ecological impacts of traditional harvesting and management practices compared to current European/North American practices and how traditional ecological knowledge has helped to maintain viable populations of many plant species.
- compare and contrast plant use by various peoples (Anasazi, Cochimi, Miwok, and other groups of interest to the students), and
This introductory laboratory course is designed to be taken after or concurrently with BIOL 326 (Ethnobotany). This course focuses on the concepts, questions, and methods of ethnobotany (the scientific study of the interactions between plants and humans). Students will use the scientific method to investigate the ecological and biological traits of plants, how these traits have shaped multicultural human use, and, in turn, been affected by humans. Topics include plant structure and reproduction, biodiversity and plant evolution in natural and cultivated systems, traditional ecological knowledge and management techniques, ethnobotanical research methods, and investigation of plant use for food, medicine, dyes, shelter, and other uses.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- design a simple ethnobotany experiment including methods of collecting ethnobotanical data and a discussion of ethical issues involved in doing this research.
- discriminate between different vegetative modifications, flower parts, fruit types, and plant families of ethnobotanical and economical importance.
- apply the use of dichotomous keys to identify locally useful plants and plant families.
- identify by sight plants used by the Miwok and explain the uses of these plants.
- test whether or not certain plant extracts have antibiotic properties and evaluate the results of these tests.
- evaluate the presence of selected plant food compounds such as proteins, amino acids, and lipids, by performing and analyzing laboratory tests.
- create models of the human nervous system and use these to help explain the effects of various plant chemicals on the human body.
- hypothesize about a plant’s usefulness (as food, dye, fiber, or other use) based on its chemical, cellular, and morphological properties.

**BIOL 330 Introduction to Entomology**

This course provides an introduction to the science of entomology. Entomology examines the great diversity of insects, both in numbers as well as their life histories. The course introduces students to the variety found in insects: their structure and functions, their habits, their evolutionary biology, and their significance to humans. In addition, students will learn to identify orders and major families of insects. Due to their diversity and presence in all kinds of environments, insects provide a good framework for making scientific observations and for applying the scientific method to their studies. Attendance of one field trip may be required to complete the semester project.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- explain fundamental biological terms, concepts, and principles through the study of insect diversity in form and function and through application of the scientific method.
- recognize the importance of insects in their beneficial and adverse interactions with the human environment.
analyze and identify the role of morphological, physiological, and behavioral adaptations of insects to environmental pressures and through the natural selection and artificial selection processes.

- examine the high level of diversity found in insects and their fundamental roles in ecosystem function.

- assess the characteristics of the major groups of insect fauna.

- assemble a collection of common insects that are identified to order and family.

- label the primary diagnostic physical characteristics of the various orders of insects.

- compare specimens from various insect orders to understand diagnostic features for identification purposes.

- apply the principles of natural selection to examine how insects rapidly adapt to environmental changes.

**BIOL 332 Introduction to Ornithology**

**Units:** 4
**Hours:** 54 hours LEC; 54 hours LAB
**Prerequisite:** None.
**Advisory:** ENGWR 300 with a grade of “C” or better
**Transferable:** CSU; UC
**General Education:** AA/AS Area IV; CSU Area B2; CSU Area B3; IGETC Area 5B; IGETC Area 5C
**Catalog Date:** June 1, 2020

This course investigates the evolution, ecology, and conservation of birds as a means of introducing scientific principles common to all life forms. Using birds as models, lecture and lab topics include scientific methodology; evolutionary principles including evolutionary mechanisms and phylogenetics; the structure and function of physiological and sensory systems; behavioral ecology such as foraging, competition, migration and navigation, breeding, social behavior, communication, and intelligence; and current research and conservation topics. Laboratory work teaches the scientific method; evolutionary mechanisms; and taxonomic classification and identification of birds, particularly those found in California and the western United States. Several field trips to study wild birds in regional habitats are required (total cost per student for field trips is approximately $25-$40). This course may be used as an elective by students in the Field Ecology Certificate Program or majoring in Biology, and also is suitable for non-majors.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- explain evolutionary principles including causes of evolution, evidence for evolution, and phylogenetics.

- use the scientific method to generate hypotheses, collect and analyze data generated through active experimentation, and draw conclusions.

- examine current scientific hypotheses regarding the evolution of birds and flight and evaluate the evidence supporting these views.

- describe avian adaptations for flight.

- describe the major avian physiological systems, including the digestive, respiratory, circulatory, and sensory systems.

- use general principles of behavioral ecology to understand avian foraging, competition, social and reproductive behavior, parenting, migration, navigation, and intelligence.

- determine the major conservation issues in the field of ornithology.

- discuss the role of citizen science in understanding, researching, and conserving natural communities.

- demonstrate proper use of binoculars, field guides, and field journals while identifying birds in the field.

- identify and taxonomically classify bird species based on diagnostic field morphology and behavior, especially those species found in California and the western U.S.

- differentiate between the Orders of North American birds and determine their defining characteristics.

**BIOL 342 The New Plagues: New and Ancient Infectious Diseases Threatening World Health**

**Units:** 3
**Hours:** 54 hours LEC
This course will explore the biology, epidemiology, and pathology of selected pathogenic prions, viruses, bacteria, protozoa, and helminthes threatening public health worldwide. The course will also explore how human behavior and human activities have catalyzed the emergence of new infectious diseases and re-emergence of ancient plagues.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine information on the biology, pathogenesis, and transmission of infectious disease agents threatening global health.
- explain how the human immune system responds to infectious agents, what factors affect the ability of the immune system to respond to infectious agents, and what factors affect the ability of the immune system to combat infectious disease agents.
- assess factors leading to the emergence or re-emergence of infectious diseases worldwide including rapid global transport, the effects of malnutrition, poverty, war, urbanization, pollution, government health policies, use/overuse of pesticides and antibiotics, encroachment of wilderness areas, and intensification of animal agriculture.
- explore how the spread of infectious disease agents can be controlled or prevented through medical intervention such as vaccination, antimicrobial therapy, and behavioral and social changes.
- demonstrate expertise with regard to a specific infectious disease by writing a research report.
- design and create a poster or slide presentation illustrating the main points of the natural history of a specific infectious disease agent.
- report results of infectious disease research project.

BIOL 349 Applied Microbiology: Scientific Literacy through Practical Uses of Microbiology

In this course, the student will use applied microbiology as a means for learning scientific literacy. The student will learn microbiology fundamentals, including relevant genetics and biochemistry, as it is applied to a range of topics such as bioremediation, medicine and fuel production, and genetically modified organisms (GMOs). Most importantly, the student will learn how to connect ideas, evaluate scientific evidence, and think critically about controversial issues relevant to microbiology such as bioremediation, diminishing global food and fuel resources, and gene editing. This fast-paced course is intended for ambitious non-science majors who are interested in gaining scientific literacy by exploring the non-infectious-disease applications of microbiology, understanding the connection between science and the media, and how microbiology affects our everyday lives.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the connection between science in original research and mainstream news, and how bias can affect both.
- cite key discoveries and events in microbiology history.
- find, read, and comprehend simple peer-reviewed scientific journal articles.
- analyze information using the Scientific Method, while incorporating the Nature of Science.
- demonstrate qualities of basic scientific literacy such as how to ask and answer questions, determine suitable controls, and effectively assess evidence.
- compare and contrast a variety of technologically useful microorganisms including bacteria, yeast, and algae.
- describe in general terms how microbes are engineered for a new purpose.
• identify basic features of enzymes and biochemical pathways, and describe how they can be engineered for a new purpose.

• discuss what GMO (genetically modified organism) means, and cite examples of GM (genetically modified) products common to modern culture.

• explain how engineered microbes are applied for use in fields such as bioremediation, biofuels, food science, human health, and biotherapeutics.

• evaluate and discuss the role of microbiology in controversial issues such as GM food, human gene editing (CRISPR), global warming, and diminishing global fuel resources.

BIOL 350 Environmental Biology

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
Advisory: ENGWR 300 with a grade of "C" or better  
Transferable: CSU; UC  
General Education: AA/AS Area IV; CSU Area B2; IGETC Area 5B  
Catalog Date: June 1, 2020

This course provides both biology majors and non-majors with instruction in human interactions with the environment and resolutions to potential conflicts that develop due to this interaction. Understanding how life affects environments and ecosystems is an integral part of the biological sciences. To achieve this understanding, biological and ecological principles are examined as they relate to the natural environment. Major topics include the function and structure of ecosystems and ecological processes, the effects of natural selection on populations, the role of biodiversity in the maintenance of ecosystems, the variety of human impacts on terrestrial, aquatic, and atmospheric systems, potential solutions to adverse impacts, and the application of the scientific method in the examination of these effects. Attendance on one class field trip is required in this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• explain fundamental ecological terms, concepts, and principles through the study of environmental biology.

• examine the various human-caused environmental impacts on biological communities and the environment.

• assess the techniques and practices humans are utilizing to alleviate and mitigate environmental damage.

• review the various historical and current environmental issues.

• compare environmental, social, and economic conditions between the developed world and the developing world.

• describe world population trends and their relationship to environmental degradation.

• apply ecological concepts during critical thinking simulations of real world issues.

• predict the economic and ecological outcomes of changes to consumptive patterns in our lives.

• define the various terminologies used in environmental science and in applications of the scientific method.

• propose sustainable solutions to environmental issues at the personal and societal levels.

BIOL 351 Global Climate Change

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
Advisory: ENGWR 300 with a grade of "C" or better  
Transferable: CSU; UC  
General Education: AA/AS Area IV; CSU Area B2; IGETC Area 5B  
Catalog Date: June 1, 2020

This interdisciplinary course explores the natural and human factors causing the Earth’s climate to change. Whether alarmed, skeptical, or just curious about climate change, students will acquire the scientific tools to analyze the evidence that climate change is a looming threat. Through lectures, readings, discussions and projects, students will examine the Earth’s present and past climates as well as the influence of climate on the geographical distribution and diversity of plants and animals, extinction, and on human societies.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the physical factors that affect climate and how geographic variation of solar energy receipt affects temperature, precipitation, and ecosystems.
- diagram the carbon cycle; explain where carbon is naturally stored in the environment, and how carbon is moved both physically and biologically.
- describe the various layers of the atmosphere and explain their role in producing the greenhouse effect and anthropogenic climate change.
- apply principles of meteorology and global oceanic circulation to hypothesize how terrestrial and marine biotic communities may be impacted by climate change.
- correlate how atmospheric carbon dioxide levels may affect the acidity of oceans and the structure of marine communities.
- understand how scientists collect modern and paleoclimatologic data to determine the history of the earth’s climate and biogeography, and apply scientific reasoning to assess the evidence for human induced climate change.
- analyze the complexities, variables and other difficulties encountered in constructing climate change models and assess why it is difficult to predict the specific future effects of climate change.
- describe global political efforts to deal with the causes and effects of climate change.
- identify how climate change will likely affect human lives and civilizations and develop effective short and long-term strategies for mitigating the effects of climate change.

BIOL 352 Conservation Biology

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None |
| Advisory: | ENGW 300 with a grade of "C" or better |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area IV; CSU Area B2; IGETC Area 5B |
| Catalog Date: | June 1, 2020 |

This introductory course covers biological and ecological principles involved in understanding and analyzing environmental problems and exploring scientifically sound conservation techniques. Major topics include the nature of science, basic principles of ecology, genetics and evolution, patterns of biodiversity and extinction, and the interdependence between humans and our environment. This course places emphasis on scientific processes and methodology and the application of science to conservation issues. Two field trips and/or a semester project may be required. Field trips may incur a program cost (such as admission to a museum, aquarium, or zoo) which will be announced at the beginning of the semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate basic principles of ecology, population genetics, and evolution/natural selection to the analysis of conservation issues.
- explain the basic concepts of population, community, and ecosystem ecology and apply these to the understanding of conservation issues.
- examine biodiversity in terms of the structure and function of biological systems.
- incorporate concepts of genetic/species diversity in the application of conservation principles.
- appraise patterns of community diversity and community stability.
- apply elements of landscape diversity to healthy ecosystems and community diversity.
- analyze the relationship between the impact of human populations and ecosystem health as it applies to threats on biodiversity.
- explain aspects of economics, law, and resource consumption as they relate to impacts on conservation.
- evaluate the use of protected areas and ex situ conservation strategies in species conservation.
- discriminate and interpret scientific data using the scientific method to develop questions and reach reasoned conclusions in biological conservation.
- analyze conservation case studies and evaluate the effectiveness of conservation strategies.
BIOL 360 Environmental Regulations

This course examines the environmental regulatory process in California with applicable Federal and California environmental laws being studied and discussed. Relevant Federal regulations include: The National Environmental Policy Act, Federal Endangered Species Act, Marine Mammal Protection Act, Clean Water Act, Clean Air Act, Fish and Wildlife Coordination Act, Coastal Zone Management Act, Resource Conservation and Recover Act, Superfund, and the Rivers and Harbors Act. Relevant California regulations include: California Environmental Quality Act, California Endangered Species Act, California Coastal Act, Natural Communities Conservation Planning process, Streambed Alteration Agreements, and California Water Law. In addition, the jurisdictional wetland delineation process will be studied in detail including field work to demonstrate the process. Students will be introduced to these regulations during lectures and will participate in discussions of the regulatory process. One field trip is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the background, requirements, and implementation of environmental regulations.
- demonstrate selected field techniques and data gathering methods for wetland delineations.
- assess the process of preparation of environmental documentation for both Federal and California processes.
- define the numerous acronyms that are most commonly used in the environmental regulatory process.
- examine the structure of the U.S. and California governments and their regulatory responsibilities.
- evaluate the policies of various governmental agencies as they pertain to environmental laws enacted by Congress and by California.
- compile a folder/binder of the various federal and state regulations discussed in class and the policy interpretations of those regulations by applicable agencies.
- prioritize governmental regulations, laws, treaties, state constitutions, federal constitution, and state laws in order of legal strength.
- discuss the role of the California Environmental Quality Act in addressing climate change concerns.
- examine the role of public meetings/hearings in the environmental process through attendance at a public sector meeting.
- explain the process of how laws are promulgated by the Legislative branch of government and how the regulations to implement legislation are developed by the Executive branch of government.
- write a public comment letter regarding pending legislation or pending environmental evaluation of the students’ choice.

BIOL 362 Field Methods in Ecology

This course is an introduction to methods for sampling and studying a variety of organisms in the field with a particular emphasis on the vegetation, macroinvertebrates, fish, and wildlife of the area. The goals are to gain experience and develop skills in the following areas: Identification of plants and animals, first-hand knowledge of a wide array of organism life histories, quantitative field research techniques and procedures applicable to plants and animals, and recording of data and observations in a field notebook. Required field trips (approximately eight) to local and regional habitats focus on seasonally relevant events, processes, and appropriate methodologies to study these communities. Extensive field work is required; therefore, students need to be in appropriate physical condition to successfully navigate uneven ground and withstand adverse weather conditions.
Upon completion of this course, the student will be able to:

- apply quantitative field research methods to analyze wildlife habitat.
- identify local plants and animals and knowledge of their life histories.
- design and prepare field sampling programs and record, analyze, and interpret data from the sampling programs.
- evaluate survey methods for appropriateness to various habitats and species and justify the selection of specific methodologies.
- inventory plant and animal species in local habitats.
- record findings in a field notebook for later analysis.
- analyze information derived from field measurements through statistical and mapping techniques.
- synthesize field data and translate for use in habitat management applications.
- be able to work with others in a cooperative manner.
- identify individual baseline characteristics and protocols for field measures.
- assess plant and animal communities for production of monitoring reports to federal and state resource agencies.
- record and analyze survey results pertaining to vegetation, fisheries, and wildlife of study parcels.

BIOL 364 Restoration Ecology

2 Units: 27 hours LEC; 27 hours LAB
Prerequisite: None.
Advisory: ENGWR 300 (College Composition) with a grade of "C" or better.
Transferable: CSU
Catalog Date: June 1, 2020

Restoration ecology is the science of creation, management, and perpetuation of wildlife and wetland habitat. This course will examine this subject through lectures providing requisite knowledge of principles in ecology, evolution, and biodiversity. These principles are applied to existing and on-going habitat restoration techniques in the Sacramento area. Several field trips to local restoration sites occur during the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze the basic principles of ecology in the context of restored ecosystems.
- assess methods and describe materials for restoration of wildlife habitats and ecosystems.
- examine the interactions between humans and the environment, in particular, the detrimental impacts to ecosystems and the resolution of such conflicts.
- critique proposed restoration projects for viability.
- explain how ecological processes such as the hydrologic cycle, nutrient cycle, ecosystem succession, and geological cycles affect the habitat restoration process.
- write a prospectus and conceptual restoration design plan for a restoration project of a hypothetical degraded/damaged habitat.
- develop restoration proposals for stream, riparian, and wetland areas.

BIOL 370 Marine Biology

4 Units: 54 hours LEC; 54 hours LAB
Prerequisite: None.
Advisory: ENGWR 300 with a grade of "C" or better; Students must be in good health and be able to hike moderate distances through tough terrain.
This course is an introduction to marine biology and oceanography. It includes the study of marine vertebrates and invertebrates, tide pool and coastal ecology, sea water, tides, currents, marine geology, and coastal processes. Instruction includes both lab and lecture and required field trips to study intertidal plants and animals and coastal ecology. Three field trips are required. Two of these involve tent camping over one two-day and one three-day weekend and will focus on the North and Central California Coast. Students must supply their own food, tents, and sleeping bags. Students are responsible for field trip costs for camping, tours, and parking (approximately $50 - $80 per student). Field trip dates will be announced at the first class meeting.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- integrate the relationships between the physical aspects (tides, currents, waves, etc.) and biological aspects of the marine environment.
- demonstrate a basic understanding of chemistry, biological organization, and ecology as they apply to the marine environment.
- differentiate the various life forms found in and associated with the marine environment through the use of taxonomic identification and classification.
- discriminate among the various adaptations of marine organisms and associate the adaptations to success in the specific habitats within the ocean ecosystems.
- integrate ecological and human resource perspectives regarding the marine environment.
- research the effects of resource exploitation on specific marine species for presentation.
- examine the coastal marine environment first-hand through field exploration.
- identify the benefits and challenges of learning in group situations during extended field investigations.
- evaluate information from field investigations and incorporate it into a field journal.

BIOL 402 Cell and Molecular Biology

This is the first semester of a three-semester sequence in general biology designed for biology majors. It is an introduction to many aspects of living cells, with an emphasis on the molecular level of organization. Topics include an introduction to biological molecules, enzymes, cell structure, respiration, photosynthesis, reproduction, genetics, and statistical analysis. The course also covers molecular genetics, structure and function of viruses, DNA technology, and genetic engineering techniques.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use the scientific method to pose questions and test hypotheses about the natural world.
- evaluate the design, analysis, and interpretation of scientific experiments.
- outline the process of biological evolution by the mechanism of natural selection.
- demonstrate a set of laboratory techniques including light microscopy, spectrophotometry, electrophoresis, aseptic cell culture and transformation, and statistical analysis of data.
- recognize and define a core set of biological terms and principles.
- relate the structures of biological molecules such as DNA, proteins, carbohydrates, and lipids to their physical properties and functions in cells.
- comprehend metabolic processes based on an understanding of core concepts of thermodynamics, enzyme biochemistry, photosynthesis, and respiration.
• apply knowledge of the major cell structural components such as organelles and the cytoskeleton in order to comprehend and synthesize new information in cell biology.

• describe the fundamental cellular processes involved in cell reproduction and the production of sex cells.

• analyze problems involving inherited traits, including dihybrid (two gene) crosses, a variety of dominance patterns, gene interactions, and linkage by utilizing the basic principles of Mendelian genetics.

• integrate the principles of genetics with the roles of DNA, RNA, and proteins in the expression of inherited traits.

• discuss recent developments in DNA technology and genetic engineering.

• explain the distinction between eukaryotic cells, prokaryotic cells, and viruses and evaluate new information based on their structural and functional characteristics.

• evaluate new developments in biology in areas such as gene expression and cancer, stem cell research, infectious diseases, molecular genetics, biotechnology, origin of life, and genomics.

BIOL 412 Plant Biology

Units: 5
Hours: 54 hours LEC; 108 hours LAB
Prerequisite: BIOL 402 or equivalent course with a grade of "C" or better.
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B2; CSU Area B3; IGETC Area 5B; IGETC Area SC
C-ID: C-ID BIOL 155
Catalog Date: June 1, 2020

This course is part of a three-semester general biology sequence designed for biology majors. BIOL 412 and BIOL 422 may be taken in any order after completion of BIOL 402 with a grade of C or better. BIOL 412 builds upon and applies concepts developed in Cell and Molecular Biology to the study of plants and general ecology. Topics covered include the diversity, taxonomy, and evolutionary trends observed among the cyanobacteria, algae, fungi, and plants, with special emphasis on higher plants; the comparative anatomy and physiology of higher plants; and general ecology, including population, community, and ecosystem dynamics. Two field trips are required. Possible locations include Pt. Reyes, Calaveras Big Trees, UC Davis, and others.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• examine the plant form, anatomy, and function of plants, fungi, algae, and cyanobacteria.

• integrate prior acquired knowledge of cell structure and function with knowledge of plant cell structure and function.

• classify organisms studied in this course into their appropriate domains, kingdoms, and phyla on the basis of their characteristics.

• analyze the evolutionary trends observed among the cyanobacteria, algae, fungi, and plants.

• generate hypotheses relating to general ecology (including non-photosynthetic organisms) or to the physiology of plants.

• evaluate hypotheses by performing experiments and analyzing the collected data.

• apply at least one ecological principle or hypothesis, such as but not limited to top-down control or indirect effects, to contemporary published journal articles or experiments.

BIOL 422 Animal Biology

Units: 5
Hours: 54 hours LEC; 108 hours LAB
Prerequisite: BIOL 402 or an equivalent college-level Cell and Molecular Biology course with a grade of "C" or better.
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B2; CSU Area B3; IGETC Area 5B; IGETC Area SC
C-ID: C-ID BIOL 150
Catalog Date: June 1, 2020

This is part of a three-semester sequence in general biology designed for biology majors. BIOL 412 and BIOL 422 may be taken in any order after completion of BIOL 402 with a grade of C or better. BIOL 422 builds upon and applies concepts developed in BIOL 402 to the study of animals and evolution. Topics covered include principles of evolution such as mechanisms of microevolutionary and macroevolutionary change, population genetics, speciation, extinction, and classification and phylogenetics; a survey of animal phyla and unicellular non-photosynthetic eukaryotic taxa; and animal embryology, development, life cycles, comparative anatomy and physiology, and behavior. Emphasis will be placed on the evolutionary relationships among animals, their adaptations to different environments and modes of life,
and the evolutionary origins of novel characteristics throughout Animalia.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate and discuss the concepts and mechanisms of microevolution and macroevolution, adaptation, population genetics, speciation, classification, and phylogenetics.
- provide evidence for evolution.
- understand and compare different patterns of animal development, life cycles, and asexual and sexual reproduction.
- understand the role of gene expression in animal development and evolution.
- examine the characteristics of representative unicellular non-photosynthetic eukaryotes, understand their phylogenetic relationships, and describe the origin of multicellularity.
- construct and interpret phylogenies, understand and diagram the phylogenetic relationships among the major animal phyla and in relation to non-photosynthetic unicellular eukaryotes, and explain the lines of evidence and research used to determine such relationships.
- describe the characteristics, body plans, life cycles, and behavior of the major animal phyla.
- analyze evolutionary transitions in the animal lineage and the evolutionary origins of novel animal body plans and characteristics.
- describe, compare, and contrast the anatomy and functions of the major physiological systems of various animal taxa, including nervous, endocrine, sensory, and immune function; movement; circulation; gas exchange; nutrient acquisition; excretion; and reproduction.
- identify examples of animal behavior and explain the evolutionary significance of particular behaviors.
- use microscopy and dissection methods to identify anatomical structures in animals and describe the functions of those structures.
- apply scientific methodology and reasoning through active experiments, investigations, and critical thinking activities relating to evolution and animal biology.
- acquire, use, and cite scientific literature appropriately in scientific writing.

**BIOL 430 Anatomy and Physiology**

| Units: | 5 |
| Hours: | 54 hours LEC; 108 hours LAB |
| Prerequisite: | CHEM 305, 309, or 400 with a grade of "C" or better |
| Advisory: | AH 110, BIOL 100, BIOL 290, or CHEM 306 with a grade of "C" or better |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area IV; CSU Area B2; CSU Area B3; IGETC Area 5B |
| C-ID: | C-ID BIOL 115 |
| Catalog Date: | June 1, 2020 |

This course is an introduction to normal structure and function in humans. The course emphasizes an understanding of physiological principles as related to body structure. The course includes study of the basic principles of physiology and anatomy, general histology, and the integumentary, skeletal, muscular, and nervous systems. BIOL 431 follows BIOL 430 and is necessary for completion of the study of human anatomy and physiology.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate a comprehensive understanding of the overall organization of the human body, its organ systems, and organs.
- demonstrate a fundamental understanding of homeostasis and feedback loops using diagrams.
- demonstrate the ability to properly use a microscope to view histological specimens.
- differentiate the main histological characteristics of tissues in the adult body and relate the characteristics to the function of the tissue.
- analyze and discuss data pertaining to osmosis.
- identify all bones and their features and most muscles by name.
• measure basic auditory functions using tuning forks.
• associate a specific disease with the body system involved.
• demonstrate an understanding of the intricacy and functional interrelationships that exist between the various body systems.

BIOL 431 Anatomy and Physiology

Units: 5
Hours: 54 hours LEC; 108 hours LAB
Prerequisite: CHEM 305 or CHEM 309 or CHEM 400 and BIOL 430 or the equivalent with grades of "C" or better.
Advisory: AH 110 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B2; CSU Area B3; IGETC Area 5B
C-ID: C-ID BIOL 115S
Catalog Date: June 1, 2020

This course continues the study of normal structure and function in humans. Included in the course is the study of the circulatory, respiratory, digestive, urinary, reproductive, and endocrine systems. Special topics included in the course are pH, fluids, and electrolytes.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• evaluate the fundamental background of human structure and function at both the gross and microscopic levels.
• demonstrate an understanding of the functional interrelationships among the various body systems.
• analyze various physiological processes of the body.
• identify gross and microscopic anatomy of the heart including anatomy of blood vessels and physiological mechanisms of the vascular system.
• research respiratory physiology through data acquisition and analysis from volunteer subjects.
• collect research data pertaining to digestive functions and interpret the results.
• evaluate the chemical processes and components of artificial urine as part of studies in the gross and microscopic anatomy of the urinary system.
• explain the human reproductive system from fertilization to birth.

BIOL 434 Pathology: The Study of Disease

Units: 3
Hours: 54 hours LEC
Prerequisite: BIOL 431 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B2; IGETC Area 5B
Catalog Date: June 1, 2020

This course applies physiological concepts to the development of disease in humans. This course includes the pathogenesis, signs and symptoms, and treatment and care of major diseases and cancers of the organ systems of the body. Biochemical, cellular, and organ changes that take place during disease development will also be emphasized. This course is intended for students who are about to enter an allied health program.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• examine cellular and biochemical changes that take place as a result of injury.
• compare specific disease processes to those of normal body function and homeostasis.
• identify microscopic and gross changes that take place during disease processes.
• assess how the systems of the body work together to maintain health.
• examine the effects of disease on all related systems.
- relate physical signs and symptoms to the disease process taking place within the body.
- hypothesize the possible etiology of disease given the clinical manifestations.

**BIOL 440 General Microbiology**

**Units:** 4  
**Hours:** 54 hours LEC; 72 hours LAB  
**Prerequisite:** CHEM 305 or CHEM 309 or CHEM 400 or equivalent with a grade of "C" or better.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area IV; CSU Area B2; CSU Area B3; IGETC Area 5B  
**Catalog Date:** June 1, 2020

The course includes the study of selected evolutionary, ecological, morphological, physiological, and biochemical aspects of representative micro-organisms. The laboratory includes staining, microscopic examination and identification of microbes, prokaryotic ecology, aseptic technique and isolation of microbes, microbial growth media, control of microbial growth including antibiotic sensitivity testing, metabolism, genetics, taxonomy, protists, fungi, helminths, and arthropod vectors. This course is intended for students in allied health majors.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- survey important "milestones" in the history of microbiology.
- compare and contrast the structures and functions of macromolecules found as components of microbial agents/microorganisms.
- compare and contrast different types of metabolism/metabolic pathways employed by different types of microbes.
- compare and contrast different types of microbial agents and microorganisms with respect to morphology, physiology, and phylogeny.
- integrate concepts of gene expression, natural selection, and evolution in the context of microbiological organisms.
- operate a microscope to examine microscopic life including bacteria, protozoa, algae, fungi, helminths, and arthropod vectors.
- differentiate bacterial cultures by using staining techniques.
- compare the use of different types of microbial media for isolation and identification of bacteria and fungi.
- classify unknown bacteria by performing metabolic tests.
- incorporate aseptic/sterile techniques in all laboratory experiments.
- compare and explain the effects of physical and chemical factors in controlling microbial growth and perform antibiotic sensitivity tests.
- explain the role of bacteria in biofilm formation and nitrogen cycling as important aspects of prokaryotic ecology.
- explain aspects of host non-specific and specific defenses against microbial pathogens.

**BIOL 494 Topics in Biology**

**Units:** 0.5 - 4  
**Hours:** 9 - 36 hours LEC  
**Prerequisite:** None.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course is designed to enable both science and non-science students to learn about recent developments in biology. Selected topics will not include those that are part of current course offerings. This course may be taken four times for credit providing there is no duplication of topics. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:
BIOL 495 Independent Studies in Biology

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: Student must obtain approval from an instructor to conduct an independent study with the appropriate instructor or instructors. Specific projects may not be available to a student.
Transferable: CSU
Catalog Date: June 1, 2020

This course is for students who wish to develop an in-depth understanding in fundamental topics of biology and to learn to work in a collaborative atmosphere with instructors and other students. The independent studies may be pursued in the classroom, laboratory, and/or field studies. This is particularly valuable for biology and ecology students in preparation for independent research as part of their advanced degrees. Instructor approval is required to enroll in this course. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- conceive and implement a study design using the scientific method for a biological investigation or an education investigation in a biological or ecological topic.
- evaluate data collected as part of a biological/ecological study utilizing the scientific method.
- demonstrate an understanding of a contemporary and relevant biological/ecological topic.
- be able to work with others in a collaborative manner.
- record high quality notes of data and findings.
- prepare a product from a study - such as a paper, scientific poster, presentation, collection, etc.
- examine literature sources pertinent to the study hypothesis, methodology, and data results.

BIOL 498 Work Experience in Biology

Units: 1 - 4
Hours: 60 - 240 hours LAB
Prerequisite: BIOL 305, 320, 360, and 362 with grades of "C" or better; A minimum of two of the following courses must be completed with grades of "C" or better: BIOL 305 (Natural History), BIOL 320 (Field Botany), BIOL 360 (Environmental Regulations), and BIOL 362 (Field Methods in Ecology); and, additionally a minimum of two of the elective courses in the Field Ecology Certificate program must be completed with a grade of "C" or better.
Advisory: ENGWR 300 with a grade of "C" or better.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides students with the opportunity to obtain work experience through internships with various resource agencies and private environmental companies and non-profits. The course and internships are strongly correlated with the Field Ecology Certificate program and multiple pre-requisites must be met to qualify for enrollment in this course. Internship sponsors assist students in the acquisition of job skills and the application of knowledge obtained from coursework. This class is available only through instructor consent and an application must be submitted to be considered for internships. The application is available through the Biology Department and can be obtained by emailing a request to wyattd@scc.losrios.edu (David Wyatt).
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- experience the responsibilities of employment in field biology.
- develop applied skills through a supervised workplace environment.
- apply academic and practical knowledge obtained in the Field Ecology Certificate program to a specific work experience.
- create in the student a dynamic and evolving set of professional goals as they obtain applied experiences in the workplace.
- obtain professional recognition and networking opportunities as the student furthers their academic and professional objectives.
- discover a sense of responsibility towards their chosen profession and specific workplace experience.
- choose specific fields of study to concentrate further academic and professional endeavors.
- examine the various job duties in the field of biology.

Biology - Field Studies (BIOLFS)

BIOLFS 310 Natural History Field Study: Mojave Desert

| Units: | 2 |
| Hours: | 18 hours LEC; 54 hours LAB |
| Prerequisite: | None |
| Enrollment Limitation: | This course requires completion of a course application that can be obtained from the instructor. |
| Advisory: | Students must be in good health and be able to hike moderate distances through a desert environment with uneven ground and in temperatures often above 100 degrees. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This field course explores the plants, animals, and geological features of the Mojave Desert. Two lectures occur at Sacramento City College with a mandatory field trip of eight days to the Mojave Desert in Southern California. Accommodations are in a combination of outdoor tent camping for two nights and five nights at the Desert Studies Center field station or other lodging. Students provide their own tents, personal items, and personal field equipment. The course involves moderately strenuous hikes over uneven ground in the desert environment in temperatures that typically exceed 100 degrees F. A field station expense fee is due up to four weeks before the first day of class to cover the cost of accommodations, the cost of meals while at the Desert Studies Center, entrance fees to National Parks and Preserves, and transportation to and from the desert. If you have questions or need additional information, please contact David Wyatt at (916) 558-2406 or by e-mail at wyattd@scc.losrios.edu.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the interrelationships between organisms (interspecific and intraspecific relationships).
- analyze the interrelationships between organisms and their abiotic environment.
- research the natural history and ecological importance of specifically assigned organisms.
- investigate the effects of past and present human use of the desert ecosystem.
- identify organisms representative of the various habitats present in the Mojave Desert.
- use a field journal to record all observations, investigations, and field activities.
- conceive and execute investigations of ecological interactions in the Mojave Desert.
- apply scientific methodologies to the analysis and interpretation of observations.
- be able to work with others in a group living and learning environment.
- create an educational presentation regarding a species or ecological process that occurs in the Mojave Desert and present the research to classmates while at the field station.
BIOLFS 311 Natural History Field Study: Advanced Study of the Mojave Desert

Units: 2
Hours: 18 hours LEC; 54 hours LAB
Prerequisite: BIOLFS 310 with a grade of "B" or better
Enrollment Limitation: This course requires completion of a course application that can be obtained from the instructor.
Advisory: BIOL 305 with a grade of "C" or better; students must be in good health and be able to hike moderate distances through a desert environment with uneven ground and in temperatures often above 100 degrees.
Transferable: CSU
Catalog Date: June 1, 2020

This multi-day field course provides an advanced opportunity for students to understand in greater detail ecological concepts associated with the xeric environment of the Mojave Desert. Examples of advanced research topics include: interspecific interactions, relationships between a species and their physical environment, desert resource management concerns, and effects of climate change on desert environments. BIOLFS 311 is an advanced extension of BIOLFS 310, Natural History Field Study: Mojave Desert, and provides the student with opportunities to mentor new students in BIOLFS 310 and serve in leadership roles during group learning exercises. These applied experiences and mentoring opportunities are highly desirable to natural resource agencies and to private environmental consultants. Prior completion of BIOLFS 310 (or equivalent) with an A or B grade is a pre-requisite for this course. This course provides elective units involving field experience for students in the Field Ecology Certificate program.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify organisms representative of the various habitats present in the Mojave Desert.
- research the natural history and ecological importance of specifically assigned organisms or interacting organism groups (guilds).
- analyze the interrelationships between communities of organisms and their abiotic environment.
- demonstrate an understanding of the interrelationships between organisms - both interspecific and intraspecific relationships.
- investigate resource management needs and implications in desert environments with a specific emphasis on Mojave National Preserve.
- examine the effects of climate change on desert ecosystems.
- use a field journal to record all observations, investigations, and field activities.
- conceive and execute investigations of ecological interactions in the Mojave Desert.
- apply scientific methodologies to the analysis and interpretation of observations.
- mentor students new to the Mojave Desert and provide leadership during group learning exercises.
- be able to work with others in a group living and learning environment.

BIOLFS 312 Natural History Field Study: Baja California

Units: 4
Hours: 36 hours LEC; 108 hours LAB
Prerequisite: None.
Enrollment Limitation: This course requires completion of a written course application that can be obtained from the instructor.
Advisory: Students must be in good health and be able to hike moderate distances through a desert environment with uneven ground and in temperatures often above 100 degrees F.
Transferable: CSU
Catalog Date: June 1, 2020

This field course explores the natural history of plants and animals of the desert and marine ecosystems of Baja California, Mexico, as well as historic and cultural sites. Three pre-trip lecture meetings will be held at Sacramento City College accompanied by a mandatory field trip of 14 days in Baja California. Accommodations include a combination of up to four nights in motels (during transit to and from Mexico) and ten nights at the field station in Bahia de Los Angeles (Baja California, Mexico). Students will supply their own bedding, personal items (toiletries, etc.), and a limited amount of field equipment for use while at the field station. The course involves moderately strenuous hiking in temperatures generally in the high-90s to low-100s (with high humidity) as well as moderate swimming activities during snorkeling expeditions. The program cost to the student will cover accommodations, meals at the field station, and fees required in Mexico. Transportation may also be covered by the program cost. A valid passport for entry to Mexico and re-entry into the United States is required. For any questions or additional information, please contact Steve James at (916) 650-2776 or by e-mail at...
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- interpret the interrelationships between organisms (interspecific and intraspecific relationships) and the evolutionary significance of these interrelationships.
- analyze the interrelationships between organisms and their abiotic environment.
- research the natural history and ecological importance of specifically assigned organisms.
- examine the interactions of organisms and physical processes at the interface between the desert and marine ecosystems.
- investigate the effects of past and present human use of the desert ecosystem and the Gulf of California.
- identify organisms representative of the various habitats present in Baja California and the Gulf of California.
- use a field journal to record all observations, investigations, and field activities.
- conceive and execute investigations of ecological interactions in the desert and marine environment of Baja California.
- apply the scientific method to the analysis and interpretation of observations.
- associate closely with others in a group living and learning environment.
- create an educational presentation regarding a species or ecological process that occurs in this area of Baja California and present the research to classmates while at the field station.
- partner with the nearby natural history museum in public outreach efforts with the local community.

BIOLFS 324 Natural History Field Study: Sutter Buttes

Units: 1
Hours: 9 hours LEC; 27 hours LAB
Prerequisite: None.
Enrollment Limitation: This course requires completion of a written course application that can be obtained from the instructor.
Advisory: Students must be in good health and be able to hike moderate distances through rough and uneven terrain.
Transferable: CSU
Catalog Date: June 1, 2020

This field course explores the plants, animals, and geological features of the Sutter Buttes, called by many people the "world’s smallest mountain range." This is a small, isolated cluster of eroded volcanic lava domes in the middle of the northern portion of California’s Central Valley. Several lectures will occur at Sacramento City College with two mandatory field trips occurring during weekends. The field trips will occur over three days and will explore the habitats and organisms in a portion of the Sutter Buttes. The course involves moderately strenuous hikes over uneven ground thus students need to be in good health for these hikes. A $20 landowner access cost is required to enter the private properties in the Sutter Buttes. If you have questions or need additional information, please contact David Wyatt at (916) 558-2406 or by email at wyattd@scc.losrios.edu.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- interpret the interrelationships between discussed organisms both interspecifically and intraspecifically.
- examine the interrelationships between organisms and their abiotic environment.
- identify organisms that can be found in the Sutter Buttes.
- understand the effects of past and present human use of the habitats found in the Sutter Buttes.
- apply scientific methodologies to the analysis and interpretation of observations.
- record all observations, investigations, and field activities in a field journal.
BIOLFS 350 Natural History Field Study: Sierra Nevada Plants

**Units:** 2
**Hours:** 18 hours LEC; 54 hours LAB
**Prerequisite:** None.
**Enrollment Limitation:** This course requires completion of a written course application. Students must be in good health and able to hike moderate distances in a high elevation environment with uneven ground and variable temperatures.
**Advisory:** Students are advised to have completed a biology field studies course or have previous biological field experiences before enrolling in this course.
**Transferable:** CSU
**Catalog Date:** June 1, 2020

This field course explores the plants of the Sierra Nevada and surrounding areas. Two to three lectures will occur at Sacramento City College with a mandatory field trip of eight days to the Sierra Nevada. No previous plant identification experience is required, yet intermediate as well as beginning students will benefit from this course. Topics include the identification and keying of plant species, plant adaptations and communities, and uses of plants. Accommodations will be primarily at field research stations (dorms or cabins), but may include outdoor tent camping, as needed. Students will provide their own sleeping bags and field gear. This course involves moderately strenuous hikes in the mountains and desert environments. A field station fee is due before the first pre-trip meeting to cover the cost of accommodations, meals, entrance fees, and transportation. If you have questions or need additional information, please contact Lisa Serafini at serafil@scc.losrios.edu.

This course was formerly known as BIOL 398.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify flowering or gymnosperm plants to correct species and family.
- explain the abiotic and biotic factors that determine the distribution of plant communities in the Sierra Nevada and nearby areas.
- diagnose the correct family and/or species of a plant by using The Jepson Manual: Vascular Plants of California.
- discriminate between different flowering and gymnosperm plant families.
- explain the interrelationship of plants and other organisms in representative communities.
- associate plants with the community or communities in which they usually occur.
- research natural history, ecological importance, and ethnobotany of specific plants.

BIOLFS 495 Independent Studies in Field Biology

**Units:** 1 - 3
**Hours:** 54 - 162 hours LAB
**Prerequisite:** The student must obtain approval from an instructor prior to enrollment in the course.
**Enrollment Limitation:** Student must obtain approval from an instructor to conduct an independent study in field biology with that instructor or a combination of instructors. In addition, the student is advised to have previously completed a biology field studies course or have previous biological field experiences prior to enrollment in this course.
**Transferable:** CSU
**Catalog Date:** June 1, 2020

This course is for students who wish to develop an in-depth understanding in fundamental topics of field biology and to learn and work in a collaborative atmosphere with instructors and other students. Independent studies are conducted in the field and in the laboratory. This is particularly valuable for biology and ecology students in preparation for independent research as part of their advanced degrees. Instructor approval is required to enroll in this course. Additionally, the student is advised to have completed a prior field study course or have previous biological field experiences before enrolling in BIOLFS 495. An independent study project may involve extensive field activities that may occur in rugged and harsh conditions. Therefore, students would need to be in good physical health for most projects. UC transfer credit can be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 semester units required for admissions.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- conceive and implement a study design for a biological field investigation in a biological or ecological topic.
- evaluate data collected as part of a biological or ecological study utilizing the scientific method.
- demonstrate an understanding of a contemporary and relevant biological or ecological topic.
- collaboratively work with an instructor or instructors and other students.
- record high quality notes of the data and findings.
- utilize a field journal of the research in a manner consistent with scientific research.
- prepare a product from the study, such as a paper, scientific poster, presentation, or collection.
- examine literature sources pertinent to the study hypothesis, methodology, and data results.
Business | Sacramento City College

Business is the art of making the most of your resources to minimize waste and maximize profit. All types of organizations are involved in some type of business activities, so you can choose a career from an amazingly broad spectrum of occupations in both for-profit and non-profit organizations. Most business people spend at least part of the day in an office environment, working on projects and daily tasks and meeting with clients, customers, or coworkers. Some occupations can involve significant travel, especially if working for a large, international organization. If you think you want to work in the business world but don’t know in what career, pursuing a degree in business can help you decide, as these degrees cover a wide variety of subjects ranging from management to financial analysis to marketing.

Dean
Dr. Deborah L. Saks

Department Chairs
Brian Mom

(916) 558-2581
DcruzM@scc.losrios.edu

Associate Degrees for Transfer

A.S.-T. in Business Administration

This Associate in Science in Business Administration for Transfer degree provides students with a major that fulfills the general requirements for seamless transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University System.

Students should work closely with their Sacramento City College counselors to ensure that they are taking the appropriate coursework to prepare for majoring in Business at the four year college to which they wish to transfer.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

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<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting</td>
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<tr>
<td>ACCT 311</td>
<td>Managerial Accounting</td>
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<td>BUS 340</td>
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<td>or BUS 345</td>
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<td>Principles of Macroeconomics</td>
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<td>ECON 304</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>
### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- identify and explain the major functional areas of business organizations including management, marketing, finance, and accounting.
- employ commonly used computer application programs to create relevant business documents.
- apply accounting and mathematical concepts and principles in making decisions about business operations.
- assess the relationships and inter-dependencies of economic, social, legal, and global environments in which businesses operate.
- define terms and concepts used in macroeconomics and microeconomics.
- compose effective oral and written communications in various business settings.
- research, develop, evaluate, and test possible solutions using creativity, critical thinking, and technology skills.

### Career Information

The career opportunities in business include, but are not limited to: account executive, analyst, bank employee, manager, entrepreneur, financial planner, government service, insurance representative, investment counselor, public administration, product manager, purchasing agent, retail/industrial sales, and stockbroker. Some options may require more than two years of study and additional licensing.

### Associate Degrees

#### A.S. in Accounting

The Accounting degree is designed for students planning to seek accounting positions in business, industry, or government upon completion of the required course of study. The program also meets the needs of employed individuals seeking to learn applications of accounting theory as practiced in the field. The program provides the foundation for individuals to prepare financial statements and record business transactions for all types of business and industry. Students develop a strong knowledge base of U.S. Generally Accepted Accounting Principles (GAAP) and accounting procedures. Communication skills, teamwork, computer technology, and ethical behavior are also emphasized.

For those students interested in transferring to a four-year college or university to pursue a bachelor’s degree in this major, it is critical that...
students meet with an SCC counselor to select and plan the courses to fulfill major requirements. Schools vary widely in terms of the required preparation. The courses that SCC requires for an A.S. degree in this major may be different from the requirements needed for a Bachelor's degree.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ACCT 103</td>
<td>Intermediate Accounting - Part I</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 104</td>
<td>Intermediate Accounting - Part II</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 311</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 341</td>
<td>Computerized Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 361</td>
<td>Ethics, Fraud, and Legal Issues for Accountants</td>
<td>3</td>
</tr>
<tr>
<td>BUS 300</td>
<td>Introduction to Business</td>
<td>3</td>
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<tr>
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<td>A minimum of 10 units from the following:</td>
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<tr>
<td>ACCT 101</td>
<td>Fundamentals of College Accounting (3)</td>
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<tr>
<td>ACCT 107</td>
<td>Auditing (3)</td>
<td></td>
</tr>
<tr>
<td>ACCT 111</td>
<td>Cost Accounting (3)</td>
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</tr>
<tr>
<td>ACCT 121</td>
<td>Payroll Accounting (3)</td>
<td></td>
</tr>
<tr>
<td>ACCT 123</td>
<td>Federal and California Individual Income Taxation (4)</td>
<td></td>
</tr>
<tr>
<td>ACCT 151</td>
<td>Governmental Auditing (3)</td>
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<tr>
<td>ACCT 153</td>
<td>Governmental Accounting (3)</td>
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<tr>
<td>ACCT 343</td>
<td>Computer Spreadsheet Applications for Accounting (2)</td>
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<tr>
<td>BUS 340</td>
<td>Business Law (3)</td>
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<tr>
<td>CISA 315</td>
<td>Introduction to Electronic Spreadsheets (2)</td>
<td></td>
</tr>
<tr>
<td>CISA 316</td>
<td>Intermediate Electronic Spreadsheets (2)</td>
<td></td>
</tr>
<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science (3)</td>
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</tr>
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<td>Total Units:</td>
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<td>35</td>
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</tbody>
</table>

²ACCT 343 is Recommended

The Accounting Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- record, classify, summarize, and report the business transactions of a company.
- prepare financial statements in conformity with U.S. Generally Accepted Accounting Principles (GAAP).
- explain and integrate the role of ethics and standards of professional conduct in the accounting profession.
- demonstrate the ability to support management functions through budgeting, planning, and decision-making.
- integrate the principles of business, business law, and economics into accounting functions.
- apply principles of accounting to more advanced topics such as, but not limited to: individual taxation, auditing, governmental accounting, cost accounting, and payroll accounting.
Career Information

The Accounting degree is designed to provide the knowledge necessary for immediate employment at an entry or intermediate level accounting, recordkeeping, or clerk position with many private sector and government organizations. The degree is also designed to provide an excellent base of knowledge for those who would like to pursue an advanced degree in accounting, business, economics, or law. The accounting courses also meet unit requirements of local area governmental employers' promotional exams in accounting. All the accounting courses in this program can be used to meet unit requirements of the California State Board of Accountancy's Certified Public Accountant's exam.

A.S. in Business, General

This degree is designed to provide a strong foundation for students entering a variety of business fields in the private and public sectors. It includes coursework that is essential for entry-level positions and enhances the knowledge base of students who are seeking career progression.

Students should work closely with their Sacramento City College counselors to ensure this is the appropriate degree for their educational goals.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
<td>Fundamentals of College Accounting</td>
<td>3</td>
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<tr>
<td>BUS 300</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 310</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>BUS 340</td>
<td>Business Law</td>
<td>3</td>
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<tr>
<td>CISA 305</td>
<td>Beginning Word Processing (2)</td>
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<tr>
<td>or CISA 306</td>
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<tr>
<td>CISA 315</td>
<td>Introduction to Electronic Spreadsheets (2)</td>
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<tr>
<td>or CISA 316</td>
<td>Intermediate Electronic Spreadsheets (2)</td>
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</tr>
<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science</td>
<td>3</td>
</tr>
<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<tr>
<td>or ECON 100</td>
<td>Introduction to Economics (3)</td>
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<td>A minimum of 3 units from the following:</td>
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<tr>
<td>BUS 105</td>
<td>Business Mathematics (3)</td>
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<tr>
<td>BUS 320</td>
<td>Concepts in Personal Finance (3)</td>
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</tr>
<tr>
<td>ECON 310</td>
<td>Statistics for Business and Economics (3)</td>
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<td>A minimum of 6 units from the following:</td>
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<tr>
<td>MGMT 304</td>
<td>Principles of Management (3)</td>
<td></td>
</tr>
<tr>
<td>MGMT 309</td>
<td>Introduction to Supervision (3)</td>
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</tr>
<tr>
<td>MGMT 372</td>
<td>Human Relations and Organizational Behavior (3)</td>
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<tr>
<td>MKT 300</td>
<td>Principles of Marketing (3)</td>
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<tr>
<td>MKT 330</td>
<td>Internet Marketing (3)</td>
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<td>Total Units:</td>
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</table>
The Business, General Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- explain the major functional areas of business organizations including management, marketing, finance, and accounting.
- demonstrate leadership skills and abilities that are effective in managing a multicultural workforce.
- analyze practical business problems and utilize critical thinking and research skills in the evaluation of alternative solutions.
- apply accounting concepts and principles in making decisions about business operations.
- integrate management principles related to finance, personnel, products, services, and information.
- incorporate effective verbal and written communication skills in various business settings.
- utilize commonly used computer application programs to compose relevant business documents.

Career Information

Career opportunities in business include, but are not limited to: account executive, analyst, bank employee, buyer, clerk, data-entry clerk, data-entry specialist, entrepreneur, government service, insurance representative, manager, marketing, marketing research, office assistant, public administration, purchasing agent, retail/industrial sales.

A.S. in Management

This program is designed for those who wish to progress to positions of responsibility and management in business. Its strong management focus provides the knowledge and skills needed by managers in a wide variety of organizations. Topics include management communication, human resources, organizational behavior, supervision, diversity management, business law, accounting, economics, finance, and business computer applications.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting</td>
<td>4</td>
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<tr>
<td>BUS 300</td>
<td>Introduction to Business</td>
<td>3</td>
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<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 304</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 309</td>
<td>Introduction to Supervision</td>
<td>3</td>
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<td>MGMT 372</td>
<td>Human Relations and Organizational Behavior</td>
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<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
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<tr>
<td>BUS 105</td>
<td>Business Mathematics (3)</td>
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<tr>
<td>ECON 310</td>
<td>Statistics for Business and Economics (3)</td>
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<td>A minimum of 9 units from the following:</td>
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<tr>
<td>BUS 310</td>
<td>Business Communications (3)</td>
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<td>BUS 345</td>
<td>Law and Society (3)</td>
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<tr>
<td>or BUS 340</td>
<td>Business Law (3)</td>
<td></td>
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<tr>
<td>CISA 306</td>
<td>Intermediate Word Processing (2)</td>
<td></td>
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<tr>
<td>or CISA 305</td>
<td>Beginning Word Processing (2)</td>
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**COURSE CODE** | **COURSE TITLE** | **UNITS**
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CISA 315 | Introduction to Electronic Spreadsheets (2) | 
or CISA 316 | Intermediate Electronic Spreadsheets (2) | 
ECON 100 | Introduction to Economics (3) | 
or ECON 302 | Principles of Macroeconomics (3) | 
A minimum of 6 units from the following: | | 6
ACCT 311 | Managerial Accounting (4) | 
MGMT 308 | Personnel and Human Resources Management (3) | 
MKT 300 | Principles of Marketing (3) | 
MKT 330 | Internet Marketing (3) | 
Total Units: | | 37

The Management Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- analyze real or potential business problems and research, develop, evaluate, and test possible solutions using creativity, critical thinking, and technology skills.
- compare, judge, and evaluate a variety of current management philosophies when applied to business management situations.
- demonstrate individual responsibility, personal integrity, respect, and leadership skills and abilities that are effective in managing diverse people and cultures.
- develop effective oral and written communication skills that can be applied in various business settings.
- formulate original ideas and concepts in addition to integrating the ideas of others into the problem-solving process.
- comprehend, apply, and evaluate standards of ethical behavior in various business situations.
- differentiate between the various career paths available in business management and develop the knowledge and skills necessary to prepare for a management career.

**Career Information**

This program prepares students for supervisory and management positions in a wide variety of industries.

**A.S. in Marketing, Advertising**

This program provides the knowledge and skills necessary for advertising work with print media, electronic and broadcast media, retail and general business organizations, and advertising agencies.

**Catalog Date:** June 1, 2020

**Degree Requirements**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
<td>Fundamentals of College Accounting (3)</td>
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<td>or ACCT 301</td>
<td>Financial Accounting (4)</td>
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</tr>
<tr>
<td>BUS 300</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
</tbody>
</table>
### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- choose the appropriate strategy, execution, and media for advertising and promotion.
- evaluate the principles of product development, pricing, distribution, promotion, and market research in the development and execution of a marketing strategy.
- examine the concepts of ethics and social responsibility.
- research and evaluate consumer buying behavior and recommend how to utilize marketing communications most effectively to meet consumers’ needs.
- assess design techniques to create effective marketing materials.
- integrate the major functional areas of the business organizations including management, marketing, finance, and accounting.
- formulate original ideas and concepts in addition to integrating the ideas of others into the problem solving process.
- create and present media advertising for an advertising campaign.

### Career Information

The program provides an opportunity for students to acquire knowledge and training for careers in advertising, e-marketing, product management, public relations, sales, services marketing, media planning, media buying, copywriter, and communications.

### A.S. in Marketing

This program is designed for those who wish to pursue a career in marketing, marketing communications, or sales and progress into positions of higher responsibility. This curriculum has a two-fold purpose: 1) to introduce students to the principles of marketing, and 2) to help students acquire the knowledge, skill, and understanding they need as preparation for positions in Marketing.

**Catalog Date:** June 1, 2020
Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ACCT 101</td>
<td>Fundamentals of College Accounting (3)</td>
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<tr>
<td>or ACCT 301</td>
<td>Financial Accounting (4)</td>
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</tr>
<tr>
<td>BUS 300</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 310</td>
<td>Business Communications</td>
<td>3</td>
</tr>
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<td>BUS 340</td>
<td>Business Law</td>
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<td>CISA 340</td>
<td>Presentation Graphics</td>
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<td>ECON 302</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<td>MGMT 304</td>
<td>Principles of Management</td>
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<td>Principles of Marketing</td>
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<td>MKT 310</td>
<td>Selling Professionally</td>
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</tr>
<tr>
<td>MKT 312</td>
<td>Retailing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 314</td>
<td>Advertising</td>
<td>3</td>
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<td>MKT 330</td>
<td>Internet Marketing</td>
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</tr>
<tr>
<td>Total Units:</td>
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<td>37 - 38</td>
</tr>
</tbody>
</table>

The Marketing Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- examine the major functional areas of business organizations, including management, marketing, finance, and accounting.
- assess which marketing communications will most effectively meet the needs of the marketplace.
- evaluate the principles of product development, pricing, distribution, promotion, and market research in the development and execution of a marketing strategy.
- incorporate professional sales skills by effectively identifying and responding to customers' needs.
- formulate a strategic marketing plan for a new or existing business.
- create the appropriate strategy, execution, and media for advertising.
- examine the concepts of ethics and social responsibility.
- formulate original ideas and concepts in addition to integrating the ideas of others into the problem solving process.
- apply principles of retailing such as business location, merchandising, inventory control, store management, and vendor relationships.
- compose effective verbal and written communications in various business settings.
- create effective internet marketing strategies that enhance a business’ relationship with present and future customers.

Career Information

This program provides an opportunity for students to acquire knowledge and training for careers in sales, sales management, retail management, advertising, e-marketing, product management, marketing research, public relations, international marketing, and services marketing.
A.S. in Real Estate

The associate degree program in real estate focuses on the practical application and understanding of the concepts utilized in real estate markets and real estate careers. Course work includes real estate principles, legal aspects of real estate, real estate practice, real estate finance, real estate economics, and appraisal.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
<td>Fundamentals of College Accounting (3)</td>
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<tr>
<td>or ACCT 301</td>
<td>Financial Accounting (4)</td>
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<td>BUS 300</td>
<td>Introduction to Business</td>
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<tr>
<td>CISC 300</td>
<td>Computer Familiarization</td>
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<tr>
<td>RE 300</td>
<td>California Real Estate Principles</td>
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<tr>
<td>RE 310</td>
<td>Real Estate Practice</td>
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<tr>
<td>RE 320</td>
<td>Real Estate Finance</td>
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<td>RE 330</td>
<td>Legal Aspects of Real Estate</td>
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<td>RE 342</td>
<td>Real Estate Appraisal</td>
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<td>RE 360</td>
<td>Real Estate Economics</td>
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<td>RE 380</td>
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A minimum of 3 units from the following:

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<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>BUS 105</td>
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<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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A minimum of 6 units from the following:

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics (3)</td>
<td>3</td>
</tr>
<tr>
<td>MKT 310</td>
<td>Selling Professionally (3)</td>
<td>3</td>
</tr>
<tr>
<td>MKT 314</td>
<td>Advertising (3)</td>
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<td>RE 350</td>
<td>Real Property Management (3)</td>
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<td>RE 370</td>
<td>Escrow Procedures (3)</td>
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<tr>
<td>RE 497</td>
<td>Internship in Real Estate (4)</td>
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</tbody>
</table>

Total Units: 37 - 38

The Real Estate Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- identify and explain the major functional areas of real estate, including legal aspects, finance, economics, real estate practice, and appraisal.
- develop leadership skills and abilities that are effective in a real estate environment.
- analyze practical real estate problems and utilize research and critical thinking to evaluate and recommend alternative solutions.
- integrate real estate principles related to finance, law, products, services, and information.
- assess current real estate market conditions.
• recommend appropriate sales strategies based on market conditions.
• develop the necessary background and qualifications for the California Real Estate Brokers and Salesperson license examinations.
• demonstrate an understanding of how computer applications and technology enhance one's ability to engage in real estate practices.
• identify and describe software programs used in the real estate industry.
• utilize software and produce documents from the computer in the areas of real estate finance, real estate appraisal, property management, and residential sales.
• use computer applications to develop real estate flyers, utilize the Internet as a research and marketing tool, and set up and manage e-mail communications.
• demonstrate an understanding of how social media is used in the real estate profession to market to and communicate with potential clients.

Career Information

Career opportunities include Real Estate Salesperson, Real Estate Broker, Real Estate Appraiser, Real Estate Investor, Real Estate Lender, and Small Business Owner.

Certificates of Achievement

Accounting Clerk Certificate

The Accounting Clerk certificate provides fundamental occupational training and preparation for entry-level accounting clerk positions. The program includes basic accounting courses and specialized courses designed for the accounting workplace, including basic computer and business principles courses.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
<td>Fundamentals of College Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 121</td>
<td>Payroll Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 341</td>
<td>Computerized Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 105</td>
<td>Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CISA 315</td>
<td>Introduction to Electronic Spreadsheets</td>
<td>2</td>
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</table>

A minimum of 6 units from the following:

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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</thead>
<tbody>
<tr>
<td>ACCT 123</td>
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<td>ACCT 301</td>
<td>Financial Accounting (4)</td>
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<tr>
<td>ACCT 343</td>
<td>Computer Spreadsheet Applications for Accounting (2)</td>
</tr>
<tr>
<td>BUS 107</td>
<td>Keyboarding (1 - 3)</td>
</tr>
<tr>
<td>CISA 316</td>
<td>Intermediate Electronic Spreadsheets (2)</td>
</tr>
</tbody>
</table>

Total Units: 20

1For BUS 107 student must complete 2 out of the 3 course levels.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

...
• analyze and record accounting transactions in both manual and computerized accounting systems.
• prepare financial statements manually and using a computerized accounting system.
• solve basic business math problems.
• demonstrate proficiency in the use of word processing and spreadsheet software.

Career Information
Career opportunities include accounting clerk or entry-level bookkeeper positions such as: accounts payable clerk, accounts receivable clerk, billing clerk, payroll assistant, assistant bookkeeper, or office assistant.

Business Information Worker Certificate
The Business Information Worker Certificate is designed to prepare students for entry-level office and administrative support in a variety of organizations.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 310</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>CISA 305</td>
<td>Beginning Word Processing</td>
<td>2</td>
</tr>
<tr>
<td>CISA 315</td>
<td>Introduction to Electronic Spreadsheets</td>
<td>2</td>
</tr>
<tr>
<td>CISA 323</td>
<td>Database Management using Microsoft Access</td>
<td>2</td>
</tr>
<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science</td>
<td>3</td>
</tr>
<tr>
<td>CISC 320</td>
<td>Operating Systems</td>
<td>1</td>
</tr>
<tr>
<td>BUS 107</td>
<td>Keyboarding (1 - 3)</td>
<td>3</td>
</tr>
</tbody>
</table>

A minimum of 3 units from the following: 3 units

Total Units: 16

Student Learning Outcomes
Upon completion of this program, the student will be able to:

• demonstrate keyboarding proficiency typing with a minimum of 35 wpm.
• describe how a computer works including identification of the various hardware components.
• create, save, and access files and folders; illustrate an understanding in using file management utilities.
• construct and modify solutions for personal, educational, or business needs applying use of office workplace computer applications.
• construct projects efficiently generating solutions using various workplace computer applications.
• demonstrate the use of electronic mail (e-mail), using attachments and uploading and downloading files and folders, including extracting data.
• analyze business situations and determine appropriate methods to deliver negative and positive messages.

Career Information
Students who successfully complete the Business Information Worker Certificate are prepared for entry-level positions in general office environments in a variety of fields.
Entrepreneurship Certificate

Designed for current and aspiring entrepreneurs, the Entrepreneurship Certificate is a one-year program. Students will gain the knowledge, insights, and confidence of entrepreneurship through application of business concepts and ideas in the creation of a business plan. Improve your chances for success by developing skills and insights for evaluating, articulating, refining, and pitching a new product or service, either as a physical brick and mortar business, or as a virtual, online business. Learn to identify and evaluate opportunities, develop strategies, learn the basics of entrepreneurial finance, develop the professional competencies necessary for small business ownership, and launch your business.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISW 306</td>
<td>Introduction to Web Page Creation and Web Accessibility</td>
<td>2</td>
</tr>
<tr>
<td>ENTR 301</td>
<td>Accounting for Entrepreneurs</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 350</td>
<td>Introduction to Entrepreneurship, Strategy, and Managing People</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 352</td>
<td>21st Century Skills &amp; Professional Competencies for Entrepreneurs</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 356</td>
<td>Bootstrap Marketing for Entrepreneurs</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 358</td>
<td>Entrepreneurship Capstone</td>
<td>3</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- create alternatives and analyze solutions for an entrepreneurial venture.
- apply ethical decision-making strategies and explain the importance of ethics and social responsibility in an entrepreneurial venture.
- distinguish the four functions of management: planning, organizing, directing, and controlling in the context of launching a business.
- develop and present a marketing plan for an entrepreneurial venture.
- research and use open source tools and resources for the development of a small business web page.
- build a well-crafted business plan.
- prepare and analyze financial statements for a start-up.
- articulate their entrepreneurial vision and present it for potential venture funding.

Full Charge Bookkeeper Certificate

The Full Charge Bookkeeper certificate program provides advanced occupational training in accounting. The program provides a strong background in financial and managerial accounting, basic business principles, and business technology.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
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<tr>
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</table>
### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- identify, analyze, record, and report the financial transactions of an organization using manual and computerized accounting systems.
- measure and categorize costs within a business organization.
- develop information useful to management in the budgeting, planning, and decision-making processes of an organization.
- calculate basic federal and California payroll taxes.
- demonstrate proficiency in the use of word processing and spreadsheet software.

### Career Information

Career opportunities include higher level accounting positions, such as full charge bookkeeper, accountant, or accounting supervisor.

### Management Certificate

This program is designed for those who wish to progress from entry-level positions to positions of responsibility in business and management. Topics include organizational behavior and human relations, supervision, and human resource management.

**Catalog Date:** June 1, 2020

### Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 304</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 309</td>
<td>Introduction to Supervision</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 372</td>
<td>Human Relations and Organizational Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

A minimum of 6 units from the following:

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting (4)</td>
<td></td>
</tr>
</tbody>
</table>
COURSE CODE | COURSE TITLE | UNITS
--- | --- | ---
or ACCT 101 | Fundamentals of College Accounting (3) | 
BUS 300 | Introduction to Business (3) | 
MGMT 308 | Personnel and Human Resources Management (3) | 
MKT 300 | Principles of Marketing (3) | 
Total Units: | 18 | 

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- analyze real or potential business problems and research, develop, evaluate, and test possible solutions using creativity, critical thinking, and technology skills.
- compare, judge, and evaluate a variety of current management philosophies when applied to business management situations.
- demonstrate individual responsibility, personal integrity, respect, and leadership skills and abilities that are effective in managing diverse people and cultures.
- develop effective oral and written communication skills that can be applied in various business settings.
- comprehend, apply, and evaluate standards of ethical behavior in various business situations.
- differentiate between the various career paths available in business management and develop the knowledge and skills necessary to prepare for a management career.

**Career Information**

This program prepares students for supervisory and management positions in a wide variety of industries.

**Marketing Certificate**

This program is designed for those who wish to pursue a career in marketing, marketing communications, or sales and progress into positions of higher responsibility. This curriculum has a two-fold purpose: 1) to introduce students to the principles of marketing, and 2) to help students acquire the knowledge, skill, and understanding they need as preparation for positions in marketing.

**Catalog Date:** June 1, 2020

**Certificate Requirements**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>BUS 300</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>MKT 300</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 310</td>
<td>Selling Professionally</td>
<td>3</td>
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<tr>
<td>MKT 314</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>MKT 330</td>
<td>Internet Marketing</td>
<td>3</td>
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<tr>
<td>A minimum of 3 units from the following:</td>
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<td>3</td>
</tr>
<tr>
<td>MGMT 304</td>
<td>Principles of Management (3)</td>
<td></td>
</tr>
<tr>
<td>MGMT 372</td>
<td>Human Relations and Organizational Behavior (3)</td>
<td></td>
</tr>
<tr>
<td>MKT 312</td>
<td>Retailing (3)</td>
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<tr>
<td>Total Units:</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- examine the major functional areas of business organizations, including management, marketing, finance, and accounting.
- assess which marketing communications will most effectively meet the needs of the marketplace.
- evaluate the principles of product development, pricing, distribution, promotion, and market research in the development and execution of a marketing strategy.
- incorporate professional sales skills by effectively identifying and responding to customers’ needs.
- formulate a strategic marketing plan for a new or existing business.
- create the appropriate strategy, execution, and media for advertising.
- examine the concepts of ethics and social responsibility.
- formulate original ideas and concepts in addition to integrating the ideas of others into the problem solving process.
- evaluate practical business problems and utilize critical thinking in the determination of alternative solutions.

Career Information

This program provides an opportunity for students to acquire knowledge and training for careers in sales, sales management, retail management, advertising, e-marketing, product management, marketing research, public relations, international marketing, and services marketing.

Real Estate Certificate

This certificate introduces the basic concepts of the real estate career field. Topics include the principles of real estate, real estate law, real estate economics, real estate finance, real estate practice, and appraisal.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
<td>Fundamentals of College Accounting (3)</td>
<td>3 - 4</td>
</tr>
<tr>
<td>or ACCT 301</td>
<td>Financial Accounting (4)</td>
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</tr>
<tr>
<td>BUS 300</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>CISC 300</td>
<td>Computer Familiarization</td>
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<tr>
<td>RE 300</td>
<td>California Real Estate Principles</td>
<td>3</td>
</tr>
<tr>
<td>RE 310</td>
<td>Real Estate Practice</td>
<td>3</td>
</tr>
<tr>
<td>RE 320</td>
<td>Real Estate Finance</td>
<td>3</td>
</tr>
<tr>
<td>RE 330</td>
<td>Legal Aspects of Real Estate</td>
<td>3</td>
</tr>
<tr>
<td>RE 342</td>
<td>Real Estate Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>RE 360</td>
<td>Real Estate Economics</td>
<td>3</td>
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<tr>
<td>RE 380</td>
<td>Computer Applications in Real Estate</td>
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<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
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<tr>
<td>BUS 105</td>
<td>Business Mathematics (3)</td>
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<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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</tr>
<tr>
<td></td>
<td>A minimum of 6 units from the following:</td>
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<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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<tr>
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</tr>
<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics (3)</td>
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</tr>
<tr>
<td>MKT 310</td>
<td>Selling Professionally (3)</td>
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<tr>
<td>MKT 314</td>
<td>Advertising (3)</td>
<td></td>
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<tr>
<td>RE 350</td>
<td>Real Property Management (3)</td>
<td></td>
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<tr>
<td>RE 370</td>
<td>Escrow Procedures (3)</td>
<td></td>
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<tr>
<td>RE 497</td>
<td>Internship in Real Estate (4)</td>
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<td>Total Units:</td>
<td></td>
<td>37 - 38</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- identify and explain the major functional areas of real estate, including legal aspects, finance, economics, real estate practice, and appraisal.
- develop leadership skills and abilities that are effective in a real estate environment.
- analyze practical real estate problems and utilize research and critical thinking to evaluate and recommend alternative solutions.
- integrate real estate principles related to finance, law, products, services, and information.
- assess current real estate market conditions.
- recommend appropriate sales strategies based on market conditions.
- develop the necessary background and qualifications for the California Real Estate Brokers and Salesperson license examinations.
- demonstrate an understanding of how computer applications and technology enhance one's ability to engage in real estate practices.
- identify and describe software programs used in the real estate industry.
- utilize software and produce documents from the computer in the areas of real estate finance, real estate appraisal, property management, and residential sales.
- use computer applications to develop real estate flyers, utilize the Internet as a research and marketing tool, and set up and manage e-mail communications.
- demonstrate an understanding of how social media is used in the real estate profession to market to and communicate with potential clients.

Career Information

Career opportunities include Real Estate Salesperson, Real Estate Broker, Real Estate Appraiser, Real Estate Investor, Real Estate Lender, and Small Business Owner.

Certificate

Customer Service Certificate

Businesses with exceptional customer service flourish, but it is often difficult for employees to obtain the requisite skills while on the job. The Customer Service certificate program offers skills and techniques today that can be implemented in the workplace tomorrow. In addition to the basic areas of customer service, communication, team building, and attitude, several other topics are incorporated, which will enhance any employee's overall job performance, as well as improve service to customers.

Catalog Date: June 1, 2020

Certificate Requirements
<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 260</td>
<td>Communicating With Customers</td>
<td>0.5</td>
</tr>
<tr>
<td>BUS 261</td>
<td>Exceptional Customer Service</td>
<td>0.5</td>
</tr>
<tr>
<td>BUS 262</td>
<td>Team Building in the Workplace</td>
<td>0.5</td>
</tr>
<tr>
<td>BUS 263</td>
<td>Attitude in the Workplace</td>
<td>0.5</td>
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<tr>
<td></td>
<td>A minimum of 2 units from the following:</td>
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<tr>
<td>BUS 264</td>
<td>Ethics and Values in the Workplace (0.5)</td>
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<tr>
<td>BUS 265</td>
<td>Stress Management in the Workplace (0.5)</td>
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<tr>
<td>BUS 266</td>
<td>Time Management in the Workplace (0.5)</td>
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<tr>
<td>BUS 267</td>
<td>Dealing With Conflict in the Workplace (0.5)</td>
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<tr>
<td>BUS 268</td>
<td>Decision Making &amp; Problem Solving in the Workplace (0.5)</td>
<td></td>
</tr>
<tr>
<td>BUS 269</td>
<td>Organizational Change (0.5)</td>
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<tr>
<td>Total Units:</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- examine why it is so important for businesses to provide excellent quality service.
- demonstrate verbal and nonverbal workplace communication skills.
- identify attitude problems and demonstrate the skills required to maintain a positive attitude in the workplace.
- apply the leadership skills necessary to manage high performance teams.
- assess the importance of ethics and values in the workplace and formulate a personal ethical philosophy.
- combine workplace skills with other key interpersonal skills (time management, change management, stress management, decision making, problem solving) to effectively meet the needs of customers.

**Career Information**

Client service representative, account manager, technical support representative, customer care agent, customer service supervisor, call center representative, field service representative, help desk specialist, retail customer support representative, relationship manager.
Chemistry is the study of the properties, composition, and transformations of all material substances. It is often called the “central science” since it draws from mathematics and physics and forms a necessary background to the study of all the earth sciences and all the biological disciplines, including the various medical professions. Sacramento City College chemistry courses are designed to meet the lower division requirements for a major in chemistry in transferring to a four-year institution. For students who plan to transfer, completion of the CSU General-Breadth or IGETC general education pattern is encouraged. It is highly recommended that students meet with a counselor because major and general education requirements vary for each college/university. These courses also fulfill general education requirements for allied health, biological sciences, physical sciences, computer science, and engineering.

The Chemical Technology Program trains students for a wide variety of scientific laboratory technician career opportunities. Students not only will be instructed in the theory and fundamentals of chemistry, but they will also be exposed to hands-on training with lab equipment and sophisticated state-of-the-art lab instrumentation. Students will be taught how to perform standard laboratory techniques, how to follow safety procedures, and how to prepare clear, thorough lab reports. Throughout the program there will be emphasis on clear written communication and correct mathematical calculations. Students will be challenged to strengthen problem-solving and critical-thinking skills. They also will have opportunities to develop effective verbal communication and to use software commonly employed in scientific labs.

Dean
James Collins

Department Chairs
Alexandr Ishchuk

(916) 558-2272
JensenL2@scc.losrios.edu

Associate Degrees

A.S. in Chemical Technology

The Chemical Technology Program trains students for a wide variety of scientific laboratory technician career opportunities. Students not only will be instructed in the theory and fundamentals of chemistry, but they will also be exposed to hands-on training with lab equipment and sophisticated state-of-the-art lab instrumentation. Students will be taught how to perform standard laboratory techniques, how to follow safety procedures, and how to prepare clear, thorough lab reports.

Throughout the program there will be emphasis on clear written communication and correct mathematical calculations. Students will be challenged to strengthen problem-solving and critical-thinking skills. They also will have opportunities to develop effective verbal communication and to use software commonly employed in scientific labs.

A student who satisfactorily completes the program will be awarded a Certificate of Achievement. Students who complete the program may also qualify for an Associate in Science degree by fulfilling the Graduation Requirements specified in this catalog.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>CHEM 400</td>
<td>General Chemistry I</td>
<td>5</td>
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<tr>
<td>CHEM 401</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 410</td>
<td>Quantitative Analysis</td>
<td>5¹</td>
</tr>
<tr>
<td>CHEM 420</td>
<td>Organic Chemistry I (5)</td>
<td>4 - 5</td>
</tr>
<tr>
<td>or CHEM 425</td>
<td>Organic Chemistry with Biological Emphasis I (4)</td>
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<td>COURSE CODE</td>
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<tr>
<td>CHEM 421</td>
<td>Organic Chemistry II (5)</td>
<td>4 - 5</td>
</tr>
<tr>
<td>or CHEM 426</td>
<td>Organic Chemistry with Biological Emphasis II (4)</td>
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A minimum of 3 units from the following:

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<tr>
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<tbody>
<tr>
<td>BUS 310</td>
<td>Business Communications (3)</td>
<td>3</td>
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<tr>
<td>ENGWR 488</td>
<td>Honors College Composition and Research (4)</td>
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<tr>
<td>or ENGWR 300</td>
<td>College Composition (3)</td>
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<tr>
<td>ENGWR 301</td>
<td>College Composition and Literature (3)</td>
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<tr>
<td>ENGWR 482</td>
<td>Honors Advanced Composition and Critical Thinking (3)</td>
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</tr>
<tr>
<td>or ENGWR 302</td>
<td>Advanced Composition and Critical Thinking (3)</td>
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<tr>
<td>ESLW 340</td>
<td>Advanced Composition (4)</td>
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</table>

Total Units: 26 - 28

1Offered in spring only.
2This corresponds to the General Education Area II English Composition requirement.

The Chemical Technology Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Enrollment Eligibility
To be eligible for enrollment in the program, the student must meet the following criteria:

- Students must complete high school intermediate algebra or MATH 120 or its equivalent with a grade of “C” or better.

Student Learning Outcomes
Upon completion of this program, the student will be able to:

- apply problem-solving and analytical thinking skills in the planning, execution, and interpretation of chemistry lab work.
- correctly use common chemistry laboratory instruments to process materials and/or collect data.
- demonstrate oral and written communication skills necessary to report and discuss chemistry laboratory processes with other scientifically trained personnel.
- demonstrate an understanding of safety practices, including proper chemical waste disposal procedures.

Career Information
Employment data indicates that there are a large number of science lab technicians employed in this region. Students who complete the Chemical Technology Program may work in environmental monitoring and pollution analysis, materials testing, medical testing, or quality control. They may work in laboratories supporting manufacturing, agriculture, medical research, the petrochemical industry, or government agencies.

A.S. in Chemistry
Chemistry is the study of the properties, composition, and transformations of all material substances. It is often called the “central science” since it draws from mathematics and physics and forms a necessary background to the study of all the earth sciences and all the biological disciplines, including the various medical professions. Sacramento City College chemistry courses are designed to meet the lower division requirements for a major in chemistry in transferring to a four-year institution. For students who plan to transfer, completion of the CSU General-Breadth or IGETC general education pattern is encouraged. It is highly recommended that students meet with a counselor because major and general education requirements vary for each college/university. These courses also fulfill general education requirements for allied health, biological sciences, physical sciences, computer science, and engineering.

Catalog Date: June 1, 2020
Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>CHEM 400</td>
<td>General Chemistry I</td>
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<td>CHEM 401</td>
<td>General Chemistry II</td>
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<td>[CHEM 420</td>
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<td>and CHEM 421</td>
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<tr>
<td>or [CHEM 425</td>
<td>Organic Chemistry with Biological Emphasis I (4)</td>
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<td>and CHEM 426</td>
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<td>Total Units:</td>
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The Chemistry Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- understand the language and nomenclature of chemistry.
- utilize problem solving strategies involving data collection, dimensional analysis, interpretation, and drawing reasonable conclusions from data.
- demonstrate basic chemical laboratory skills.
- operate a variety of modern chemical instruments and accurately interpret spectral and chromatographic data.
- understand and apply fundamental chemical principles.

Career Information

Chemists work as pharmaceutical or environmental chemists, educators, medical researchers, quality assurance and general scientists, and pharmacists. The preparation received in chemistry is excellent background for careers in medicine, dentistry, engineering, the biological sciences, earth sciences, environmental studies, and science education.

Certificate of Achievement

Chemical Technology Certificate

The Chemical Technology Program trains students for a wide variety of scientific laboratory technician career opportunities. Students not only will be instructed in the theory and fundamentals of chemistry, but they will also be exposed to hands-on training with lab equipment and sophisticated state-of-the-art lab instrumentation. Students will be taught how to follow safety procedures, how to perform standard laboratory techniques, and how to prepare clear, thorough lab reports.

Throughout the program there will be emphasis on clear written communication and correct mathematical calculations. Students will be challenged to strengthen problem-solving and critical-thinking skills. They also will have opportunities to develop effective verbal communication and to use software commonly employed in scientific labs.

A student who satisfactorily completes the program will be awarded a Certificate of Achievement. Students who complete the program may also qualify for an Associate in Science degree by fulfilling the Graduation Requirements specified in this catalog.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
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<td>or ENGWR 300</td>
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<td>or ENGWR 302</td>
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<td>ESLW 340</td>
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</table>

1Offered in spring only.

2This requirement is to ensure that recipients of the Chemical Technology Certificate of Achievements have writing skills.

**Enrollment Eligibility**

To be eligible for enrollment in the program, the student must meet the following criteria:

- Students must complete high school intermediate algebra or MATH 120 or its equivalent with a grade of "C" or better.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- apply problem-solving and analytical thinking skills in the planning, execution, and interpretation of chemistry lab work.
- correctly use common chemistry laboratory instruments to process materials and/or collect data.
- demonstrate oral and written communication skills necessary to report and discuss chemistry laboratory processes with other scientifically trained personnel.
- demonstrate an understanding of safety practices, including proper chemical waste disposal procedures.

**Career Information**

Employment data indicates that there are a large number of science lab technicians employed in this region. Students who complete the Chemical Technology Program may work in environmental monitoring and pollution analysis, materials testing, medical testing, or quality control. They may work in laboratories supporting manufacturing, agriculture, medical research, the petrochemical industry, or government agencies.

**Chemical Technology (CHEMT)**
CHEMT 201 Careers in Chemical Technology

Units: 1.5 
Hours: 27 hours LEC 
Prerequisite: None. 
Advisory: ENGWR 300 with a grade of "C" or better 
Catalog Date: June 1, 2020

This course provides the student with information needed to determine if chemical technology is a suitable career option. Definitions of chemical technology, history and development of the profession, and the diverse types of laboratory practice and employment settings are explored. Professional activities, requirements, ethics, and behaviors are also discussed. Students observe examples of chemical technology practice through field trips, videos, guest speaker presentations, and/or use of online media resources. Attending a minimum of one field trip is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define chemical technology practice.
- describe the history and development of the field of chemical technology, including current trends.
- compare and contrast the diverse types of laboratory practice and employment settings within the field of chemical technology.

CHEMT 202 Chemical Technology Seminar

Units: 0.5 
Hours: 9 hours LEC 
Prerequisite: CHEMT 201 with a grade of "C" or better 
Advisory: ENGWR 300 with a grade of "C" or better 
Catalog Date: June 1, 2020

This course provides the student with more in-depth information needed to determine if chemical technology is a suitable career option. Students observe examples of chemical technology practice through field trips, videos, guest instructor presentations, job shadow, and/or use of online media resources.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe ethical responsibilities of chemical technicians.
- describe typical responsibilities of chemical technicians in the workplace.
- compare and contrast the diverse types of laboratory practice and employment settings within the field of chemical technology.

CHEMT 301 Chemical Technology Supplemental Lab

Units: 1 
Hours: 54 hours LAB 
Prerequisite: None. 
Corequisite: CHEM 300 
Transferable: CSU 
Catalog Date: June 1, 2020

This is a supplemental course that is intended to provide additional laboratory skills that are required for the Chemical Technology Level 1 certificate.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate oral and written communication skills necessary to report and discuss chemistry laboratory processes with other scientifically trained personnel.
• perform basic chemical laboratory procedures using common laboratory equipment and able to analyze the data collected.
• acquire knowledge of solution and concentration, acids and bases, pH, dimensional analysis, computer, and basic statistics for lab data.
• demonstrate an understanding of safety practices, including proper chemical waste disposal procedures.

CHEMT 429 Research in Chemistry

This course involves an individual student or small groups of students in a supervised research in various topics in chemistry. Research in chemistry offers students a chance to do research and/or experimentation that is more typical of industry and graduate student work, under the guidance of supervising faculty. This course will in part fulfill the program requirement of the Chemical Technician, Advanced Certificate.

Upon completion of this course, the student will be able to:

• discuss, plan and outline a proposal of study with fellow researchers qualified within the discipline.
• demonstrate the ability to conduct a variety of qualitative and quantitative, inorganic and organic laboratory techniques using a variety of chemistry instrumentation such as; atomic absorption spectroscopy, gas chromatography, high-performance liquid chromatography, gas chromatography–mass spectrometry.
• analyze and evaluate scientific data in the laboratory by methods such as; measured versus theoretical comparisons (evaluation of accuracy) , reproducibility of results (precision evaluation) and benefits of aggregate data vs. individual data.
• participate in regular research discussions with fellow researchers concerning theoretical background to the research, results and conclusions from experimental work, and develop plans for ongoing research.
• prepare and maintain a structured laboratory notebook.
• analyze and interpret chromatographic data.
• set up and perform basic organic chemical isolation and purification procedures.
• prepare a written and/or oral report, summarizing the results achieved from research work.

Chemistry (CHEM)

CHEM 110 Preparatory Chemistry

This course covers the most fundamental concepts of chemistry and is intended primarily to prepare students for UCD's Chemistry 2A (General Chemistry). This course is graded on a Pass/No Pass basis.

Upon completion of this course, the student will be able to:

• apply chemical theories to a variety of elements and compounds.
• solve chemical word problems involving pressure, temperature, volume, concentration, moles, and grams.
• draw structures for chemical compounds based on molecular formulae.
CHEM 300 Beginning Chemistry

This is a lecture and laboratory course that covers the fundamental concepts of chemistry. This course assumes no previous knowledge of chemistry, presenting both chemical problem solving and laboratory skills. This course is intended primarily to prepare students for CHEM 400.

Upon completion of this course, the student will be able to:

- acquire basic science study skills in learning chemistry concepts.
- demonstrate basic understanding of matter, energy, atomic theory and structure, chemical composition, chemical reactions, chemical bonding, stoichiometry, intermolecular forces, and solutions.
- perform basic chemical laboratory procedures using common laboratory equipment and to analyze the data collected.
- apply knowledge of quantitative chemical methods to chemical calculations, including application of the mole concept to stoichiometry and the use of dimensional analysis.
- name selected elements, ions, common ionic compounds, and binary covalent compounds, given their chemical formulae, and develop chemical formulas from chemical names.
- solve basic chemical word problems.

CHEM 305 Introduction to Chemistry

This course presents the fundamental principles of chemistry including types of matter, physical and chemical processes, chemical bonds, atomic and molecular structure, nuclear chemistry, stoichiometry, states of matter, intermolecular forces, solutions, types of chemical reactions, acids and bases, thermodynamics, kinetics, equilibrium, and a brief introduction to organic chemistry. It is primarily designed for majors in the allied health fields (nursing, dental hygiene, physical therapy, etc.), natural resources, environmental technology, and physical education. Online homework assignments may be required.

Upon completion of this course, the student will be able to:

- demonstrate a knowledge of introductory chemical concepts and relate them to everyday life and the health sciences.
- develop chemical formulas from chemical names and vise versa for elements, ions, acids, ionic compounds, and molecular compounds.
- apply knowledge of quantitative chemical methods to chemical calculations, including application of the mole concept to stoichiometry and the use of dimensional analysis.
- demonstrate the ability to perform basic chemical laboratory procedures using common laboratory equipment and to analyze the data collected.
- formulate balanced chemical reaction equations and predict states of matter from solubility rules.
• develop a general knowledge of the make-up of the atom and how it relates to periodic trends in chemical properties and chemical bonding.

• characterize the three states of matter, the role of intermolecular forces in liquids and solids, and quantitative relationships of variables affecting behavior of gases.

• identify the properties of acids and bases (and their conjugates) with the ability to convert back and forth between acid concentration and pH.

• demonstrate a basic understanding of nuclear chemistry and its applications to medicine.

• interpret simple organic chemical formulas and structures in relationship to VSEPR theory.

CHEM 306 Introduction to Organic and Biological Chemistry

Units: 5
Hours: 72 hours LEC; 54 hours LAB
Prerequisite: CHEM 305 with a grade of "C" or better
Advisory: ENGW 300 or ESLR 320 with a grade of "C" or better and concurrent enrollment of CHEM 317
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A
C-ID: C-ID CHEM 102
Catalog Date: June 1, 2020

CHEM 309 Integrated General, Organic, and Biological Chemistry

Units: 5
Hours: 72 hours LEC; 54 hours LAB
Prerequisite: MATH 100 or 104 with a grade of "C" or better, or placement through the assessment process.
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A; IGETC Area 5C
C-ID: C-ID CHEM 101
Catalog Date: June 1, 2020

This course is an intensive survey of general, organic, and biological chemistry specifically designed for nursing majors and other allied health-related fields. Topics include general chemistry, organic chemistry, and biological chemistry as applied to the chemistry of the human body. This course satisfies the requirements of those health-career programs that require one or two semesters of chemistry.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• construct and name the organic molecules.

• differentiate between the various organic functional groups and describe their physical and chemical properties as well as their intermolecular forces.

• compare the structure, function, and uses of important carbohydrates, lipids, and proteins.

• perform basic organic and biochemical laboratory experiments such as organic synthesis, enzyme activity, and lipid extraction.

• evaluate and present a current biochemical topic.

• demonstrate a knowledge of the interdisciplinary and real world applications of organic chemistry and biochemistry.
• apply significant figures to measurements of mass, volume, distance, pressure, and temperature and apply unit analysis and/or 1 equation with 1 unknown algebra to calculations with unit conversions, density, molar mass, Avogadro’s number, solution concentrations, dosages, dilutions, pH, specific heat, calorimetry, and reaction energies.

• relate atomic structure to nuclear decay and nuclear medicine.

• distinguish between ionic bonds, non-polar covalent bonds, polar covalent bonds, and intermolecular forces (IMFs).

• apply Valence Shell Electron Pair Repulsion (VSEPR) Theory and electronegativity to organic compounds to determine molecular polarity, IMFs, and non-covalent interactions of biological molecules.

• name and write the chemical formulae of cations, anions, inorganic compounds, and organic compounds.

• identify and predict the movement in the phenomena of diffusion, osmosis, dialysis, tonicity, and transport through cell membranes.

• apply IMFs and/or non-covalent interactions to relative physical properties of organic compounds and the secondary, tertiary, and quaternary structure of proteins, nucleic acids, membranes, and lipoproteins.

• convert between Lewis structures, condensed structures, and bond-line structures of organic compounds and biological molecules.

• recognize structural and stereoisomers in organic compounds and biological molecules.

• identify functional groups in organic compounds and biological molecules to predict their physical and chemical properties.

• recognize and predict the chemical reactivity of inorganic and organic acids and bases with emphasis on buffer systems.

• apply reaction kinetics, thermodynamics, and equilibrium to functional group reactions of biochemical pathways and buffers systems.

• compare and contrast the structure and function of carbohydrates, lipids, proteins, and nucleic acids.

• explain and interpret the processes of DNA replication and transcription and mRNA translation.

• identify the functional group reactions (hydration, dehydration, oxidation, reduction, hydrolysis, synthetic dehydration, and isomerization) the catabolic pathways of glycolysis, beta-oxidation of fatty acids, citric acid cycle, electron transport chain, and oxidative phosphorylation.

CHEM 317 Strategies for Problem Solving in Chemistry

Units: 1
Hours: 18 hours LEC
Prerequisite: None.
Corequisite: CHEM 300, 305, 306, 309, 420, 421, 425, or 426
Transferable: CSU
Catalog Date: June 1, 2020

This course will focus on developing analytical reasoning strategies, critical thinking skills, and problem-solving abilities for both quantitative and qualitative problems in chemistry. The course is designed to support students in beginning chemistry (CHEM 300), introductory chemistry applied to the health sciences (CHEM 305), organic and biochemistry applied to the health sciences (CHEM 306), integrated general, organic, and biological Chemistry (CHEM 309), organic chemistry with a biological emphasis (CHEM 425 and CHEM 426), and organic chemistry for chemistry majors (CHEM 420 and CHEM 421). Strategies and content will be specific to the area of chemistry. Each section of CHEM 317 is associated with a specific chemistry course taken from the list above.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• apply analytical reasoning and critical thinking skills as these relate to the study of chemistry.

• demonstrate quantitative, qualitative, and descriptive problem solving skills as they relate to the study of chemistry.

• apply study habits that enable mastery of chemistry.

• demonstrate and increase competence in his/her problem solving strategies through practice.

CHEM 320 Environmental Chemistry
This course explores the relationships between human beings and their living and nonliving environments with regard to the chemical substances that are encountered in everyday life. The role of chemistry in both creating environmental problems as well as providing solutions will be examined. At the conclusion of the course, the student will be able to use everyday tools in understanding and dealing with environmental problems and become a more critical consumer of products affecting the environment. The laboratory is designed to familiarize the student with the methods of science while investigating the presence and interaction of chemicals in the environment.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate environmental processes from the perspective of basic chemical principles of matter and energy.
- deduce the impact of human activity on environmental processes, including air, water, and biological systems, based on basic chemical principles.
- examine environmental information provided by popular culture, including consumer products, advertisements, movies, newspaper stories, etc., with respect to environmental claims.
- interpret laboratory data generated during laboratory experiments.
- apply safe handling practices to both laboratory chemicals and consumer products.

CHEM 326 Water and Wastewater Treatment Chemistry

This course includes basic chemical principles particularly relevant to water and wastewater treatment. Key principles discussed include basic atomic structure, chemical bonding, equations and reactions, reaction rates and equilibrium, acids and bases, oxidation-reduction, and an introduction to organic chemistry. Components of this course may be offered on-line. Students may be required to have access to a computer and the Internet and have some familiarity with a computer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the basic structure of the atom.
- apply the Laws of Conservation of Mass and Conservation of Energy to chemical systems.
- classify a chemical reaction as precipitation, acid-base, or redox given a chemical equation.
- predict the products of a precipitation, acid-base, or oxidation-reduction reaction given the reactants in an aqueous system.
- classify given organic compounds based on key functional groups (e.g., hydrocarbons, amines, alcohols, aldehyde, ketone, etc.).

CHEM 330 Adventures in Chemistry

This course is a survey of the fundamental concepts and contemporary applications of chemistry. Students will explore the real world
applications of chemistry in the home, the environment, health, fitness, nutrition, medicine, and modern technology. The course is designed for non-science majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of core chemical concepts including but not limited to classification and measurement of matter, atomic structure, chemical bonding, molecular structure, acid/base and reduction/oxidation reactions, and nuclear chemistry.
- recognize the function of chemicals in everyday items using knowledge of basic chemistry and chemical nomenclature.
- evaluate various physical and chemical tests.
- show simple unit conversions and calorie calculations.
- apply basic science study skills.

CHEM 333 The Science of Coffee

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area IV |
| Catalog Date: | June 1, 2020 |

This course is an exploration of how science can be applied to everyday life: making a good cup of coffee. Students will investigate many phenomena including the law of conservation of mass, acids and bases, pH, mass transfer, colloid science, fluid dynamics, specific heat capacity, refractive index, Snell's law and intermolecular forces. Students will use their understanding of these phenomena to optimize several variables that impact the taste of coffee in pursuit of brewing the best cup of coffee. This course may include an optional field trip.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply the scientific method to investigate matter and energy.
- measure the chemical and physical properties of materials and model these measurements to predict the properties of the materials under new conditions.
- design a method that simultaneously optimizes multiple variables
- analyze scientific principles important in natural phenomena
- interpret the results of experiments and apply the results to formulate new experiments
- diagram a process with multiple inputs and outputs

CHEM 336 Art and Chemistry

| Units: | 4 |
| Hours: | 54 hours LEC; 54 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A |
| Catalog Date: | June 1, 2020 |

This course is an exploration of the chemistry of art and art media. Students will investigate, through a variety of lecture and laboratory activities, the scientific basis of paints, dyes, photography, fresco, metalworking, fabric, polymers, glass work, art preservation/restoration, art forgery, and chemical hazards in art. Chemical concepts such as the atomic nature of matter, molecules, elements, compounds, chemical bonding, chemical reactions, intermolecular forces, acids and bases, solubility, spectroscopy, oxidation and reduction, and carbon chemistry will be discussed as they apply to the chemical nature of art.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
- apply the basic principles of chemistry to the major classes of artist's materials (paints, clay, metals, dyes, fabric, photography, etc).
- apply the principles of the scientific method to investigate the characteristics of various artist's materials.
- predict the characteristics of various artist's materials using basic chemistry.
- explain the relationship between advances in chemistry/technology and art materials, especially throughout the 19th and 20th centuries.
- interpret content labeling of substances commonly used in art using knowledge of basic chemistry and chemical nomenclature.
- assess a particular art material or process using library and internet resources.
- analyze basic safety issues regarding the use of common artist's materials.
- evaluate some instrumental and analytical techniques used in art conservation and art analysis.

CHEM 400 General Chemistry I

Units: 5
Hours: 54 hours LEC; 108 hours LAB
Prerequisite: CHEM 300 with a grade of "C" or better completed within one year prior to enrollment in CHEM 400 or placement through the assessment process (ACS California Chemistry Diagnostic Exam) completed within one year prior to enrollment in CHEM 400 (students having taken CHEM 310, CHEM 305, or another chemistry course must complete the assessment process within one year prior to enrollment in CHEM 400) AND MATH 120 or MATH 124 with a grade of "C" or better, or placement through the assessment process. Both prerequisites will be checked at the beginning of the first class meeting.
Advisory: ENGRD 310, ENGWR 101, and MATH 370; with a grade of "C" or better; or placement through the assessment process
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A; IGETC Area 5C
C-ID: C-ID CHEM 110; Part of C-ID CHEM 120S
Catalog Date: June 1, 2020

CHEM 400 covers the fundamental principles and concepts of chemistry including chemical nomenclature, balancing reactions, stoichiometry, thermochemistry, acid/base and reduction/oxidation (redox) reactions. Also covered are theories addressing atomic and molecular structure and bonding, as well as the physical and chemical properties of gases, liquids, solids, and solutions, including intermolecular forces. One hour per week will be devoted to discussion/problem solving sessions. Laboratory experiments are primarily quantitative, requiring good technique and critical thinking. CHEM 400 is for students majoring in biology, chemistry, pre-dentistry, pre-medicine, pre-pharmacy, and engineering. Online homework may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate chemical theories and their relationship to chemical properties. For example, understand modern atomic theory (including basic principles of quantum theory) as it applies to the electronic organization of atoms, chemical bonding, and periodic properties.
- demonstrate problem solving and critical thinking skills in the application of basic chemical principles to the solution of problems with multiple steps and/or intermediate conclusions and successfully apply reasonable approximations to the solution of experimental and theoretical problems.
- analyze significant figures, correct units of measurement, experimental errors as they apply to chemical calculations such as stoichiometry and thermochemistry.
- conduct laboratory experiments, successfully selecting and operating common laboratory equipment to quantitatively and qualitatively demonstrate chemical principles with results recorded in a properly formatted laboratory notebook.

CHEM 401 General Chemistry II

Units: 5
Hours: 54 hours LEC; 108 hours LAB
Prerequisite: CHEM 400 with a grade of "C" or better
Advisory: ENGRD 310, ENGWR 101, and MATH 370; with a grade of "C" or better; or placement through the assessment process
CHEM 401 is a continuation of CHEM 400. This course includes topics in kinetics, thermodynamics, gas-phase equilibrium, ionic equilibrium, solubility, acid/base chemistry, buffers, electrochemistry, chemistry of coordination compounds, and nuclear chemistry. A brief introduction to organic chemistry is also included. Critical thinking and writing skills will be practiced in this course. CHEM 401 is for students in biology, chemistry, pre-dentistry, pre-medicine, pre-pharmacy, engineering, and other physical sciences. The laboratory includes both quantitative and qualitative experiments and some qualitative analysis. Written laboratory reports are required. It is highly recommended that CHEM 400 and 401 be taken during consecutive semesters. Some sections may require on-line homework.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the basic concepts and theories of kinetics, equilibrium, thermodynamics, electrochemistry, acid/base chemistry, coordination chemistry, nuclear chemistry, and introductory organic chemistry; and cite examples of their importance and relevancy in the world.
- evaluate and solve quantitative and qualitative problems in kinetics, equilibrium, thermodynamics, electrochemistry, acid/base chemistry, coordination chemistry, and nuclear chemistry through mathematical application of basic principles.
- demonstrate the ability to conduct a variety of qualitative and quantitative inorganic laboratory experiments using a variety of chemistry instrumentation such as pH meters, spectrophotometers, and automated data loggers.
- analyze and evaluate scientific data in the laboratory by methods such as measured versus theoretical comparisons (evaluation of accuracy) and reproducibility of results (precision evaluation), hand and electronic graphing, benefits of aggregate or group data vs. individual student data, Beer’s Law analysis, etc.
- organize and prepare written laboratory reports describing and interpreting the results of practical laboratory exercises, including answering thought-provoking questions on the experiment.

CHEM 410 Quantitative Analysis

This is a course in chemical quantitative analysis. Emphasis is placed on the proper design, control, and handling of experimental data obtained through the use of various analytical methods. For example, volumetric, spectrophotometric, and chromatographic methods are employed. Students will calibrate glassware and instruments, design and validate experimental methods, keep a detailed laboratory notebook, and prepare and deliver scientific reports. This course is for students planning careers in chemistry, biochemistry, chemical engineering, forensics, pre-pharmacy, biology, molecular biology, and microbiology.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design an experimental method in response to a given analytical problem.
- uncover the underlying chemical theories of a specified analytical problem.
- evaluate the validity of experimental data.
- demonstrate safe, accurate, and precise laboratory skills.
- draft a laboratory notebook in conformance with a given standard operating procedure.
- critique in writing and orally the results obtained from an experiment.
- apply fundamental laboratory skills at a level commensurate with a science professional.

CHEM 420 Organic Chemistry I

Units: 5

This course is for students planning careers in chemistry, biochemistry, chemical engineering, forensics, pre-pharmacy, biology, molecular biology, and microbiology.
This is a lecture-laboratory course designed to introduce students to the study of basic concepts of organic chemistry. Lecture topics include chemistry of alkanes, cycloalkanes, alkenes, alkyl halides, alcohols, and ether with emphasis on stereochemistry, reaction mechanisms, and spectroscopy. Laboratory work includes basic techniques of separation and identification. Students will be introduced to a variety of modern instrumentation (GC, HPLC, FT-IR, GC-MS) in the laboratory.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- integrate the fundamental concepts of general chemistry into the structure and reactivity of organic compounds.
- explain the fundamental concepts of organic chemistry and predict the products of chemical reactions.
- design multiple-step syntheses to prepare organic compounds.
- deduce the structure of organic compounds from chemical reactivity and spectroscopic data.
- prepare a structured laboratory notebook.
- set up and perform basic organic chemical isolation and purification procedures; operate a variety of modern instrumentation (GC, GC-MS, HPLC, FT-IR); analyze and interpret experimental data.

CHEM 421 Organic Chemistry II

This course is a lecture-laboratory course that is a continuation of CHEM 420. Lecture topics include the chemistry of ethers, epoxides, conjugated dienes, aromatic compounds, carbonyl compounds, enolate condensation, amines, phenols, polymerization reactions, and selected biologically important compounds. The course also includes continued application of spectroscopic methods (IR, NMR, UV-vis and MS) applied to organic chemistry. Laboratory emphasis is on the preparation, isolation, quantitation, purification, identification, and mechanism elucidation using both traditional and instrumental techniques. Students will continue to expand their ability to operate and utilize a variety of modern chemical instrumentation: Gas Chromatography, High Performance Liquid Chromatography, Fourier Transform Infraed Spectroscopy, and Gas Chromatography-Mass Spectroscopy.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- name organic compounds according to IUPAC (International Union of Pure and Applied Chemistry) nomenclature rules.
- integrate the fundamental concepts of general chemistry and first semester organic chemistry into second semester organic chemistry.
- apply the theories of structure and reactivity to the following functional groups: conjugated dienes, ethers, aromatic compounds, carboxylic acids and their derivatives, aldehydes, ketones, amines, phenols, diazonium salts, and some biologically important polyfunctional groups.
- predict the major product(s) of chemical reactions and relate theory to real life examples.
- design multi-step syntheses to prepare organic compounds.
- set up and perform basic organic chemistry laboratory experiments and operate a variety of modern chemical instruments.
- analyze and interpret experimental and chromatographic data.
- deduce the structure of organic compounds from chemical reactivity and spectroscopic data.
CHEM 423 Organic Chemistry - Short Survey

- prepare and maintain a structured laboratory notebook.
- explain reaction mechanisms using the relative stability of reaction intermediates.

**Units:** 5
**Hours:** 72 hours LEC; 54 hours LAB
**Prerequisite:** CHEM 401 with a grade of "C" or better
**Transferable:** UC
**Catalog Date:** June 1, 2020

This course is a survey of carbon containing compounds with emphasis on organic compounds of biological interest. Topics include the chemistry of organic functional groups, infrared spectroscopy, and mechanisms of reactions. This course is designed primarily for students majoring in the life sciences, nutrition and dietetics, and related fields. This course is not recommended for students majoring in chemistry, chemical engineering, medicine, dentistry, pharmacy, or chiropractics.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- understand the reactivity of organic functional groups based on structural and bonding theories.
- name key fundamental groups and classes of organic molecules using the system developed by the International Union of Pure and Applied Chemistry (IUPAC).
- predict mechanisms and intermediates of fundamental reactions of organic chemistry.
- use spectroscopic methods and calculations of unsaturation numbers to identify key functional groups in organic compounds.
- differentiate between structural isomers and stereoisomers, and resonance forms of molecules.
- analyze the effects of reagents, solvents, catalysts, temperature, and pressure in organic reactions.
- develop potential sequences of reactions to convert one functional group to another, or to synthesize simple organic molecules.
- evaluate biochemical molecules (carbohydrates, proteins, nucleic acids, and lipids) and biochemical processes using fundamental principles of organic chemistry.

CHEM 425 Organic Chemistry with Biological Emphasis I

**Units:** 4
**Hours:** 54 hours LEC; 54 hours LAB
**Prerequisite:** CHEM 401 with a grade of "C" or better
**Advisory:** Concurrent enrollment in CHEM 317.
**Transferable:** CSU; UC
**General Education:** AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A
**Catalog Date:** June 1, 2020

The CHEM 425, 426 series is designed to fulfill the requirements of students planning professional school studies in the health and biological sciences. It will also satisfy the needs of students majoring in the life sciences and related areas. This course is intended for students not majoring in chemistry and not planning to take additional courses in organic chemistry beyond the CHEM 425, 426 series. Lecture topics include the preparation, properties, and reactions of alkanes, alkenes, alkynes, alkyl halides, alcohols, and radical chemistry, with emphasis on applications in the biological sciences. Also included are stereoisomerism and spectroscopy. Laboratory work covers standard laboratory practices including extraction, crystallization, organic synthesis, reaction analysis, gas chromatography, thin layer chromatography, and infrared spectroscopy.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- develop an integrated understanding of the nomenclature and molecular structure of specific types of organic compounds, associate reactions with specific functional group chemistry, and predict the chemical reactions of specific organic molecules given their chemical structures.
demonstrate deductive intuition relating to the mechanistic reaction synthesis themes and characteristic reactivities of the major classes of organic compounds studied.

- deduce outcomes of given reactions and, given a target product, outline the synthetic steps necessary to produce that compound.
- investigate and analyze interdisciplinary and real world applications of organic chemistry as applied to biological systems.
- cite and compile physical property and toxicological data from literature for chemicals used in the laboratory.
- document, set up, perform, and evaluate experiments employing standard organic chemistry techniques.
- utilize instrumental methods such as gas chromatography to determine the composition of a mixture of compounds, and infrared spectroscopy and refractometry for investigating the identity of compounds.

CHEM 426 Organic Chemistry with Biological Emphasis II

This course is a continuation of CHEM 425. It focuses on the preparation, properties, reactions, spectroscopy (IR, HNMR, CNMR, and UV), and mass spectrometry of organic compounds, including benzene and benzene derivatives, aldehydes, ketones, dicarbonyl compounds, carboxylic acids, carboxylic acid derivatives, and amines. Applications in the biological sciences are emphasized. Biological macromolecule organic chemistry (carbohydrates, proteins, etc.) is also presented. Laboratory work includes qualitative analysis, distillation, multi-step organic synthesis, and use of analytical instrumentation (FTIR, GC, and GC-MS) for characterization of compounds.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to name, associate, and draw organic molecules, including but not limited to carbonyl compounds, aromatic compounds, amines, and biomolecules.
- utilize knowledge of specific reagents associated with reactions involving different classes of compounds and predict the products of reactions.
- analyze, outline, and integrate multiple mechanistic reaction themes and reaction pathways.
- assemble complex laboratory apparatus to perform experiments such as multi-step synthesis, execute and document experiments, independently operate instrumentation and analyze subsequent data to characterize and quantify products.
- apply reasoning towards understanding how organic chemistry principles are associated with pathways and pharmacology of biological systems.
- summarize and outline factual information about current chemical topics, and compile and cite peer reviewed chemical literature.

CHEM 484 Advanced General Chemistry - Honors

Honors Advanced General Chemistry provides advanced studies of chemical concepts introduced in CHEM 400 and related concepts, including advanced laboratory work. This honors course uses an intensive methodology designed to challenge motivated students. For this course, each student does research on a particular project with an advisor who is a chemistry professor.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate an advanced understanding of the principles involved in general inorganic chemistry.
- confirm a variety of chemical theories experimentally.

**CHEM 494 Topics in Chemistry**

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>9 - 54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>Determined by topic</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course is designed to enable science majors and non-science majors to learn about special topics in chemistry, such as recent developments or current issues. UC transfer credit may be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted toward the minimum 60 units required for admissions.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- discuss knowledge of the material presented in the course.
- compare and contrast issues related to the topic of the course.
- develop analytical reasoning and critical thinking skills as they relate to the field of chemistry.
- acquire and interpret data.

**CHEM 495 Independent Studies in Chemistry**

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
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<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regular offered courses, pursuant to an agreement among college, faculty members, and students. Independent studies in chemistry offers students a chance to do research and/or experimentation that is more typical of industry and graduate student work. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- discuss and outline a proposal of study (that can be accomplished within one semester term) with a supervising instructor qualified within the discipline.
- demonstrate competence in the skills essential to mastery of the major discipline of study that are necessary to accomplish the independent study.
- prepare a written and/or oral report summarizing the results achieved from the independent study.
Communication
| Sacramento City College

The Communication Department offers a variety of courses designed to meet students’ needs for graduation, transfer, and personal and professional development. Students earning the Associate of Arts degree in Communication will be able to understand and apply human communication concepts relating to presentational speaking, critical thinking, group and interpersonal relationship development, and professional growth.

Dean
Patti Leonard

Department Chairs
David Fabionar

 (916) 558-2551
 LeonarP@scc.losrios.edu

Associate Degrees for Transfer

A.A.-T. in Communication Studies

The Communication Department offers a variety of courses designed to meet students’ needs for graduation, transfer, and personal and professional development. Students earning the Associate of Arts degree in Communication will be able to understand and apply human communication concepts relating to presentational speaking, critical thinking, group and interpersonal relationship development, and professional growth.

Transfer: Courses offered by the Communication Department meet a wide range of lower division transfer requirements for CSU and UC colleges. The department offers many courses designed to prepare students for transfer to a variety of disciplines including Business, Communication Studies, Criminal Justice, Education, Liberal Arts, Pre-Law, Mass Media, Management, Psychology, Sociology, and Social Work.

Forensics: The Los Rios Forensics team helps students improve their critical thinking and oral presentation skills. The Forensics team provides a high level of intercollegiate competition through the Forensics Laboratory course. Students who participate in this award-winning team compete in debate, public speaking, oral interpretation of literature and drama, impromptu speaking, and reader’s theater. This program enhances the college experience and polishes the skills that employers actively request.

The Associate in Science in Communication Studies for Transfer provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will transfer with junior standing to the California State University system.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):
(1) Completion of a minimum of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
(A) The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
(2) Obtainment of a minimum grade point average of 2.0.
ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tr>
<td>COMM 301</td>
<td>Introduction to Public Speaking (3)</td>
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<tr>
<td>or COMM 481</td>
<td>Introduction to Public Speaking - Honors (3)</td>
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<td>Total Units:</td>
<td>18</td>
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The Associate in Arts in Communication Studies for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:
demonstrate an understanding of classical and contemporary human communication theories and their intra- and interdisciplinary natures.

- critically analyze a wide array of evidence and reasoning to identify and provide appropriate and credible support for written and oral communication.
- identify and demonstrate effective and appropriate written and oral communication skills, both verbal and nonverbal, in a variety of communication contexts and with diverse populations.
- identify and demonstrate ethical communication across a variety of contexts.
- perform as an active listener and provide appropriate feedback.

Career Information

The number one skill employers seek is effective communication. Courses in communication enhance understanding and skills for transfer preparation, professional development, and personal growth. The degree and program enhances opportunities for employment and promotion in fields including education, law enforcement, law, health, management, organizational development, psychology, public service, sales, training, entertainment, and social services.

Associate Degrees

A.A. in Communication

The Communication Department offers a variety of courses designed to meet students’ needs for graduation, transfer, and personal and professional development. Students earning the Associate of Arts degree in Communication will be able to understand and apply human communication concepts relating to presentational speaking, critical thinking, group and interpersonal relationship development, and professional growth.

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Catalog Date: June 1, 2020

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<td>Total Units</td>
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<td>18</td>
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</table>

1 Each course can only be used to satisfy one of the three areas.

The Communication Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate an understanding of classical and contemporary human communication theories and their intra- and interdisciplinary natures.
- critically analyze a wide array of evidence and reasoning to identify and provide appropriate and credible support for written and oral communication.
- identify and demonstrate effective and appropriate written and oral communication skills, both verbal and nonverbal, in a variety of communication contexts and with diverse populations.
- identify and demonstrate ethical communication across a variety of contexts.
- perform as an active listener and provide appropriate feedback.

Career Information

The number one skill employers seek is effective communication. Courses in communication enhance understanding and skills for transfer preparation, professional development, and personal growth. The degree and program enhances opportunities for employment and promotion in fields including education, law enforcement, law, health, management, organizational development, psychology, public service, sales, training, entertainment, and social services.
Communication (COMM)

COMM 270 Communication Laboratory

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Corequisite: Concurrent enrollment in at least one Communication course.
Catalog Date: June 1, 2020

This course provides individualized, self-paced, and/or small group instruction in basic oral communication skills. Individualized instructional modules are designed to help the student acquire or improve communication skills in specific areas including public speaking, argumentation, small group communication, forensics speaking, intercultural communication, and interpersonal communication. Students may work with peer tutors and instructors to improve their understanding and skills in speech organization, preparation of presentation aids, delivery of oral messages, creating group agendas, etc. The course is graded as Pass/No Pass. Students earn 0.5 units for every 27 hours of coursework completed, allowing them to earn from 0.5-3 units.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate improvement and understanding of skills and content in the Communication courses in which the student is concurrently enrolled (e.g., courses covering topics in public speaking, group discussion, interpersonal communication, argumentation).

COMM 301 Introduction to Public Speaking

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 101 or ESLW 320 with a grade of "C" or better; or placement into ENGWR 300 through the assessment process
Advisory: ENGWR 300 and LIBR 318 with a grade of "C" or better, and concurrent enrollment in COMM 270.
Transferable: CSU; UC
General Education: AA/AS Area II(b); CSU Area A1; IGETC Area 1C
C-ID: C-ID COMM 110
Catalog Date: June 1, 2020

This course prepares students to speak in a variety of rhetorical situations: academic, professional, social, and political. Students develop skills in ethical research, analytical thinking and listening, organization and outlining, and effective verbal and nonverbal delivery of messages for diverse audiences. Each student will complete a minimum of twenty-two minutes of evaluated speaking time. This course is designed for students who already have college-level writing skills. Students conduct primary and secondary research to create informative and persuasive oral presentations and incorporate this research into formal outlines using APA or MLA style citations. Recording equipment may be used as an aid to the student’s self-analysis and improvement. Access to a computer with online capabilities may be required and is available on campus. Students may also be required to record speeches for instructor and peer feedback.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the skills necessary to compose, create, and present informative and persuasive messages, with an emphasis on an extemporaneous delivery style.
- demonstrate competence in active listening skills and provide appropriate constructive feedback.
- compose and present appropriate oral messages to diverse audiences in diverse contexts, including selection and use of supporting material and presentation aids, organizational structure, language choice, and delivery style.
- analyze, develop, and implement strategies to productively manage oral communication apprehension to minimize its impact on the message.
- apply ethical standards to every phase of the communication process (e.g., selection of arguments, support, and delivery).
- demonstrate knowledge of classical rhetorical theories, communication theories, motivational theories, and psychosocial theories.
COMM 303 Mediated Oral Communication

This course focuses on the analysis and practice of effective oral communication using a variety of mediums with diverse audiences. Focus is placed on the design and delivery of oral messages in traditional public speaking situations as well as via auditory and visual channels. As this course meets the oral communication requirement, each student will complete oral presentations in front of a live audience, both in-person and virtually. Students are required to actively participate in online groups and deliver group oral presentations via video conferencing. This course is designed for students who already have college-level writing skills. Students conduct primary and secondary research to create informative and persuasive oral presentations and incorporate this research into formal outlines using APA or MLA style citations. When this course is offered in an online format, the public speaking portion of the course requires students to gather a live audience of at least five adults to speak in front of, secure appropriate facilities for recording, and record speeches for review and assessment by the instructor. Recording equipment, recording facilities, and access to a computer with online capabilities is required and is available on campus.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and apply a variety of theories relative to public communication.
- demonstrate critical listening and effective feedback.
- use appropriate verbal and nonverbal communication techniques in oral presentations in face-to-face and mediated contexts (e.g., vocal quality, eye contact, movement, gestures, avoiding vocalized pauses).
- construct and extemporaneously deliver oral messages (including informative and persuasive) to diverse audiences in diverse contexts, including selection and use of supporting material and presentation aids, organizational structure, language choice, and delivery style.
- analyze, develop, and implement strategies to productively manage oral communication apprehension to minimize its impact on the message.
- apply ethical standards to research and advocacy, including the integration of presentation aids.
- adapt oral communication skills to mediated channels, including audio only and audiovisual.

COMM 305 Oral Interpretation

This course introduces students to the field of performance studies through the oral interpretation of various literary forms, including Western and Non-Western forms of literature. Theoretical issues and historical developments are examined and applied to the current performance trends in solo, duo, and interpreters' theater. The focus is on audience analysis, selection, and thematic analysis of literature, discussion, and application of vocal and physiological delivery techniques, program performance, and post-performance evaluation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify historical and theoretical foundations of the field of oral interpretation.
- construct, perform, and evaluate individual and group oral presentations of literature.
- research various types of Western and non-Western literary works, including poetry, prose, and drama for performance.
analyze and evaluate a variety of literary selections to determine merit for inclusion in a cohesive script.

assemble literary selections thematically to support the thesis of an oral interpretation program.

assess the importance of narration, dialogue, and themes in literary selections and be able to choose among competing elements to create a unified, coherent literary script.

analyze and adapt literature performances to diverse audiences.

demonstrate a range of verbal and non-verbal communication techniques when interpreting literature for a live audience.

COMM 311 Argumentation and Debate

This course introduces students to the role of argument in public discourse. Students develop presentational skills necessary for public advocacy. Assignments include researching, preparing, and presenting sound arguments, as well as developing strategies for refuting others' arguments. Students will explore areas of social, economic, and political controversy through the format of academic debate. Recording equipment may be used as an aid to the student's self-analysis and improvement.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the history and role of argumentation and debate.
- synthesize the nature and function of argumentation in various contexts.
- construct and deconstruct oral and written arguments according to a variety of argumentative models.
- recognize and evaluate the impact of fallacies in written, oral, and visual arguments.
- create and deliver persuasive messages that demonstrate adaptation to audience attitudes, values, beliefs, and preferences.
- utilize strategies to minimize communication apprehension.
- identify and use ethical principles in argumentation and debate.
- demonstrate individual responsibility, integrity, respect, and influence to effectively and appropriately communicate with diverse people.
- identify and demonstrate effective and appropriate written communication skills utilizing research in the construction of an organized argument.
- construct, deliver, and evaluate a variety of oral and written arguments using stock issues and negative strategies (including argument presentation, refutation, rebuttal, and cross-examination).

COMM 315 Persuasion

This course presents fundamental theories and techniques of persuasion as they occur in various communication contexts, including commercial, interpersonal, public, and mass media. Students develop critical thinking skills by engaging in oral and written analysis, evaluation, and composition of persuasive messages and by examining the personal, political, cultural, and social impacts of persuasion. Students explore ethical considerations of persuasive communication; learn about types of reasoning; and identify fallacious arguments.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify persuasive strategies as they exist in a variety of contexts (e.g., public speaking, advertising, politics, media), including use in propaganda and subliminal techniques.
- identify and apply humanistic and social scientific approaches to persuasion.
- analyze, evaluate, and demonstrate persuasive messages, including identifying and explaining the persuasive components or strategies used to effect change.
- identify and differentiate among inductive/deductive reasoning and fallacious arguments as they occur in persuasive communication.
- evaluate and formulate criteria for the development of successful persuasive campaigns.
- design and deliver ethical persuasive messages directed toward a specific audience and apply evaluation criteria to determine potential success.
- articulate differences between various types of audience research techniques.
- identify and apply ethical criteria to persuasive appeals (e.g., legal, religious, political, human nature, situational, dialogical).

COMM 316 Advanced Argumentation and Critical Thinking

This course is designed to extend students' critical thinking, argumentation, and reasoning in the context of the communication environment. The goal is to expand understanding of their logical processes and their relation to both written and spoken communication. Students will develop the ability to analyze, criticize, and advocate for ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions. Elementary inductive and deductive processes will be covered, including an understanding of the formal and informal fallacies of language and thought and the ability to distinguish matters of fact from issues of judgment or opinion. Significant emphasis will be on the sophistication of written skills surrounding argument and rhetoric. Students will write a minimum of 6,500 words.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and apply various theoretical models of argumentation in a variety of communication contexts.
- apply critical thinking to evidence and reasoning in oral and written messages, both as a sender and receiver of messages.
- identify and refute fallacies in a variety of formats, including print, sound, motion, and digital media.
- evaluate components of an argument (claim, reasoning, evidence, etc.).
- conduct effective research.
- refute arguments using tests of reasoning and evidence.
- design and deliver appropriate, effective, and ethical messages to diverse audiences.
- identify and analyze diverse perspectives in the development and delivery of oral and written arguments.
- apply appropriate and effective listening and reading skills to comprehend written and oral messages.

COMM 321 Interpersonal Communication
This course focuses on the exploration of communication skills associated with establishing and maintaining satisfying interpersonal relationships. Through theory, discussion, simulations, and structured exercises, students will explore various approaches to successful communication in interpersonal contexts. This course strives to increase an individual’s interpersonal communication effectiveness through heightened awareness and greater skill as both a sender and receiver of shared messages.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

1. identify and apply a variety of theories relevant to interpersonal communication. (SLO #1)
   - a. contrast interpersonal communication with other forms of communication (e.g., intrapersonal communication, impersonal communication, public communication).
   - b. demonstrate understanding and application of fundamental theories (e.g., models, theories) of relational dynamics.

2. analyze the impact of individual variables in the communication process. (SLO #2)
   - a. analyze the role of the individual as both a sender and receiver in the communication process.
   - b. differentiate between self-concept and self-esteem and evaluate the impact of each on communication.
   - c. analyze the impact of perception in effective interpersonal communication.
   - d. assess the impact of intercultural communication and adapt communication appropriately in interpersonal communication.
   - e. demonstrate and evaluate the use and effect of verbal and nonverbal symbols in interpersonal communication.

3. differentiate the various factors involved in communication that enhance or restrict communication effectiveness in relational systems. (SLO #3)
   - a. apply appropriate listening styles and assess the importance of effective listening in producing satisfying interpersonal relationships.
   - b. assess interpersonal conflict in communication and differentiate amongst general strategies to manage conflict effectively, including the expression of emotions.
   - c. contrast factors that contribute to supportive and defensive communication climates (e.g., honesty, empathy, provisionalism) and incorporate supportive communication behaviors.
   - d. diagnose self-disclosure approaches and their impact in interpersonal relationships.
   - e. evaluate the role of ethical standards on interpersonal communication and the impact of various relational challenges.

**COMM 325 Intercultural Communication**

This course introduces students to the challenges and promises of intercultural communication emphasizing the various aspects of co-cultures within the United States. Variations and commonalities in communication patterns across cultures are examined. Communication processes and outcomes between persons of different cultural backgrounds are also explored. The course emphasizes practical application of factors that influence communication between individuals of different cultures.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the evolution and multidisciplinary nature of theories and perspectives related to intercultural communication (e.g., definition of terms, conflict, barriers to intercultural competence).
- analyze the impact of intercultural communication in a variety of contexts (e.g., work environment, interpersonal relationships, persuasive appeals).
- analyze evidence and reasoning to identify and provide appropriate and credible support for written and oral communication in diverse contexts.
- analyze the influence of verbal and nonverbal messages as related to communication barriers across cultures.
- demonstrate an understanding of the impact of individual responsibility, ethics, respect, and influence in effectively and appropriately communicating with diverse people.
- analyze the impact of culture on individual identity.

COMM 331 Group Discussion

This course prepares students to understand and analyze group dynamics and to function more effectively in task and social groups. The course addresses communication concepts and behaviors including problem solving, decision making, leadership, group roles, norms, and conformity. Each student will complete a minimum of twenty-two minutes of evaluated speaking time through oral presentations (individual or group). This course is designed for students who already have college-level writing skills. Students conduct primary and secondary research to create informative and persuasive oral presentations and incorporate this research into formal outlines using APA or MLA style citations. Recording equipment may be used as an aid to the student’s self-analysis and improvement. Access to a computer with online capabilities may be required and is available on campus.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. demonstrate an understanding of the evolution and multidisciplinary nature of group communication theories. (SLO #1)
2. identify and apply theoretical approaches to group development, leadership, decision making, power, and conflict in group communication. (SLO #2)
   a. prioritize criteria to enhance group decision making.
   b. generate ideas utilizing standardized problem solving techniques.
   c. integrate and validate group members’ contributions to create collaborative solutions and provide effective feedback.
   d. plan, organize, and record group meeting progress through the use of agendas and minutes to accomplish goals.
   e. analyze communication role behaviors in group interactions and evaluate their impact on group dynamics.
3. design and organize presentations for diverse audiences. (SLO #3)
   a. plan and organize informative and persuasive presentations.
   b. analyze evidence and reasoning to identify and provide appropriate and credible support for written and oral communication across diverse contexts.
   c. apply ethical standards to every phase of the communication process (e.g., selection of arguments, support, and use of appropriate academic form).
4. identify and demonstrate effective and appropriate oral communication skills, both verbal and nonverbal across diverse contexts. (SLO #4)
   a. present informative and persuasive oral presentations.
COMM 335 Conflict Management

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: Placement into ENGWR 300 through the assessment process.
Transferable: CSU; UC
General Education: AA/AS Area III(b); CSU Area D; IGETC Area 4
Catalog Date: June 1, 2020

This course examines the communication behaviors involved in the process of interpersonal, work group, and organizational conflicts. Course content will focus on conceptual understanding of theoretical foundations in the social sciences. Application and activities will address the components of conflict and the strategies by which conflict may effectively be managed in personal and professional settings.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify theoretical principles associated with conflict in social sciences literature and research.
- describe various practices and strategies for improving interpersonal skills in conflict management.
- demonstrate effective conflict communication strategies in formal and informal settings.
- utilize various assessment tools to develop tactics for effective conflict management.
- illustrate various nonverbal (physiological) aspects of conflict.
- interpret emotional (physiological) reactions to conflict situations.
- develop principles for successful negotiations in a variety of settings.
- design appropriate third-party mediation and intervention strategies.
- conduct conflict management scenarios applying models and strategies based on best practices.
- critique various approaches to conflict management models and provide recommendations for various contexts.
- synthesize a variety of cues from scenarios including cultural diversity, gender, and power dynamics to make recommendations for effective problem solving.
- analyze negotiation strategies for win/win, win/lose, game theory, and zero sum approaches to managing conflict situations.
- evaluate emotional intelligence and how it impacts our psychological health, physiological well-being, and decision-making in organizations and society.

COMM 341 Organizational Communication

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 101 or ESLW 320 with a grade of “C” or better, or placement into ENGWR 300 through the assessment process, and completion of ENGRD 110 or ESLR 320 with a grade of “C” or better.
Advisory: CSU
Transferable: AA/AS Area V(b); AA/AS Area II(b); CSU Area D7
General Education: June 1, 2020
Catalog Date: June 1, 2020

This course is designed to allow students to examine both theoretical and pragmatic essentials of effective organizational communication from preparation and presentation to effective observation and analysis. Students will explore the dynamics of organizational communication in various situations including focus groups, quality control groups, ad hoc committees, conflict negotiation teams, and problem solving and decision making groups. The roles of internal and external messages in the communication process and organizational effectiveness will be examined and analyzed.
Upon completion of this course, the student will be able to:

- examine communication theory as it applies to organizations.
- illustrate influences of organizational culture on various types of organizations, purposes, and industries; examining impact of economic, political, and cultural models on various organizations.
- identify types of power and analyze relationships between power, conflict, and leadership.
- compare and critique the various theoretical perspectives of leadership.
- analyze and implement conflict management strategies in a variety of organizational situations.
- identify and analyze types of communication networks.
- describe the various historical and theoretical approaches to studying organizations including classical, human relations, human resources, critical, and standpoint theory.
- critique the implications of technology and service culture for the changing landscape of organizations.
- assemble the necessary communication components to create a working organization.
- predict the effects of globalization, cultural diversity, and outsourcing on current industries and organizations based on theoretical principles.
- demonstrate the application of communication strategies in contemporary organizations.

**COMM 351 Mass Media and Society**

This is an interdisciplinary course exploring aspects of communication and the impact of mass media on the individual and society. The survey includes basic communication models, books, magazines, newspapers, recordings, movies, radio, television, advertising, public relations, the Internet, theories of communication, relationships between mass media and business and government, and processes and effects from a social science perspective. Credit may be awarded for only one section of either COMM 351, ENGWR 384, or JOUR 310.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify the basic principles of each form of basic communication.
- demonstrate an understanding of mass media and its relationship to the public.
- differentiate among news, opinion, feature writing, and electronic presentations.
- analyze and evaluate each form of media.
- assess the impact of media messages on various audiences.

**COMM 361 The Communication Experience**

**Units:** 3
**Hours:** 54 hours LEC
**Prerequisite:** ENGWR 101 or ESLW 320 with a grade of "C" or better; or placement into ENGWR 300 through the assessment process
**Advisory:** ENGWR 300 and LIBR 318 with a grade of C or better, and concurrent enrollment in COMM 270.
**Transferable:** CSU; UC
**General Education:** AA/AS Area II(b); CSU Area A1; IGETC Area 1C

This course examines communication theory as it applies to organizations, illustrating the influences of organizational culture on various types of organizations, purposes, and industries. It examines the impact of economic, political, and cultural models on various organizations. The course identifies types of power and analyzes relationships between power, conflict, and leadership. It compares and critiques the various theoretical perspectives of leadership. Students will analyze and implement conflict management strategies in a variety of organizational situations. They will identify and analyze types of communication networks. The course describes the various historical and theoretical approaches to studying organizations, including classical, human relations, human resources, critical, and standpoint theory. It critiques the implications of technology and service culture for the changing landscape of organizations. Students will assemble the necessary communication components to create a working organization. They will predict the effects of globalization, cultural diversity, and outsourcing on current industries and organizations based on theoretical principles. They will demonstrate the application of communication strategies in contemporary organizations.
In this course, students analyze and practice effective communication in a variety of settings with diverse audiences. Focus is placed on effective communication in groups, facilitation of interpersonal relationships, and methods of managing conflict, as well as message design and delivery for multiple purposes and to diverse audiences. Students are required to actively participate in groups and deliver individual and group oral presentations. Each student will complete a minimum of twenty-two minutes of evaluated speaking time through oral presentations. This course is designed for students who already have college-level writing skills. Students conduct primary and secondary research to create informative and persuasive oral presentations, and incorporate this research into formal outlines using APA or MLA style citations. Recording equipment may be used as an aid to the student’s self-analysis and improvement. Access to a computer with online capabilities may be required and is available on campus.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and apply a variety of theories relative to interpersonal, small group, and public communication.
- utilize a variety of communication strategies to increase effectiveness in interpersonal relationships with diverse communicators.
- demonstrate critical listening and effective feedback.
- assess the impact of intercultural communication on various aspects of communication.
- analyze communication behaviors and roles in group interactions and make recommendations to improve effectiveness of group communication behaviors, including methods of managing conflict.
- use appropriate verbal and nonverbal communication techniques in oral presentations, interpersonal, and group settings (e.g., vocal quality, eye contact, movement, gestures, avoiding vocalized pauses).
- construct and extemporaneously deliver oral presentations (including informative, persuasive) to varying audiences, utilizing and appropriately documenting research from various sources according to a standard referencing style (MLA, APA, etc.).
- apply ethical standards to research and advocacy, including the integration of presentation aids.

**COMM 374 Forensics Laboratory**

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>9 - 18 hours LEC; 27 - 108 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Advisory:</td>
<td>COMM 301 or COMM 311 with grades of “C” or better</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>C-ID:</td>
<td>C-ID COMM 160B</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

Through individualized instruction and participation in public speaking events, academic debate, or literature interpretation, students will develop speaking, organization, and listening skills, as well as the ability to recognize matters of political, social, and economic importance. This course helps students develop their skills as critical thinkers and competent speakers, giving practice in preparing for and participating in at least one officially sanctioned intercollegiate forensics competition. Areas of interest include academic debate, platform speeches (persuasive, informative, speech to entertain, communication analysis), limited preparation speeches (impromptu, extemporaneous), and oral interpretation of literature performances.

As all students must participate in at least one intercollegiate forensics tournament, field trips to tournaments and other speaking events are required. The course may be taken four times for a maximum of twelve units.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply the theories and principles of communication through a variety of competitive contexts: debate, platform speeches, limited preparation speeches, and oral interpretation of literature performances.
- evaluate the research process, development, revision, and delivery of competitive oral presentations.
- implement strategies to manage communication apprehension.
- demonstrate the practical application of communication techniques in public and academic debate, social discourse, and literature interpretation.
- analyze matters of political, social, and economic importance in relation to communication.
- demonstrate competency in active listening, organization, critical thinking, and oral presentation skills.
• employ audience analysis to create, adapt, and deliver oral messages to a live audience.

• recognize the ethical issues inherent in public discourse and competitive forensics.

### COMM 481 Introduction to Public Speaking - Honors

<table>
<thead>
<tr>
<th>Units:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>ENGWR 101 or ESLW 320 with a grade of &quot;C&quot; or better; or placement into ENGWR 300 through the assessment process</td>
</tr>
<tr>
<td>Enrolment Limitation:</td>
<td>Eligibility for admission to the Honors Program.</td>
</tr>
<tr>
<td>Advisory:</td>
<td>ENGWR 300 and LIBR 318 with a grade of &quot;C&quot; or better, and concurrent enrollment in COMM 270.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area II(b); CSU Area A1; IGETC Area 1C</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course prepares students to speak in a variety of rhetorical situations: academic, professional, social, and political. Students develop skills in ethical research, analytical thinking and listening, organization and outlining, and effective verbal and nonverbal delivery of messages for diverse audiences. Each student will complete a minimum of 22 minutes of evaluated speaking time. This course is designed for students who already have college-level writing skills. Students conduct primary and secondary research to create informative and persuasive oral presentations and incorporate this research into formal outlines using APA or MLA style citations. Recording equipment may be used as an aid to the student’s self-analysis and improvement. Access to a computer with online capabilities may be required and is available on campus. Students may also be required to record speeches for instructor and peer feedback.

As an Honors Course, this course requires students to (1) compose and present professional conference paper presentations, (2) learn about and demonstrate competence in Q & A sessions following presentations, and (3) analyze and apply critical evaluation skills through academic papers.

This course is not open to students who have completed COMM 301.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate the skills necessary to compose, create, and present informative and persuasive messages, with an emphasis on an extemporaneous delivery style.

• demonstrate competence in active listening skills and provide appropriate constructive feedback.

• compose and present appropriate oral messages to diverse audiences in diverse contexts, including selection and use of supporting material and presentation aids, organizational structure, language choice, and delivery style.

• analyze, develop, and implement strategies to productively manage oral communication apprehension to minimize its impact on the message.

• apply ethical standards to every phase of the communication process (e.g., selection of arguments, support, and delivery).

• demonstrate knowledge of classical rhetorical theories, communication theories, motivational theories, and psychosocial theories.

### COMM 494 Topics in Communication

<table>
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<tr>
<th>Units:</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>9 - 54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course is designed to enable both Communication and non-Communication majors to learn about recent developments in communication. Selected topics would not be part of current course offerings. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate analytical and critical thinking skills as they relate to the study of communication.

• demonstrate understanding of and apply principles of communication.
• collect (through research) and interpret data related to the topic area content.

COMM 495 Independent Studies in Communication

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regular offered courses, pursuant to an agreement among college, faculty members, and students. Independent studies in communication offers students a chance to do research that is more typical of industry and graduate student work. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• produce work independently on communication-related topics.

• debate communication topics with other professionals in the field.
Community Leadership Development
| Sacramento City College

Community Leadership Development provides an introduction to leadership and examines leadership theory and organizational behavior. It emphasizes leadership procedures and functions with regard to the community college experience. All students interested in learning and experiencing leadership, especially those comfortable with both oral and written communication, are encouraged to enroll.

Dean: Patti Leonard
Phone: (916) 558-2551
Email: JaimeCB@scc.losrios.edu

Community Leadership Development (COMDE)

COMDE 300 Leadership Skills Development

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | COMM 301 or COMM 361 with a grade of "C" or better and ENGWR 101 or ESLW 310 with a grade of "C" or better. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course provides an introduction to leadership and examines leadership theory and organizational behavior. It emphasizes leadership procedures and functions with regard to the community college experience. All students interested in learning and experiencing leadership, especially those comfortable with both oral and written communication, are encouraged to enroll.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discuss the principles of leadership, decision making, and goal setting.
- examine the importance of delegating.
- manage conflict and accommodate change in groups and group dynamics.
- examine time management and interpersonal skills.
- apply ethics in leadership and crisis management.

COMDE 495 Independent Studies in Community Leadership Development

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
This is an Independent Studies course that involves an individual student or small group of students in study, research, or activities beyond the scope of regular offered courses, pursuant to an agreement among the college, faculty member, and student(s). An application for Independent Studies must be filed before the end of the eighth week of the semester in which the study is to be completed. If the study is not completed by the end of the semester, a new application is not required if the unit(s) are to be granted in a subsequent semester. This course is graded as Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- propose a project relevant to Community Leadership Development.
- develop the proposed project.
- research data relevant to the project.
- analyze information relevant to the project.
- summarize project progress in verbal reports.
- write a final project report.
Almost all industries of our economy are now tied to technology-driven tools. Those technology-driven tools are Computer Information Science. At Sacramento City College you can learn application development, programming, mark-up and scripting languages, including Open Web platform technologies.

Computer science drives job growth and innovation throughout our economy and society. Computing occupations are the number 1 source of all new wages in the U.S. and make up over half of all projected new jobs in STEM fields, making Computer Science one of the most in-demand college degrees.

Dean  
Dr. Deborah L. Saks

Department Chairs  
Sheley Little

 Associate Degrees  

A.S. in Computer Science

This Computer Science program is designed for students preparing for careers in systems analysis and software development. It provides the lower division transfer foundation in programming languages, databases, and operating systems.

Transfer Information:
California State University, Sacramento offers majors in Computer Science and Computer Engineering through the School of Engineering and Computer Science and also Management Information Science as part of the Business Administration degree. Students planning to transfer to California State University, Chico or University of California, Davis should include computer-programming languages in C++ or Java, assembly language, data structures, discrete structures, one year of analytical geometry and calculus, and physics or chemistry. Students must also meet university admission requirements and other general education courses as outlined by each university. Consultation with an SCC counselor is advised.

Catalog Date: June 1, 2020  

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
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<tbody>
<tr>
<td>CISA 323</td>
<td>Database Management using Microsoft Access</td>
<td>2</td>
</tr>
<tr>
<td>CISA 324</td>
<td>Intermediate Database Management using Access</td>
<td>2</td>
</tr>
<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science</td>
<td>3</td>
</tr>
<tr>
<td>CISC 323</td>
<td>Linux Operating System</td>
<td>1</td>
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<tr>
<td>CISC 324</td>
<td>Intermediate Linux Operating System</td>
<td>1</td>
</tr>
<tr>
<td>CISP 301</td>
<td>Algorithm Design and Implementation</td>
<td>4</td>
</tr>
<tr>
<td>CISP 310</td>
<td>Assembly Language Programming for Microcomputers</td>
<td>4</td>
</tr>
<tr>
<td>CISP 360</td>
<td>Introduction to Structured Programming</td>
<td>4</td>
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<tr>
<td>COURSE CODE</td>
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<td>UNITS</td>
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<tr>
<td>CISP 400</td>
<td>Object Oriented Programming with C++ (4)</td>
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<tr>
<td>or CISP 401</td>
<td>Object Oriented Programming with Java (4)</td>
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<tr>
<td>CISP 430</td>
<td>Data Structures</td>
<td>4</td>
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<tr>
<td>CISP 440</td>
<td>Discrete Structures for Computer Science (3)</td>
<td>3</td>
</tr>
<tr>
<td>or CISP 457</td>
<td>Introduction to Systems Analysis and Design (3)</td>
<td></td>
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<tr>
<td></td>
<td>A minimum of 6 units from the following:</td>
<td>6</td>
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<tr>
<td>CISC 351</td>
<td>Introduction to Local Area Networks (1)</td>
<td></td>
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<tr>
<td>CISC 355</td>
<td>Introduction to Data Communications (1.5)</td>
<td></td>
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<tr>
<td>CISN 303</td>
<td>Network Administration - Linux Server (3)</td>
<td></td>
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<tr>
<td>CISP 350</td>
<td>Database Programming (3)</td>
<td></td>
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<tr>
<td>CISP 362</td>
<td>Programming for Mobile Devices I (4)</td>
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<td>CISP 401</td>
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<td>CISP 457</td>
<td>Introduction to Systems Analysis and Design (3)</td>
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<tr>
<td>CISS 300</td>
<td>Introduction to Information Systems Security (1)</td>
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</tr>
<tr>
<td>CISS 310</td>
<td>Network Security Fundamentals (3)</td>
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</tr>
<tr>
<td>CISW 327</td>
<td>Introduction to Web Development coding HTML and CSS (4)</td>
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<tr>
<td>CISW 400</td>
<td>Client-side Web Scripting (4)</td>
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<tr>
<td>CISW 410</td>
<td>Middleware Web Scripting (4)</td>
<td></td>
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<tr>
<td></td>
<td>Total Units:</td>
<td>38</td>
</tr>
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</table>

1Students who plan to transfer should take CISP 440. Students looking for immediate employment should take CISP 457.

The Computer Science Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- analyze development projects.
- build a project while utilizing the project development model.
- manage a programming project, both individually and as a member of a team, from initial concept through design, programming, debugging, testing, and deployment.
- evaluate a program to determine how it will meet the needs of its intended audience.
- use a database to store data associated with programs written in a programming language.
- design, write, test, debug, and implement computer programs in a structured language, a low-level language, an object-oriented language, or scripting language.
- create programs utilizing a variety of programming environments.

Career Information

Technical positions include: computer operator, computer programmer, systems analyst, database administrator, computer support or help desk specialist, Web developer, and application developer. Computer science is the pillar that innovation relies on throughout the US economy. Employers will continue to see a shortage of qualified candidates for technology and innovative jobs until more students complete coursework in Computer Science.
A.S. in Cybersecurity and Information Assurance

This program prepares IT professionals to apply knowledge and experience in risk management and digital forensics to safeguard infrastructure and secure data through continuity planning and disaster recovery operations. Courses deliver proven methods for information security using software analysis techniques, cloud management, and networking strategies to prevent, detect, and mitigate cyberattacks. This program also provides preparation for several nationally recognized, high demand certifications in the field of Cybersecurity.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISN 300</td>
<td>Network Systems Administration</td>
<td>3</td>
</tr>
<tr>
<td>CISN 340</td>
<td>CISCO Networking Academy (CCNA)tm: Data Communication and Networking</td>
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<td>CISN 341</td>
<td>CISCO Networking Academy (CCNA)tm: Networking Theory and Routing Technologies</td>
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</tr>
<tr>
<td>CISS 310</td>
<td>Network Security Fundamentals</td>
<td>3</td>
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<td>CISS 315</td>
<td>Ethical Hacking</td>
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<td>CISS 316</td>
<td>Cisco Networking Academy™: CCNA Cybersecurity Operations</td>
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<tr>
<td>CISS 321</td>
<td>Scripting for Cyber Security</td>
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<tr>
<td>CISS 330</td>
<td>Implementing Internet Security and Firewalls</td>
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</tr>
<tr>
<td>CISS 350</td>
<td>Disaster Recovery</td>
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</tr>
<tr>
<td>CISS 360</td>
<td>Computer Forensics and Investigation</td>
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<td>Total Units:</td>
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</table>

The Cybersecurity and Information Assurance Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- define best practices for configuring cyber defense and countermeasures.
- compare and contrast the benefits of firewalls vs. intrusion detection devices and software.
- design organizational plans for securing data and while maintaining the confidentiality, integrity, and availability (CIA) of the information transmitted over communication networks.
- analyze security risks mitigation processes to identify, evaluate, prioritize, and prevent potential security threats.
- construct file system permissions and share permissions to allow only the minimum levels of access needed by users to use network resources.
- prioritize and establish a disaster recovery plan for the enterprise.
- explain and configure a network firewall to provide optimum security from external threats and exploits.
- apply cyber defense and countermeasures as appropriate to mitigate potential risks.

Career Information

Networking/security skills and experience are needed for technical support staff, administrators, designers, troubleshooters, and cybersecurity specialists.
A.S. in Information Processing

This degree combines microcomputer software proficiencies and competencies in hardware support, maintenance, and repair with general education requirements. Students will be able to incorporate inter-related certificates (Information Processing Technician and Information Processing Specialist) as major fields of study with general education courses in other disciplines to earn an Associate in Science degree in Information Processing.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<td>CISA 306</td>
<td>Intermediate Word Processing</td>
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</tr>
<tr>
<td>CISA 315</td>
<td>Introduction to Electronic Spreadsheets</td>
<td>2</td>
</tr>
<tr>
<td>CISA 316</td>
<td>Intermediate Electronic Spreadsheets</td>
<td>2</td>
</tr>
<tr>
<td>CISA 323</td>
<td>Database Management using Microsoft Access</td>
<td>2</td>
</tr>
<tr>
<td>CISA 340</td>
<td>Presentation Graphics</td>
<td>2</td>
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<tr>
<td>CISC 305</td>
<td>Introduction to the Internet</td>
<td>1</td>
</tr>
<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science</td>
<td>3</td>
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<tr>
<td>CISC 320</td>
<td>Operating Systems</td>
<td>1</td>
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<td>CISC 351</td>
<td>Introduction to Local Area Networks (1)</td>
<td>1 - 3.5</td>
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<td>or CISN 340</td>
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<tr>
<td>CISC 360</td>
<td>Information &amp; Communication Technology Essentials (A+)</td>
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<td>CISS 300</td>
<td>Introduction to Information Systems Security (1)</td>
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<td>Network Security Fundamentals (3)</td>
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</table>

The Information Processing Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate an understanding of global, ethical, and societal concerns relating to the impact of computers.
- adapt to technological changes and innovations in computers and use the techniques, skills, and tools necessary to meet industry needs.
- analyze needs, design solutions, and implement necessary microcomputer applications or processes to on-the-job problems in a team environment using appropriate diagnostic tools.

Career Information

Students who have obtained certificates (Information Processing Technician and Information Processing Specialist) are interested in attaining associate degrees for continued job advancement. Many employees with advanced software proficiencies and competencies in hardware support, maintenance, and repair are considered top candidates for supervisory or managerial positions. Students completing this program may work as office supervisors, office managers, computer support specialists, and information processing specialists.
The Management Information Science degree is designed for students preparing for careers in business to effectively use and manage computers. The focus of the program is to develop student proficiency in a variety of computer applications and operating systems so that they may produce timely and accurate information. Elective courses give an opportunity to develop further skills in computer programming, database management, networking, Web development, and information systems security.

Note to Transfer Students:
If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with an SCC counselor to select and plan courses for your major. Schools vary widely in terms of the required preparation.

Catalog Date: June 1, 2020

## Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>CISA 305</td>
<td>Beginning Word Processing</td>
<td>2</td>
</tr>
<tr>
<td>CISA 315</td>
<td>Introduction to Electronic Spreadsheets</td>
<td>2</td>
</tr>
<tr>
<td>CISA 323</td>
<td>Database Management using Microsoft Access</td>
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</tr>
<tr>
<td>CISA 340</td>
<td>Presentation Graphics</td>
<td>2</td>
</tr>
<tr>
<td>CISC 305</td>
<td>Introduction to the Internet</td>
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<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science</td>
<td>3</td>
</tr>
<tr>
<td>CISC 320</td>
<td>Operating Systems (1)</td>
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<tr>
<td>or CISC 323</td>
<td>Linux Operating System (1)</td>
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<tr>
<td>CISP 301</td>
<td>Algorithm Design and Implementation</td>
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<td>CISP 360</td>
<td>Introduction to Structured Programming</td>
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<tr>
<td>CISP 400</td>
<td>Object Oriented Programming with C++ (4)</td>
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<td>CISP 401</td>
<td>Object Oriented Programming with Java (4)</td>
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<td>CISC 324</td>
<td>Intermediate Linux Operating System (1)</td>
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<tr>
<td>CISC 355</td>
<td>Introduction to Data Communications (1.5)</td>
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</tr>
<tr>
<td>CISC 360</td>
<td>Information &amp; Communication Technology Essentials (A+) (4)</td>
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<td>A minimum of 6 units from the following:</td>
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<tr>
<td>CISC 355</td>
<td>Introduction to Data Communications (1.5)</td>
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<td>CISN 300</td>
<td>Network Systems Administration (3)</td>
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<tr>
<td>CISN 303</td>
<td>Network Administration - Linux Server (3)</td>
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<td>CISN 306</td>
<td>Advanced Network Systems Administration (3)</td>
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<tr>
<td>CISN 308</td>
<td>Internetworking with TCP/IP (3)</td>
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<tr>
<td>CISP 310</td>
<td>Assembly Language Programming for Microcomputers (4)</td>
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<td>CISP 350</td>
<td>Database Programming (3)</td>
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<td>CISP 400</td>
<td>Object Oriented Programming with C++ (4)</td>
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</tr>
<tr>
<td>CISP 401</td>
<td>Object Oriented Programming with Java (4)</td>
<td></td>
</tr>
</tbody>
</table>
### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- solve business problems by utilizing various types of software.
- design algorithms that can be implemented by writing computer programs to solve typical problems.
- construct and implement computer programs or scripts.
- design professional documents for a variety of situations using appropriate software, working individually or in a team.
- apply working knowledge of principles in computer networking, data communications, data management, information systems security, web development, or programming concepts.
- adapt to technological changes and innovations in the computer industry and use techniques, skills, and tools necessary to meet needs.
- locate information stored on the Internet, determine the validity of online resources, download and store files, and use the correct syntax for citing internet resources.

### Career Information

Computer skills and experience are needed for technical support staff, end-user consultants, network administrators, database specialists, information systems manager and specialists, programmers and analysts, software specialists, systems analysts, technical writers, information systems security specialists, and webmasters.

### A.S. in Network Administration

The Network Administration Degree and Certificate of Achievement provides the skills needed in the networking environment. Focus is on the knowledge and skills required for day-to-day operation and management of computer networks. The Network Administration Degree and Certificate of Achievement prepare students for entry-level positions in computer network administration.

**Catalog Date:** June 1, 2020

### Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tr>
<td>CISN 300</td>
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<td>CISN 302</td>
<td>Intermediate Network Systems Administration</td>
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<td>CISN 307</td>
<td>Windows Active Directory Services</td>
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<td>CISN 308</td>
<td>Internetworking with TCP/IP</td>
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<tr>
<td>CISN 340</td>
<td>CISCO Networking Academy (CCNA)tm: Data Communication and Networking</td>
<td>3.5</td>
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<tr>
<td>CISN 341</td>
<td>CISCO Networking Academy (CCNA)tm: Networking Theory and Routing Technologies</td>
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</tr>
<tr>
<td>CISS 310</td>
<td>Network Security Fundamentals (3)</td>
<td>3</td>
</tr>
<tr>
<td>or CISS 315</td>
<td>Ethical Hacking (3)</td>
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<td>CISC 324</td>
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<td>CISC 351</td>
<td>Introduction to Local Area Networks (1)</td>
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<tr>
<td>CISC 355</td>
<td>Introduction to Data Communications (1.5)</td>
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<td>CISN 303</td>
<td>Network Administration - Linux Server (3)</td>
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<td>CISN 304</td>
<td>Networking Technologies (3)</td>
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<td>CISN 315</td>
<td>Advanced Network Administration - Linux Server (3)</td>
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<td>CISN 316</td>
<td>Virtualization Concepts and Technologies (3.5)</td>
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<td>CISN 320</td>
<td>Designing Windows Directory Services (3)</td>
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<tr>
<td>CISN 327</td>
<td>Cloud Infrastructure and Services (3.5)</td>
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<td>CISN 346</td>
<td>Network Design and Projects (3.5)</td>
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<td>CISN 374</td>
<td>Messaging Server Administration (3)</td>
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<td>CISS 315</td>
<td>Ethical Hacking (3)</td>
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<tr>
<td>CISS 316</td>
<td>Cisco Networking Academy™: CCNA Cybersecurity Operations (3)</td>
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<td>CISS 320</td>
<td>Implementing Network Security and Counter Measures (3)</td>
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<td>CISS 321</td>
<td>Scripting for Cyber Security (3)</td>
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<td>Cisco Networking Academy™: CCNA Security: Implementing Network Security (3.5)</td>
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<td>CISS 330</td>
<td>Implementing Internet Security and Firewalls (3)</td>
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<td>Disaster Recovery (3)</td>
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</table>

The Network Administration Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate competency in Windows operating system terminology and commands, account management, file management and storage.
• construct and implement computer network systems by applying the steps of the network design model working individually or in a team.
• demonstrate working knowledge of principles in computer networking and data management, information systems security, or web server administration, depending on the electives chosen.
• define best practices for configuring network operating system services.
• analyze and apply directory services group policy settings at the Organizational Unit (OU), domain, site, or local machine level.

Career Information

Networking skills and experience are needed for network technical support staff, network administrators, network designers, network troubleshooters, and information systems security specialists.

A.S. in Network Design

The Network Design Degree and Certificate of Achievement provides the skills needed in the networking environment. Focus is on the knowledge and skills required for day-to-day operation and management of computer networks. The Network Design Degree and Certificate of Achievement prepare students for entry-level positions in computer network design.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 320</td>
<td>Operating Systems (1)</td>
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</tr>
<tr>
<td>or CISC 323</td>
<td>Linux Operating System (1)</td>
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<tr>
<td>CISN 340</td>
<td>CISCO Networking Academy (CCNA)tm: Data Communication and Networking</td>
<td>3.5</td>
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<tr>
<td>CISN 341</td>
<td>CISCO Networking Academy (CCNA)tm: Networking Theory and Routing Technologies</td>
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<td>CISCO Networking Academy (CCNA)tm: Advanced Routing and Switching</td>
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<td>CISCO Networking Academy (CCNA)tm: Wide Area Network and Project-Based</td>
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<td>CISN 336</td>
<td>Wireless Technologies</td>
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<td>Internetworking with TCP/IP</td>
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<td>CISN 303</td>
<td>Network Administration - Linux Server (3)</td>
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<td>Networking Technologies (3)</td>
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</tr>
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<td>CISN 316</td>
<td>Virtualization Concepts and Technologies (3.5)</td>
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</tr>
<tr>
<td>CISN 327</td>
<td>Cloud Infrastructure and Services (3.5)</td>
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</tr>
<tr>
<td>CISS 320</td>
<td>Implementing Network Security and Counter Measures (3)</td>
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<td>CISS 321</td>
<td>Scripting for Cyber Security (3)</td>
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<td>Total Units:</td>
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<td>33.5</td>
</tr>
</tbody>
</table>
The Network Design Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- develop best practices for configuring Internet Protocol (IP) addresses.
- evaluate and implement technologies to support IP routing protocols such as Routing Information Protocol (RIP), Interior Gateway Routing Protocol (IGRP), and Open Shortcut Path First (OSPF).
- construct and configure access lists.
- compare and contrast types of network media.
- demonstrate working knowledge of principles in computer networking and data management, information systems security, or web server administration, depending on the electives chosen.
- demonstrate competency in Windows operating system terminology and commands, account management, and file management and storage.

Career Information

Networking skills and experience are needed for network technical support staff, network administrators, network designers, network troubleshooters, and information systems security specialists.

A.S. in Web Developer

Web Developers are proficient at creating website structure and interactivity. The Web Developer degree requires students design, code, and implement HTML, CSS, and other languages for creating websites to implement database tools and custom applications for the Web. Students will design, code, and test interactive websites with emphasis on learning mark-up, programming and scripting languages for interactivity and connectivity to data on the Web.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>CISA 323</td>
<td>Database Management using Microsoft Access</td>
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<td>CISA 324</td>
<td>Intermediate Database Management using Access</td>
<td>2</td>
</tr>
<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science</td>
<td>3</td>
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<tr>
<td>CISC 323</td>
<td>Linux Operating System</td>
<td>1</td>
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<td>CISC 324</td>
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<td>CISP 301</td>
<td>Algorithm Design and Implementation</td>
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<tr>
<td>CISW 306</td>
<td>Introduction to Web Page Creation and Web Accessibility</td>
<td>2</td>
</tr>
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<td>CISW 327</td>
<td>Introduction to Web Development coding HTML and CSS</td>
<td>4</td>
</tr>
<tr>
<td>CISW 400</td>
<td>Client-side Web Scripting</td>
<td>4</td>
</tr>
<tr>
<td>CISW 410</td>
<td>Middleware Web Scripting</td>
<td>4</td>
</tr>
<tr>
<td>DDSN 331</td>
<td>Digital Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 360</td>
<td>User Interface Design</td>
<td>3</td>
</tr>
</tbody>
</table>

A minimum of 3 units from the following:
COURSE CODE | COURSE TITLE | UNITS
--- | --- | ---
CISW 498 | Work Experience in Computer Information Science - Web (1 - 4) | 

Total Units: 39

1 CISC 306 AND CISW 370 may be substituted for this course.
2 CISW 320 AND CISW 304 may be substituted for this course.
3 Students who previously completed CISW470 may request a course substitution for this course if a comprehensive development project can be presented to illustrate expected competencies of this program.

The Web Developer Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- manage a multi-level website hosted on a Web server.
- utilize multiple programs simultaneously in order to develop websites.
- recommend a Web scripting language, current markup language or Web authoring software, and cascading style sheets to develop complex websites that are uploaded via File Transfer Protocol (FTP) to a Web server.
- research and implement current, valid World Wide Web Consortium (W3C) standards, including W3C Accessibility Standards.
- plan a structured approach to website development that identifies the information dissemination needs of a client and organizes the content effectively and efficiently in order to communicate to an identified audience; then develop and implement an appropriate Web solution.
- utilize client-side scripting in order to manipulate interactive objects like navigation bars, forms, rollovers, other event handling, and the control of windows, frames, and layers.
- develop Web solutions that include form validation and processing, server-side programming with hypertext-preprocessor (PHP), and database-driven Web development.
- demonstrate proficiency in the process of Web project management on a real-world website including design specification, research, production, modification, time estimation, and presentation.
- design, implement, manage, and evaluate data management systems involving custom programming to solve complex business problems.
- estimate the hours needed or cost to develop and deliver the solution to a complex business problem.
- construct code in a currently used Web scripting language.
- demonstrate an understanding of the current technologies and processes of interactive design, motion graphics, and website development.
- describe the relationship between user-centered design concepts, user interface (UI) design, user experience (UX) design, and usability testing.

Career Information


Certificates of Achievement

Web Production Specialist Certificate

This certificate prepares students with foundation skills needed to explore a multitude of careers in front-end Web development. The Web Production Specialist certificate requires students learn to code HTML and CSS and use Web creation and image editing tools to design, code, edit, and test websites. Fundamental concepts of using a Content Management System will also be introduced.

Catalog Date: June 1, 2020
Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 305</td>
<td>Introduction to the Internet</td>
<td>1</td>
</tr>
<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science</td>
<td>3</td>
</tr>
<tr>
<td>CISC 323</td>
<td>Linux Operating System</td>
<td>1</td>
</tr>
<tr>
<td>CISC 324</td>
<td>Intermediate Linux Operating System</td>
<td>1</td>
</tr>
<tr>
<td>DDSN 331</td>
<td>Digital Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 360</td>
<td>User Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>CISW 306</td>
<td>Introduction to Web Page Creation and Web Accessibility</td>
<td>2</td>
</tr>
<tr>
<td>CISW 327</td>
<td>Introduction to Web Development coding HTML and CSS</td>
<td>4</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

1 CISC 306 AND CISW 370 may be substituted for this course.

2 CISW 320 AND CISW 304 may be substituted for this course.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- develop multi-page websites communicating a specific message while following language specifications and syntax requirements as recommended by the World Wide Web Consortium (W3C).
- learn to code HTML (Hypertext Markup Language), HTML5, XHTML (Extensible HyperText Markup Language), and CSS (Cascading Style Sheets) using open-source software and Web developer tools to manage files and other assets on a website.
- use images, graphics and multi-media following standard practices as outlined in the W3C Recommended Standards, including W3C Accessibility Standards.
- learn principles for using a Content Management System (CMS), such as WordPress, for creating and editing Web pages.
- examine technical recommendations for using markup and style sheet languages, following recommendations of the W3C Accessibility Standards.
- demonstrate an understanding of visual hierarchy and scale through successful completion of a comprehensive final project.
- conceive and design effective site maps, wireframes, navigation, user interfaces, and prototypes.
- describe the relationship between user-centered design concepts, user interface (UI) design, user experience (UX) design, and usability testing.
- demonstrate the use of current technologies and processes of user interface and responsive website design.

Career Information

Students completing this program will have skills needed for entry-level positions for building and editing pages for the Web. Students will be able to: build a personal website for a client, create and edit blogs, setup for a simple site using a content management system such as WordPress, and have technical skills that will support small business or other entities for entry-level positions in Web page editing and development.

Advanced CISCO Networking Certificate

The Advanced CISCO Networking Certificate recognizes the advanced skills needed for job enhancement and promotion in today’s networking and Internet environment. It focuses on advanced knowledge and skills required for supervisory, management, and troubleshooting computer network operations. It prepares students for promotional positions in computer network design.

Catalog Date: June 1, 2020
Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISN 303</td>
<td>Network Administration - Linux Server (3)</td>
<td>3 - 3.5</td>
</tr>
<tr>
<td>or CISN 346</td>
<td>Network Design and Projects (3.5)</td>
<td>3</td>
</tr>
<tr>
<td>CISS 316</td>
<td>Cisco Networking Academy™: CCNA Cybersecurity Operations</td>
<td>3</td>
</tr>
<tr>
<td>CISN 342</td>
<td>CISCO Networking Academy (CCNA)™: Advanced Routing and Switching</td>
<td>3.5</td>
</tr>
<tr>
<td>CISN 350</td>
<td>CISCO Networking Academy (CCNP)™: Advanced Router Configuration</td>
<td>3.5</td>
</tr>
<tr>
<td>CISN 352</td>
<td>CISCO Networking Academy (CCNP)™: Multi-Layer Switching</td>
<td>3.5</td>
</tr>
<tr>
<td>CISN 353</td>
<td>CISCO Networking Academy (CCNP)™: Internetwork Troubleshooting</td>
<td>3.5</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>23.5 - 24</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- develop best practices for configuring scalable Internet Protocol addresses.
- construct and configure complex access control lists.
- design and test edge router connectivity into a Border Gateway Protocol network.
- evaluate and implement advanced multilayer switching configuration.

Career Information

Networking skills and experience are needed for network technical support staff, network administrators, network designers, network troubleshooters, and information systems security specialists.

Computer Science Certificate

This Computer Science program is designed for students preparing for careers in systems analysis and software development. It provides the lower division transfer foundation in programming languages, databases, and operating systems.

Transfer Information:
California State University, Sacramento offers majors in Computer Science and Computer Engineering through the School of Engineering and Computer Science and also Management Information Science as part of the Business Administration degree. Students planning to transfer to California State University, Chico or University of California, Davis should include computer-programming languages in C++, Java, assembly language, data structures, discrete structures, one year of analytical geometry and calculus, and physics or chemistry. Students must also meet university admission requirements and other general education courses as outlined by each university. Consultation with an SCC counselor is advised.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISA 323</td>
<td>Database Management using Microsoft Access</td>
<td>2</td>
</tr>
<tr>
<td>CISA 324</td>
<td>Intermediate Database Management using Access</td>
<td>2</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science</td>
<td>3</td>
</tr>
<tr>
<td>CISC 323</td>
<td>Linux Operating System</td>
<td>1</td>
</tr>
<tr>
<td>CISC 324</td>
<td>Intermediate Linux Operating System</td>
<td>1</td>
</tr>
<tr>
<td>CISP 301</td>
<td>Algorithm Design and Implementation</td>
<td>4</td>
</tr>
<tr>
<td>CISP 310</td>
<td>Assembly Language Programming for Microcomputers</td>
<td>4</td>
</tr>
<tr>
<td>CISP 360</td>
<td>Introduction to Structured Programming</td>
<td>4</td>
</tr>
<tr>
<td>CISP 400</td>
<td>Object Oriented Programming with C++ (4)</td>
<td>4</td>
</tr>
<tr>
<td>or CISP 401</td>
<td>Object Oriented Programming with Java (4)</td>
<td>4</td>
</tr>
<tr>
<td>CISP 430</td>
<td>Data Structures</td>
<td>4</td>
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<tr>
<td>CISP 440</td>
<td>Discrete Structures for Computer Science (3)</td>
<td>3</td>
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<tr>
<td>or CISP 457</td>
<td>Introduction to Systems Analysis and Design (3)</td>
<td>3</td>
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A minimum of 6 units from the following: 6

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>CISC 351</td>
<td>Introduction to Local Area Networks (1)</td>
<td></td>
</tr>
<tr>
<td>CISC 355</td>
<td>Introduction to Data Communications (1.5)</td>
<td></td>
</tr>
<tr>
<td>CISN 303</td>
<td>Network Administration - Linux Server (3)</td>
<td></td>
</tr>
<tr>
<td>CISP 350</td>
<td>Database Programming (3)</td>
<td></td>
</tr>
<tr>
<td>CISP 362</td>
<td>Programming for Mobile Devices I (4)</td>
<td></td>
</tr>
<tr>
<td>CISP 401</td>
<td>Object Oriented Programming with Java (4)</td>
<td></td>
</tr>
<tr>
<td>CISP 457</td>
<td>Introduction to Systems Analysis and Design (3)</td>
<td></td>
</tr>
<tr>
<td>CISS 300</td>
<td>Introduction to Information Systems Security (1)</td>
<td></td>
</tr>
<tr>
<td>CISS 310</td>
<td>Network Security Fundamentals (3)</td>
<td></td>
</tr>
<tr>
<td>CISW 327</td>
<td>Introduction to Web Development coding HTML and CSS (4)</td>
<td></td>
</tr>
<tr>
<td>CISW 400</td>
<td>Client-side Web Scripting (4)</td>
<td></td>
</tr>
<tr>
<td>CISW 410</td>
<td>Middleware Web Scripting (4)</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 38

1Students who plan to transfer should take CISP 440. Students looking for immediate employment should take CISP 457.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- analyze development projects.
- build a project while utilizing the project development model.
- manage a programming project, both individually and as a member of a team, from initial concept through design, programming, debugging, testing, and deployment.
- evaluate a program to determine how it will meet the needs of its intended audience.
- use a database to store data associated with programs written in a programming language.
- design, write, test, debug, and implement computer programs in a structured language, a low-level language, an object-oriented language, or scripting language.
- create programs utilizing a variety of programming environments.
Career Information

Technical positions include: computer operator, computer programmer, systems analyst, database administrator, computer support or help desk specialist, Web developer, and application developer. Computer science is the pillar that innovation relies on throughout the US economy. Employers will continue to see a shortage of qualified candidates for technology and innovative jobs until more students complete coursework in Computer Science.

Cybersecurity and Information Assurance Certificate

This certificate prepares IT professionals to apply knowledge and experience in network security, risk management, intrusion detection, remediation, and digital forensics to safeguard infrastructure and secure data and business operations. Courses deliver proven methods for information security using software analysis techniques, and networking strategies to prevent, detect, and mitigate cyber attacks. This program also provides preparation for several nationally recognized, high demand certifications in the field of Cybersecurity.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISN 300</td>
<td>Network Systems Administration</td>
<td>3</td>
</tr>
<tr>
<td>CISN 340</td>
<td>CISCO Networking Academy (CCNA)tm: Data Communication and Networking</td>
<td>3.5</td>
</tr>
<tr>
<td>CISN 341</td>
<td>CISCO Networking Academy (CCNA)tm: Networking Theory and Routing Technologies</td>
<td>3.5</td>
</tr>
<tr>
<td>CISS 310</td>
<td>Network Security Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CISS 315</td>
<td>Ethical Hacking</td>
<td>3</td>
</tr>
<tr>
<td>CISS 316</td>
<td>Cisco Networking Academy™: CCNA Cybersecurity Operations</td>
<td>3</td>
</tr>
<tr>
<td>CISS 321</td>
<td>Scripting for Cyber Security</td>
<td>3</td>
</tr>
<tr>
<td>CISS 330</td>
<td>Implementing Internet Security and Firewalls</td>
<td>3</td>
</tr>
<tr>
<td>CISS 350</td>
<td>Disaster Recovery</td>
<td>3</td>
</tr>
<tr>
<td>CISS 360</td>
<td>Computer Forensics and Investigation</td>
<td>3</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>31</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- define best practices for configuring cyber defense and countermeasures.
- analyze security risks mitigation processes to identify, evaluate, prioritize, and prevent potential security threats.
- evaluate and implement the required security programs and policies to protect the enterprise against viruses, trojans, worms, rootkits, and spyware.
- construct file system permissions and share permissions to allow only the minimum levels of access needed by users to use network resources.
- define the elements of the CIA triad, defining the purpose of each of the elements.
- utilize a protocol analyzer, demonstrating the ability to capture unencrypted packets for viewing.

Career Information

Networking and security skills and experience are needed for technical support staff, administrators, designers, troubleshooters, and cybersecurity systems security specialists.
Data Science Certificate

This certificate is designed for students who aspire to master the essential knowledge and skills required for the storage, discovering, analyzing, visualizing, and application of big data. Students will learn to derive value from vast amounts of data and apply big data analytics techniques to make effective data-driven decisions.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ CISA 323</td>
<td>Database Management using Microsoft Access (2)</td>
<td>3 - 4</td>
</tr>
<tr>
<td>and CISA 324</td>
<td>Intermediate Database Management using Access (2)</td>
<td></td>
</tr>
<tr>
<td>or CISP 350</td>
<td>Database Programming (3)</td>
<td></td>
</tr>
<tr>
<td>CISP 301</td>
<td>Algorithm Design and Implementation</td>
<td>4</td>
</tr>
<tr>
<td>CISP 357</td>
<td>Introduction to Big Data</td>
<td>4</td>
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<tr>
<td>CISP 358</td>
<td>Data Analysis</td>
<td>4</td>
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<tr>
<td>CISP 359</td>
<td>Big Data Analytics</td>
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<tr>
<td>Total Units:</td>
<td></td>
<td>19 - 20</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- explain how big data is useful in business or career.
- demonstrate understanding of the five Vs of big data (volume, velocity, variety, veracity, and value).
- evaluate the core concepts behind big data problems, applications, and systems.
- analyze big data using statistical methods and techniques.
- apply big data analytics techniques for effective data-driven decision-making.

Career Information

Successful completion of the program will provide students job opportunities in data science. Data science-related job titles such as data scientist, data analyst, big data analyst, business analyst, and SAS programmer are all possible job opportunities. The top five industries hiring big data-related expertise include Professional, Scientific and Technical Services, Information Technologies, Manufacturing, Finance and Insurance and Retail Trade.

Front-end Web Developer Certificate

Front-end Web Developers are proficient at creating website structure with some interactivity. Emphasis is on learning HTML, CSS, JavaScript, and user interface, user experience design.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 305</td>
<td>Introduction to the Internet</td>
<td>1</td>
</tr>
<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science</td>
<td>3</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>CISC 323</td>
<td>Linux Operating System</td>
<td>1</td>
</tr>
<tr>
<td>CISC 324</td>
<td>Intermediate Linux Operating System</td>
<td>1</td>
</tr>
<tr>
<td>CISP 301</td>
<td>Algorithm Design and Implementation</td>
<td>4</td>
</tr>
<tr>
<td>CISW 306</td>
<td>Introduction to Web Page Creation and Web Accessibility</td>
<td>2^1</td>
</tr>
<tr>
<td>CISW 327</td>
<td>Introduction to Web Development coding HTML and CSS</td>
<td>4^2</td>
</tr>
<tr>
<td>CISW 400</td>
<td>Client-side Web Scripting</td>
<td>4</td>
</tr>
<tr>
<td>DDSN 331</td>
<td>Digital Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 360</td>
<td>User Interface Design</td>
<td>3</td>
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<tr>
<td>Total Units:</td>
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<td>26</td>
</tr>
</tbody>
</table>

^1 CISC 306 AND CISW 370 may be substituted for this course.
^2 CISW 320 AND CISW 304 may be substituted for this course.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- manage a multi-level website hosted on a Web server.
- utilize multiple programs simultaneously in order to develop websites.
- research and implement current, valid World Wide Web Consortium (W3C) standards, including W3C Accessibility Standards.
- plan a structured approach to website development that identifies the information dissemination needs of a client and organizes the content effectively and efficiently in order to communicate to an identified audience and then develop and implement an appropriate Web solution.
- write HTML, CSS, and JavaScript code in the currently used version.
- utilize client-side scripting in order to manipulate interactive objects like navigation bars, forms, rollovers, other event handling, and the control of windows, frames, and layers.
- create composite images that demonstrate visual design concepts of scale, rhythm, and balance.
- construct images utilizing selections, layers, masks, adjustment layers, and blending modes.
- demonstrate the use of current technologies and processes of user interface and responsive website design.
- conceive and design effective website wireframes, navigation, user interfaces, and Web page prototypes.
- describe the relationship between user-centered design concepts, user interface (UI) design, user experience (UX) design, and usability testing.

Career Information

Career Opportunities could include employment in front-end Web Development or Web Production. This certificate provides foundation skills needed to work toward becoming a Web Developer.

Information Processing Specialist Certificate

This certificate builds upon a previous background in the use of microcomputer application programs as evidenced by the student previously completing the Information Processing Technician certificate. As the student advances in an office-related career path, technical expertise in all aspects of information processing is expected. In addition to advanced software courses in spreadsheet or database management, this certificate also provides the student with hands-on training in hardware support and maintenance.

Catalog Date: June 1, 2020

Certificate Requirements
<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISA 305</td>
<td>Beginning Word Processing</td>
<td>2</td>
</tr>
<tr>
<td>CISA 306</td>
<td>Intermediate Word Processing</td>
<td>2</td>
</tr>
<tr>
<td>CISA 315</td>
<td>Introduction to Electronic Spreadsheets</td>
<td>2</td>
</tr>
<tr>
<td>CISA 316</td>
<td>Intermediate Electronic Spreadsheets</td>
<td>2</td>
</tr>
<tr>
<td>CISA 323</td>
<td>Database Management using Microsoft Access</td>
<td>2</td>
</tr>
<tr>
<td>CISA 340</td>
<td>Presentation Graphics</td>
<td>2</td>
</tr>
<tr>
<td>CISC 305</td>
<td>Introduction to the Internet</td>
<td>1</td>
</tr>
<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science</td>
<td>3</td>
</tr>
<tr>
<td>CISC 320</td>
<td>Operating Systems</td>
<td>1</td>
</tr>
<tr>
<td>CISC 351</td>
<td>Introduction to Local Area Networks (1)</td>
<td>1 - 3.5</td>
</tr>
<tr>
<td>or CISP 340</td>
<td>CISCO Networking Academy (CCNA)tm: Data Communication and Networking (3.5)</td>
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</tr>
<tr>
<td>CISC 360</td>
<td>Information &amp; Communication Technology Essentials (A+)</td>
<td>4</td>
</tr>
<tr>
<td>CISS 300</td>
<td>Introduction to Information Systems Security (1)</td>
<td>1 - 3</td>
</tr>
<tr>
<td>or CISS 310</td>
<td>Network Security Fundamentals (3)</td>
<td></td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>23 - 27.5</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- design, implement, manage, and evaluate data management systems involving custom macros to solve complex business problems.
- analyze and integrate data from various application programs for individual and group on-the-job projects.
- set up, test, and implement complex macros and scripts for on-the-job usage.
- demonstrate understanding of basic hardware components and the organization, installation, and repair of microcomputers.
- evaluate different hardware and software specification standards and implement problem-solving strategies or techniques using various diagnostic tools.
- analyze on-the-job needs, identify software and hardware related problems, and effectively communicate solutions to end users.

**Career Information**

This certificate prepares students to become office workers who can utilize the typical tools required in most offices. These positions require a high proficiency with office software applications as well as the ability to identify and troubleshoot microcomputer problems. Students completing this program may work as secretaries, office workers, first line supervisors, administrative analysts, information resource personnel, or lead administrative specialists.

**Information Processing Technician Certificate**

This information processing technician certificate focuses on basic entry-level skills in word processing, operating systems, spreadsheet, database management, graphics, and the use of the Internet. This certificate is designed for students interested in job advancement requiring microcomputer software skills.

**Catalog Date:** June 1, 2020

**Certificate Requirements**
### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate proficiency in Windows operating system commands, programs, file and folders management, storage, and utilities.
- identify on-the-job problems, projects, presentations, and assignments and design appropriate software solutions or tools.
- evaluate effectiveness of software solutions and implement suitable software changes, enhancements, or improvements.
- design and implement data management systems involving queries, data entry, screen, forms, tables, reports, and labels.
- explain and use asynchronous and synchronous communication tools.
- identify Internet laws, guidelines, and security and privacy issues and determine specific on-the-job applications.
- set up, test, and implement complex macros and scripts for on-the-job usage.

### Career Information

Students who are currently employed in entry-level office-related jobs are interested in opportunities for advancement. These positions usually require competencies in microcomputer applications courses in the Windows operating system environment. These microcomputer application courses include: word processing, spreadsheet, database management, graphic presentation, and the use of the Internet. Students completing this program may work as health information technicians, customer or client service representatives, and customer support specialists.

### Management Information Science Certificate

The Management Information Science Certificate is designed for students preparing for careers in business to effectively use and manage computers. The focus of the program is to develop student proficiency in a variety of computer applications and operating systems so that they may produce timely and accurate information. Elective courses give an opportunity to develop further skills in computer programming, database management, networking, Web development, and information systems security.

Note to Transfer Students:
If you are interested in transferring to a four-year college or university to pursue a bachelor’s degree in this major, it is critical that you meet with an SCC counselor to select and plan courses for your major. Schools vary widely in terms of the required preparation.

**Catalog Date:** June 1, 2020

### Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISA 305</td>
<td>Beginning Word Processing</td>
<td>2</td>
</tr>
<tr>
<td>CISA 315</td>
<td>Introduction to Electronic Spreadsheets</td>
<td>2</td>
</tr>
<tr>
<td>CISA 323</td>
<td>Database Management using Microsoft Access</td>
<td>2</td>
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<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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<td>CISC 310</td>
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<td>3</td>
</tr>
<tr>
<td>CISC 320</td>
<td>Operating Systems (1)</td>
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</tr>
<tr>
<td>or CISC 323</td>
<td>Linux Operating System (1)</td>
<td></td>
</tr>
<tr>
<td>CISP 301</td>
<td>Algorithm Design and Implementation</td>
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<tr>
<td>CISP 360</td>
<td>Introduction to Structured Programming</td>
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<td>CISA 316</td>
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<td>CISC 324</td>
<td>Intermediate Linux Operating System (1)</td>
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<tr>
<td>CISC 355</td>
<td>Introduction to Data Communications (1.5)</td>
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<tr>
<td>CISC 360</td>
<td>Information &amp; Communication Technology Essentials (A+) (4)</td>
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<tr>
<td>CISN 300</td>
<td>Network Systems Administration (3)</td>
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<tr>
<td>CISN 303</td>
<td>Network Administration - Linux Server (3)</td>
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<tr>
<td>CISN 306</td>
<td>Advanced Network Systems Administration (3)</td>
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<tr>
<td>CISN 308</td>
<td>Internetworking with TCP/IP (3)</td>
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<td>CISP 310</td>
<td>Assembly Language Programming for Microcomputers (4)</td>
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<td>CISP 350</td>
<td>Database Programming (3)</td>
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<tr>
<td>CISP 400</td>
<td>Object Oriented Programming with C++ (4)</td>
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<td>CISP 401</td>
<td>Object Oriented Programming with Java (4)</td>
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<td>Data Structures (4)</td>
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<td>CISP 457</td>
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<td>CISS 300</td>
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<tr>
<td>CISS 315</td>
<td>Ethical Hacking (3)</td>
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<tr>
<td>CISS 310</td>
<td>Network Security Fundamentals (3)</td>
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<td>CISW 327</td>
<td>Introduction to Web Development coding HTML and CSS (4)</td>
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<td>CISW 400</td>
<td>Client-side Web Scripting (4)</td>
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<tr>
<td>CISW 410</td>
<td>Middleware Web Scripting (4)</td>
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<td>Total Units:</td>
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</table>

**Student Learning Outcomes**
Upon completion of this program, the student will be able to:

- solve business problems by utilizing various types of software.
- design algorithms that can be implemented by writing computer programs to solve typical problems.
- construct and implement computer programs or scripts.
- design professional documents for a variety of situations using appropriate software, working individually or in a team.
- apply working knowledge of principles in computer networking, data communications, data management, information systems security, web development, or programming concepts.
- adapt to technological changes and innovations in the computer industry and use techniques, skills, and tools necessary to meet needs.
- locate information stored on the Internet, determine the validity of online resources, download and store files, and use the correct syntax for citing internet resources.

Career Information

Computer skills and experience are needed for technical support staff, end-user consultants, network administrators, database specialists, information systems managers and specialists, programmers and analysts, software specialists, systems analysts, technical writers, information systems security specialists, and webmasters.

Network Administration Certificate

The Network Administration Degree and Certificate of Achievement provides the skills needed in the networking environment. Focus is on the knowledge and skills required for day-to-day operation and management of computer networks. The Network Administration Degree and Certificate of Achievement prepare students for entry-level positions in computer network administration.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>CISN 300</td>
<td>Network Systems Administration</td>
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<td>CISN 302</td>
<td>Intermediate Network Systems Administration</td>
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<td>CISN 306</td>
<td>Advanced Network Systems Administration</td>
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<tr>
<td>CISN 307</td>
<td>Windows Active Directory Services</td>
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<td>CISN 308</td>
<td>Internetworking with TCP/IP</td>
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<tr>
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<td>CISN 341</td>
<td>CISCO Networking Academy (CCNA)tm: Networking Theory and Routing Technologies</td>
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<td>CISS 310</td>
<td>Network Security Fundamentals (3)</td>
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<td>CISC 320</td>
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<td>CISC 323</td>
<td>Linux Operating System (1)</td>
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<td>CISC 360</td>
<td>Information &amp; Communication Technology Essentials (A+) (4)</td>
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<td>CISN 303</td>
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<td>COURSE CODE</td>
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<tr>
<td>CISN 304</td>
<td>Networking Technologies (3)</td>
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<td>CISN 316</td>
<td>Virtualization Concepts and Technologies (3.5)</td>
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<td>CISN 320</td>
<td>Designing Windows Directory Services (3)</td>
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<td>Cloud Infrastructure and Services (3.5)</td>
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<tr>
<td>CISN 343</td>
<td>CISCO Networking Academy (CCNA)tm: Wide Area Network and Project-Based (3.5)</td>
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<td>CISN 374</td>
<td>Messaging Server Administration (3)</td>
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<td>CISN 378</td>
<td>Database Administration for Microsoft SQL Server (3)</td>
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<td>CISS 300</td>
<td>Introduction to Information Systems Security (1)</td>
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<td>CISS 310</td>
<td>Network Security Fundamentals (3)</td>
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<td>CISS 320</td>
<td>Implementing Network Security and Counter Measures (3)</td>
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<td>CISS 315</td>
<td>Ethical Hacking (3)</td>
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<td>CISS 321</td>
<td>Scripting for Cyber Security (3)</td>
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<td>CISS 330</td>
<td>Implementing Internet Security and Firewalls (3)</td>
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<td>Disaster Recovery (3)</td>
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<td><strong>Total Units:</strong></td>
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</tbody>
</table>

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- demonstrate competency in Windows operating system terminology and commands, account management, file management and storage.
- construct and implement computer network systems by applying the steps of the network design model working individually or in a team.
- demonstrate working knowledge of principles in computer networking, and data management, information systems security, or web server administration depending on the electives chosen.
- define best practices for configuring network operating system services.
- analyze and apply directory services group policy settings at the Organizational Unit (OU), domain, site, or local machine level.

**Career Information**

Networking skills and experience are needed for network technical support staff, network administrators, network designers, network troubleshooters, and information systems security specialists.

**Network Design Certificate**

The Network Design Degree and Certificate of Achievement provides the skills needed in the networking environment. Focus is on the knowledge and skills required for day-to-day operation and management of computer networks. The Network Design Degree and Certificate of Achievement prepare students for entry-level positions in computer network design.

**Catalog Date:** June 1, 2020
Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 320</td>
<td>Operating Systems (1)</td>
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<td>or CISC 323</td>
<td>Linux Operating System (1)</td>
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<tr>
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<td>CISCO Networking Academy (CCNA)tm: Data Communication and Networking</td>
<td>3.5</td>
</tr>
<tr>
<td>CISN 341</td>
<td>CISCO Networking Academy (CCNA)tm: Networking Theory and Routing Technologies</td>
<td>3.5</td>
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<td>CISCO Networking Academy (CCNA)tm: Advanced Routing and Switching</td>
<td>3.5</td>
</tr>
<tr>
<td>CISN 343</td>
<td>CISCO Networking Academy (CCNA)tm: Wide Area Network and Project-Based</td>
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<td>CISN 346</td>
<td>Network Design and Projects</td>
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<td>CISN 336</td>
<td>Wireless Technologies</td>
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<td>CISN 308</td>
<td>Internetworking with TCP/IP</td>
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<tr>
<td>CISS 310</td>
<td>Network Security Fundamentals</td>
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<td>A minimum of 6 units from the following:</td>
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<td>6</td>
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</tr>
<tr>
<td>CISN 303</td>
<td>Network Administration - Linux Server (3)</td>
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</tr>
<tr>
<td>CISN 304</td>
<td>Networking Technologies (3)</td>
<td></td>
</tr>
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<td>CISN 316</td>
<td>Virtualization Concepts and Technologies (3.5)</td>
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</tr>
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<td>CISN 327</td>
<td>Cloud Infrastructure and Services (3.5)</td>
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<td>CISS 320</td>
<td>Implementing Network Security and Counter Measures (3)</td>
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<td>CISS 321</td>
<td>Scripting for Cyber Security (3)</td>
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<td>Total Units:</td>
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<td>33.5</td>
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</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- develop best practices for configuring Internet Protocol (IP) addresses.
- evaluate and implement technologies to support IP routing protocols such as Routing Information Protocol (RIP), Interior Gateway Routing Protocol (IGRP), and Open Shortest Path First (OSPF).
- construct and configure access lists.
- compare and contrast types of network media.
- demonstrate competency in Windows operating system terminology and commands, account management, and file management and storage.
- demonstrate working knowledge of principles in computer networking and data management, information systems security, or web server administration depending, on the electives chosen.

Career Information
Networking skills and experience are needed for network technical support staff, network administrators, network designers, network troubleshooters, and information systems security specialists.

PC Support Certificate

With the rapid expansion of computers into all aspects of society, there is a growing need for technicians with a broad range of knowledge in computer applications to install, maintain, and support computers and communications networks. Students earning this certificate are prepared to acquire entry-level positions in computer support. Employers hiring students earning this certificate will immediately benefit from the skills the students bring to their jobs.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
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<td>or ENGWR 300</td>
<td>College Composition (3)</td>
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<td>or ENGWR 488</td>
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<td>or ESLW 340</td>
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<td>CISA 305</td>
<td>Beginning Word Processing</td>
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<td>CISA 315</td>
<td>Introduction to Electronic Spreadsheets</td>
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<tr>
<td>CISA 323</td>
<td>Database Management using Microsoft Access</td>
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<td>CISA 340</td>
<td>Presentation Graphics</td>
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<td>CISC 305</td>
<td>Introduction to the Internet</td>
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<td>Introduction to Computer Information Science</td>
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<td>CISC 320</td>
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<td>CISC 351</td>
<td>Introduction to Local Area Networks</td>
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<td>CISC 355</td>
<td>Introduction to Data Communications</td>
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<td>Information &amp; Communication Technology Essentials (A+)</td>
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<td>Introduction to Information Systems Security (1)</td>
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<td>23.5 - 26.5</td>
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</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- compose clear, grammatically-correct documents related to business.
- design electronic spreadsheets useful in making decisions.
- design, install, and maintain a local area network.
- design presentation graphics.
- construct and implement web pages, including links, graphics, and text.
- demonstrate understanding of the basic components of data communications.
- analyze and troubleshoot computer hardware and software problems.
- apply database software to organize information for decision-making.
- demonstrate competency in basic operating systems terminology, commands, and functions.
demonstrate competence in the Internet related to searches, email, and security.

demonstrate competence in formatting text using word processing software.

Career Information

Career opportunities for students earning the PC Support Certificate include entry level positions in the following areas: Technical Salesperson, Help Desk Support Technician, Systems Analyst, Data Entry Personnel, Assistant Documentation Specialist, and Assistant Trainer.

Programming Certificate

The programming certificate provides the basic proficiencies required of computer programmers for entry-level software technician positions or further study in Computer Science.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>BUS 310</td>
<td>Business Communications (3)</td>
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<td>College Composition (3)</td>
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<tr>
<td>or ENGWR 488</td>
<td>Honors College Composition and Research (4)</td>
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<td>CISP 301</td>
<td>Algorithm Design and Implementation</td>
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<td>CISP 360</td>
<td>Introduction to Structured Programming</td>
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<td>CISP 400</td>
<td>Object Oriented Programming with C++ (4)</td>
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<td>CISP 430</td>
<td>Data Structures</td>
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<td>CISP 457</td>
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<td>Total Units:</td>
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<td>22 - 23</td>
</tr>
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</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- analyze information processing requirements using structured or object oriented software development methodologies.
- design structured or object oriented software systems.
- build structured or object oriented software systems.
- evaluate software systems for conformance to system requirements.
- document program or systems requirements or present written analyses.

Career Information

Students earning a Programming Certificate of Achievement are qualified to pursue entry level positions as software designers and engineers, systems analysts, and software testers.

Web Developer Certificate

Web Developers are proficient at creating website structure and interactivity. The Web Developer certificate requires students design, code
and implement HTML, CSS, and other languages for creating websites to implement database tools and custom applications for the Web. Students will design, code, and test interactive websites with emphasis on learning mark-up, programming and scripting languages for interactivity and connectivity to data on the Web.

Catalog Date: June 1, 2020

Certificate Requirements

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<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
<td>CISA 323</td>
<td>Database Management using Microsoft Access</td>
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<td>Intermediate Database Management using Access</td>
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<td>CISC 323</td>
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<td>CISP 301</td>
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<td>CISP 350</td>
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<td>CISW 306</td>
<td>Introduction to Web Page Creation and Web Accessibility</td>
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<td>Introduction to Web Development coding HTML and CSS</td>
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<td>Total Units:</td>
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<td></td>
</tr>
</tbody>
</table>

1CISC 306 AND CISW 370 may be substituted for this course.

2CISW 320 AND CISW 304 may be substituted for this course.

3Students who previously completed CISW 470 may request a course substitution for this course if a comprehensive development project can be presented to illustrate expected competencies of this program.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- manage a multi-level website hosted on a Web server.
- utilize multiple programs simultaneously in order to develop websites.
- recommend a Web scripting language, current markup language or Web authoring software, and cascading style sheets to develop complex websites that are uploaded via File Transfer Protocol (FTP) to a Web server.
- research and implement current, valid World Wide Web Consortium (W3C) standards, including W3C Accessibility Standards.
- plan a structured approach to website development that identifies the information dissemination needs of a client and organizes the content effectively and efficiently in order to communicate to an identified audience; then develop and implement an appropriate Web solution.
- utilize client-side scripting in order to manipulate interactive objects like navigation bars, forms, rollovers, other event handling, and the control of windows, frames, and layers.
- develop Web solutions that include form validation and processing, server-side programming with hypertext-preprocessor (PHP), and database-driven Web development.
- demonstrate proficiency in the process of Web project management on a real-world website including design specification, research, production, modification, time estimation, and presentation.
• design, implement, manage, and evaluate data management systems involving custom programming to solve complex business problems.

• estimate the hours needed or cost to develop and deliver the solution to a complex business problem.

• construct code in a currently used Web scripting language.

• demonstrate an understanding of the current technologies and processes of interactive design, motion graphics, and website development.

• describe the relationship between user-centered design concepts, user interface (UI) design, user experience (UX) design, and usability testing.

Career Information


Computer Information Science - Applications (CISA)

CISA 305 Beginning Word Processing

| Units: | 2 |
| Hours: | 27 hours LEC; 27 hours LAB |
| Prerequisite: | CISC 300 or 310 with a grade of "C" or better |
| Advisory: | BUS 107 with a grade of "P" or ability to touch type at 28 wpm. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

The course introduces the student, through hands-on activities, to the use of word processing on microcomputers. The course includes basic word processing operations such as terminology and screen formats, dialog boxes, text editing, text formatting, text enhancements, sorting, tables, merging functions, saving and retrieving, and printing text.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• create a professional quality document by evaluating needs, entering and editing text, making corrections, and saving in various formats.

• demonstrate the ability to edit and format documents using word processing commands and features.

• demonstrate usage of the mail merge functions.

CISA 306 Intermediate Word Processing

| Units: | 2 |
| Hours: | 27 hours LEC; 27 hours LAB |
| Prerequisite: | CISA 305 with a grade of "C" or better; completed within five years prior to enrollment in CISA 306. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course builds upon previous training in the use of word processing programs. The course includes a brief review of basic editing and text concepts, and then covers intermediate software features such as document processing functions, macro programming functions, complex document styles and commands, and table and graphics applications. The course incorporates all word processing features into the production of one final presentation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• design and complete presentation quality documents essential in business using intermediate and advanced word processing commands and features.

• merge a main document with a data source file.

• record and run a macro.

• use word processing commands and features to create Web pages such as: creating and editing hyperlinks, applying background effects, and saving a word processing document as a Web page.

• plan and create online forms and tables for efficient data display and input data into customized forms.

• analyze and complete a multi-page business document including creating table of contents, adding indexes, and embedding and linking a spreadsheet object.

CISA 315 Introduction to Electronic Spreadsheets

Units: 2
Hours: 27 hours LEC; 27 hours LAB
Prerequisite: None.
Advisory: CISC 300 or 310 with a grade of "C" or better; BUS 107 with a grade of "P" or ability to touch type at 28 wpm.
Transferable: CSU
Catalog Date: June 1, 2020

This course introduces the use of electronic spreadsheet programs. Topics of the course will include: professional formatting of spreadsheets; writing formulas and functions to perform mathematical operations; creating charts; creating, sorting, and filtering lists; developing what-if models, performing spreadsheet database functions, and producing reports. The course introduces 3-D cell referencing, various advanced look up and financial functions, and querying techniques.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• use an electronic spreadsheet application to plan, construct, test, and evaluate professional looking worksheets that include text, numbers, formulas, and functions.

• format a worksheet using standard layouts, formats, styles, and themes, special number formats, and conditional formatting.

• analyze data and apply mathematical functions of the program for building financial and data analysis spreadsheets; perform basic worksheet analysis using What-If, Goal Seek, and VLOOKUP procedures.

• utilize relative and absolute addressing when working with worksheets.

• design, create, and revise embedded as well as stand-alone charts based on commonly used standards.

• apply advanced spreadsheet features to analyze and manage data using such tools as data tables, PivotTables, and PivotCharts.

• manage multiple workbooks and worksheets using templates as well as consolidating, linking, and 3-D cell referencing procedures.

CISA 316 Intermediate Electronic Spreadsheets

Units: 2
Hours: 27 hours LEC; 27 hours LAB
Prerequisite: CISA 315 with a grade of "C" or better; completed within five years prior to enrollment in CISA 316.
Transferable: CSU (Effective SP15)
Catalog Date: June 1, 2020

This course introduces students to the intermediate features of spreadsheet programs. The course covers macros, data tables and lookup functions, logical expressions as well as advanced file operations, functions, and convenience commands. Students will follow spreadsheet templates and design their own sheets.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• create, edit, and run macros.
restrict data entry and ensure data integrity by creating validation criteria and rules.
apply conditional formatting by entering parameters for rules, utilizing predefined rules, constructing new rules for individual or grouped worksheets.
construct formulas using named ranges and advanced financial, logical, lookup, and database functions.
analyze data by applying advanced math and statistical functions, data filtering options, and Business Intelligence tools.
integrate data from various computer applications and web sites into a workbook using consolidation techniques and prepare workbook data for distribution to other applications.
audit a worksheet using auditing tools to trace precedents, troubleshoot, and resolve errors in formulas.

CISA 323 Database Management using Microsoft Access

Units: 2  
Hours: 27 hours LEC; 27 hours LAB  
Prerequisite: CISC 300 or 310 with a grade of "C" or better  
Transferable: CSU  
Catalog Date: June 1, 2020  

This course introduces database management systems in a single-user environment. Topics include database objects, data types, data integrity, relational tables, complex queries, forms, reports, sharing data with other Windows applications, and data maintenance. Students who have completed both CISA 320 and CISA 321 may not receive credit for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• analyze needs and determine appropriate data structure and solutions essential for business or professional environments.
• create tables, queries, forms, and reports.
• formulate multiple table queries with complex criteria.
• design forms for data entry and data views.
• interpret data with crosstab queries and reports.
• build tables by importing delimited data and export data for sharing with other users.
• design and implement multiple table data management systems involving custom forms, reports, and labels.
• manage database objects, including backup and repair.

CISA 324 Intermediate Database Management using Access

Units: 2  
Hours: 27 hours LEC; 27 hours LAB  
Prerequisite: CISA 323 with a grade of "C" or better; or CISA 320 and CISA 321 with grades of "C" or better  
Advisory: CISC 310 with a grade of "C" or better  
Transferable: CSU  
Catalog Date: June 1, 2020  

This course will extend the capabilities of students who have completed a first course in microcomputer database management, with emphasis on database design, reporting, application building, and utilization of files created using other software. Students will design and implement practical database applications. Topics include relational database design, data normalization, administering databases on a server, and creating queries using select statements.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• use and debug macros.
- develop and update modules using Visual Basic for Applications (VBA).
- demonstrate techniques used for data normalization.
- utilize the fundamental vocabulary and constructs of Structured Query Language (SQL).
- create queries and subqueries using select statements in SQL.
- manage and develop security measures for database systems in a business environment.

**CISA 340 Presentation Graphics**

| Units: | 2 |
| Hours: | 27 hours LEC; 27 hours LAB |
| Prerequisite: | CISC 300 or 310 with a grade of "C" or better; BUS 107 with a grade of "C" or better or the ability to touch type at 28 wpm. |
| Advisory: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course presents an in-depth look at using computers as a graphics presentation tool to assist oral, written, and on-screen presentations. Topics include system requirements, graphic software, elements of a good presentation, types of graphics, and designing slide show techniques for visual presentations. Methods on how to edit and format presentations, animation, organizational charts, and clips (graphics, sounds, or video) will also be covered. Designing presentations linked to word processing, spreadsheet, or database programs is included. Students will use a variety of computer hardware and software to produce individual and/or group projects.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- plan, prepare, and present on-screen effective presentations for business, professional, or personal purposes using basic design principles and concepts.
- edit presentations to include basic and advanced enhancements.
- link or embed existing files into presentations, including graphic, word processing, spreadsheet, audio, and video files.

**Computer Information Science - Core (CISC)**

**CISC 300 Computer Familiarization**

| Units: | 1 |
| Hours: | 18 hours LEC |
| Prerequisite: | None. |
| Advisory: | BUS 107 with a grade of "P" or ability to touch type at 28 wpm. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course acquaints students with how computers are used in the home and in business functions. The course emphasizes microcomputers, how they work, how they can be used, and the terminology of the computer world. Microcomputer applications using the Windows environment are presented with hands-on homework assignments. This course does not serve as a prerequisite to computer science programming courses but does serve as a prerequisite and advisory for Computer Information Science application courses. The course is specially designed for students wanting a very general, non-technical, introductory course in computers.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- define common computer terminology and demonstrate an understanding of hardware components, types of software, Windows and Office commands.
- use basic computer and Windows functions including navigation, icons, menus, Ribbons, creating folders and subfolders, and copying and moving files.
- use an Office application to create new files, save, edit, format, enter data, and print.
understand the use of the Internet including search engines, web browsers, email, privacy and security, and managing a digital footprint.

CISC 305 Introduction to the Internet

This course explains how the Internet works and how to effectively use basic internet services. Topics include browser basics, search engines and search techniques, e-mail, the World Wide Web (WWW), internet security, internet resources, the Cloud, social networking, and building basic Web pages using Hypertext Markup Language (HTML). The course includes the review of laws that guide the use of the Internet and intellectual property on the Web. Other topics include Internet protocols, news groups, discussion lists, connecting to a remote server, (S)FTP (Secure File Transfer Protocol), and current emerging technologies.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the structure of the Internet, the Domain Name System (DNS), and connectivity options.
- identify the tools and protocols for connecting to remote servers, such as telnet, transmission control protocol/internet protocol (TCP/IP), secure file transfer protocol (S)FTP, and the World Wide Web (WWW).
- describe the laws and international guidelines for use of the Internet in business, professional, or personal settings.
- experiment with the use of asynchronous communication tools, such as e-mail, discussion lists, and discussion boards.
- explain the use of synchronous communication, such as instant messenger and chat rooms, including the limitations of bandwidth and security.
- describe different types of protocols, (S)FTP, HTTP, and HTTPS. Use multiple browser applications to access and use the World Wide Web.
- examine the security and privacy issues related to using the Internet, including e-commerce, cloud computing, social media such as Facebook, Twitter, LinkedIn, and other platforms, your digital footprint and methods for monitoring your digital footprint, and understanding the threats or harm from a digital footprint and/or using online tools.
- locate information stored on the Internet, determine the validity of online resources versus peer reviewed library subscription databases, download and store files, and use the correct syntax for citing Internet resources.
- create a simple Web page using HTML.

CISC 310 Introduction to Computer Information Science

This course examines information systems and their role in business, with a focus on productivity softwares, networking, e-commerce, ethics, security, and system infrastructure. Students will apply these concepts and related methods through hands-on projects to develop computer-based solutions to business problems. This course also covers the function and purpose of computer hardware and software, computer programming concepts, employment opportunities, and the social impact of the computer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain how a computer system works, including identification of the various hardware components.
• compare storage formats for different types of digital data (character, numeric, audio, and video).
• differentiate between systems software and applications software.
• differentiate between the most commonly used computer operating systems.
• demonstrate use of an operating system and various utility software, such as anti-virus software and file management software.
• demonstrate use of productivity software (word processing, spreadsheets, database, presentation graphics, and email).
• demonstrate use of cloud-based applications and cloud-based file storage.
• design and create a simple Web page.
• differentiate between categories of programming languages.
• design and create a simple computer program.
• convert numbers between the decimal and binary numbering systems.
• differentiate between types of careers in the computer information science field.
• explain the phases of the System Development Life Cycle.

CISC 320 Operating Systems

Units: 1
Hours: 9 hours LEC; 27 hours LAB
Prerequisite: None.
Advisory: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course introduces the microcomputer operating system. Topics include basic features, file and program management, disk management commands, and menus.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• explain the purpose of operating systems and become familiar with Windows OS terms and navigation.
• apply custom Windows OS settings and notifications.
• create folders (directories), subfolders (sub-directories), libraries by using the Windows file management utility and demonstrate how to share files and folders with others.
• create, rename, compress, move, copy and delete files on an internal or external storage device using the Windows file management utility and the Windows command prompt.
• practice with Windows applications, utilities and the Task Manager.
• utilize the Internet safely and efficiently.
• create and manage user accounts and settings.
• manage peripheral devices, network connections, and power options.
• explain how to protect the computer and data on the computer.

CISC 323 Linux Operating System

Units: 1
Hours: 9 hours LEC; 27 hours LAB
Prerequisite: CISC 300 or CISC 310 with a grade of “C” or better.
Advisory: CISC 300 with a grade of “C” or better and ability to touch type.
Transferable: CSU
Catalog Date: June 1, 2020

This course introduces the Linux operating system for microcomputers. Concepts include the kernel, file structures, daemons, Graphical...
User Interfaces (GUI), open source, file security, and permissions. Procedures for installing software, basic system administration and utilities, the Bourne Again Shell (BASH), command line interface utilities, and introduction to scripting topics are also covered.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze the relationship among the operating system kernel, shell interface, windowing system, applications programs, and the user.
- utilize a Command Line Interface (CLI) and Graphic User Interface (GUI) text editor to create and edit files in the Linux file system.
- employ the use of basic Linux GUI applets and CLI commands in file, disk, video, and printer management.
- formulate CLI commands with correct syntax.
- compare Linux with other operating systems.
- utilize the Linux file system and apply industry standard file security.
- explain and define open-source theory, jargon, practice, and licensing.
- utilize a GUI and/or CLI to complete basic system administration and day-to-day tasks on the computer as used in business, professional, and personal environments.

**CISC 324 Intermediate Linux Operating System**

**Units:** 1  
**Hours:** 9 hours LEC; 27 hours LAB  
**Prerequisite:** CISC 323 with a grade of "C" or better  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course is a continuation of CISC 323. Topics include boot loaders, Linux devices, and Command Line Interface (CLI) system management utilities. It covers advanced Bourne Again Shell (BASH) shell scripting, including looping and decision making logic structures. Alternates to the BASH shell and regular expressions and text stream editors are introduced.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- set up a Linux and Microsoft Windows dual booting system with a business, professional, or personal setting.
- set up, configure, and troubleshoot a boot loader.
- utilize advanced Bourne Again Shell (BASH), Command Line Interface (CLI) utilities to inspect and maintain the system and its hardware.
- compare C shell, K shell, and BASH.
- implement decision making logic in scripts.
- create BASH script files utilizing looping structures: do, while, until.
- create BASH script files implementing decision making logic using: if, for, case and nesting.
- describe the use of text stream editor and filters such as awk and sed.
- compose a regular expression for use by the grep utility.

**CISC 351 Introduction to Local Area Networks**

**Units:** 1  
**Hours:** 9 hours LEC; 27 hours LAB  
**Prerequisite:** None.  
**Advisory:** CISC 320 and CISC 355 with grades of "C" or better  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020
This course introduces local area networks and provides hands-on training in Local Area Network (LAN) applications and administration. Topics include planning, installing, and maintaining a LAN, responsibilities of the system administrator, and human implications.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the requirements for a Local Area Network (LAN) and the devices that may reside on a LAN as used in business or professional environments.
- discuss the advantages of a LAN and the factors to be considered when planning and implementing a network.
- distinguish among topologies, types of cabling, standards, and access methods.
- describe the major functions required for day-to-day system administration (e.g., creating a directory substructure, network users and groups, login scripts, trustee rights, custom menus, and print queues.).
- examine the advantages and disadvantages of peer-to-peer LANs versus domain-based LANs.

### CISC 355 Introduction to Data Communications

**Units:** 1.5  
**Hours:** 27 hours LEC  
**Prerequisite:** None.  
**Advisory:** CISC 300 or CISC 320 with a grade of "C" or better  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course introduces business data communications. It covers media, telecommunications, protocols, interfaces, and packet switching. The Internet will be used for locating, viewing, printing, and downloading information.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the difference between data communications and telecommunications and the role of regulatory and standard-setting agencies within in the communication industry.
- identify the basic hardware, media, and software components used within a data communications system.
- explain how basic system components are structured in local, metro, and wide area data communication systems.
- describe the importance of software in a data communication system and compare the common protocols used in local area, wide area, and wireless networks.
- describe the purpose of local area networks and compare them to wide area and metropolitan area networks.
- apply the principles of OSI (Open Systems Interconnect) and IEEE 802 layered communications models to the design and troubleshooting of local and wide area network.
- explain the basic components and techniques used to create virus secure data communications system.
- evaluate the performance of a data communications system within an application environment.

### CISC 360 Information & Communication Technology Essentials (A+)

**Units:** 4  
**Hours:** 54 hours LEC; 54 hours LAB  
**Prerequisite:** None.  
**Advisory:** CISC 310, 320, and 351 with grades of "C" or better  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level ICT professionals. The fundamentals of computer hardware and software, as well as advanced concepts such as security, networking, and the responsibilities of an ICT professional, will be introduced. This course will help students prepare for the CompTIA A+ certification exam.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the hardware and software components of a modern computer system.
- assemble hardware and software components based on customer requirements (SLO #01).
- operate personal and mobile computer hardware, and software for end users using the most common operating systems (SLO #02).
- discuss and relate the phases of the System Development Life Cycle.
- define, prepare, and install appropriate applications and operating system software based upon customer requirements within real or virtual environments.
- use the general commands and features of office productivity, operating system, and email software.
- demonstrate effective data organization and management techniques using appropriate digital media.
- demonstrate basic data networking and security/forensics techniques (SLO #03).
- install and configure network adapters for effective operation upon local and wide area networks.
- demonstrate basic virtualization, desktop, imaging, and deployment operations (SLO #04).
- diagnose, record, and resolve common hardware and software issues or customer concerns while applying timely and effective troubleshooting techniques (SLO #05).
- operate search engines, browsers, and related web tools to effectively find and utilize secure World Wide Web information or resources.
- practice appropriate customer support techniques (SLO #06).
- demonstrate knowledge of the changing workplace, the work-site team and environment, and ethical behavior.

CISC 362 Microcomputer and Applications Support

Upon completion of this course, the student will be able to:

- demonstrate proficiency in customer service skills in the areas of active listening and written and oral communication
- diagnose, document, and communicate microcomputer problems and solutions using acceptable terminology
- analyze and troubleshoot hardware and software problems in a variety of multi-user computer lab environments
- apply business and team building skills for technical professionals
- identify the causes of stress in computer support and apply stress reduction coping skills

CISC 362 Microcomputer and Applications Support

Units: 2
Hours: 27 hours LEC; 27 hours LAB
Prerequisite: None.
Advisory: CISA 305, CISA 315, and CISC 320 with grades of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course is an in-depth investigation of the technical, business, soft, and self-management skills technicians need to provide effective customer service and support in an information technology (IT) environment. Customer service and problem solving skills needed for success in a small or large business environment are introduced.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proficiency in customer service skills in the areas of active listening and written and oral communication
- diagnose, document, and communicate microcomputer problems and solutions using acceptable terminology
- analyze and troubleshoot hardware and software problems in a variety of multi-user computer lab environments
- apply business and team building skills for technical professionals
- identify the causes of stress in computer support and apply stress reduction coping skills

CISC 495 Independent Studies in Computer Information Science - Core

This course is an independent study in computer information science. It allows students to pursue individual projects in areas of interest and relevance to their career goals. Students will work closely with their advisor to develop a plan of study that meets their specific needs and interests.

Units: 1 - 3
This is an independent studies course. The topics are to be arranged between the instructor and the student. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- engage in intellectual inquiry in the computer information science area beyond that required in order to pass a course of study.
- design and discuss a proposal of study with supervising instructor qualified in the discipline.
- utilize information resources to gather data and other related information.
- prepare a final report or project incorporating research data and findings.

CISC 498 Work Experience in Computer Information Science - Core

| Units: | 1 - 4 |
| Hours: | 18 hours LEC; 60 - 300 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course provides students with opportunities to develop marketable CIS skills in preparation for employment or advancement within their current jobs. Course content includes understanding the application of education to the workforce; completion of required forms, which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the course of the semester, the student is required to complete an 18 hour orientation and 75 hours of related paid work experience or 60 hours of unpaid work experience for one unit. An additional 75 or 60 hours of related work experience is required for each additional unit. The course may be taken up to 3 times when there is new or expanded learning on the job for a maximum of 3 units. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- acquire practical workplace skills and knowledge in the workplace.
- evaluate his/her competency in the following career/life planning process: self-awareness; career awareness; decision making and goal setting; job search and workplace success; balanced lifestyle.
- improve the his/her potential for promotion in the workplace.
- demonstrate skills to conduct him/herself in a professional manner in the workplace.

Computer Information Science - Networking (CISN)

CISN 300 Network Systems Administration

| Units: | 3 |
| Hours: | 45 hours LEC; 27 hours LAB |
| Prerequisite: | None. |
| Advisory: | CISC 320 (Windows or Linux) with a grade of "C" or better. |
| Transferable: | CSU |
| General Education: | AA/AS Area II(b) |
| Catalog Date: | June 1, 2020 |
This course covers the administration of a server in a client/server network. Topics include designing a basic network, installing, and configuring a network share, setting up and managing network printers, backing up servers, monitoring and troubleshooting network resources, and establishing policies and procedures for network operations. This course covers materials required for the Microsoft Networking examinations. Recertification is required when the operating system has been updated.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- build a network using a Windows Network Operating System.
- utilize the administrative tools of a network using the Windows Network Operating System.
- define and monitor resource sharing including printers using the Windows Network Operating System.
- create and manage user and group accounts using the Windows Network Operating System.
- audit network security by monitoring file usage and user activity using the Windows Network Operating System.
- explain a system backup and how to restore files as needed using the Windows Network Operating System.
- diagnose and troubleshoot network resources using the Windows Network Operating System.
- create a client/server environment using a Windows Network Operating System Windows.
- evaluate policies and procedures used for network operations.

**CISN 302 Intermediate Network Systems Administration**

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>45 hours LEC; 27 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>CISN 300 with a grade of “C” or better</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area II(b)</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course continues the further study of systems administration in a client/server network. Topics include configuring the server environment, implementing system policies, implementing and managing fault-tolerant disk volumes, managing applications, managing connectivity for different network and client operating systems, managing remote servers, implementing directory replication and file synchronization, and advanced troubleshooting techniques. Recertification is required when the operating system has been updated.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- set up details of a network operating system.
- manage computer system policies.
- select and implement support file systems.
- apply and manage fault-tolerance on network servers.
- evaluate and support network applications and services.
- set up network protocols.
- associate inter-operation with different network and client operating systems.
- analyze and troubleshoot directory replications and file synchronization.
- evaluate and optimize the network server boot process.
- use the network operating system’s troubleshooting tools to solve advanced network problems.

**CISN 303 Network Administration - Linux Server**
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- audit and perform basic server functions on a Linux Local Area Network.
- create and manage effective file and security systems for a Linux network.
- measure Linux network memory usage.
- assess and determine the appropriate network services necessary to give full functionality to a Linux Local Area Network.
- distinguish between the graphical system used by Linux and command line.
- analyze the hardware components of your computer system.
- apply the correct file permissions for groups and users.

CISN 304 Networking Technologies

This course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. The principles and structure of IP (Internet Protocol) addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for further study of computer networks. It uses the OSI (Open Systems Interconnection) and TCP (Transmission Control Protocol) layered models to examine the nature and roles of protocols and services at the application, network, data link, and physical layers. This course prepares students for the CompTIA Network+ certification exam.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe and differentiate the devices and services used to support communications in data networks and the Internet.
- describe the role of protocol layers in data networks.
- evaluate the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments.
- design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks.
- explain fundamental Ethernet concepts such as media, services, and operations.
- build a simple Ethernet network using routers and switches.
- manipulate common network utilities to verify small network operations and analyze data traffic.

CISN 306 Advanced Network Systems Administration
This course covers the administration of a server in an enterprise network. Topics include designing an enterprise network, optimizing network servers for enterprise-related roles, managing enterprise users, groups and resources, planning and implementing connectivity to other networks within the enterprise, server and network optimization, and troubleshooting techniques at the enterprise level. This course covers material required for the Microsoft Networking examinations. Recertification is required when the operating system has been updated.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define the placement and roles of servers in an enterprise network.
- locate and plan user access to enterprise network resources.
- plan and implement user profiles across networks.
- plan and implement permissions in the enterprise.
- plan and implement trust relationships between servers.
- audit and support network applications and services across multiple networks.
- employ tools to monitor and optimize network services and enterprise network traffic.
- assess and troubleshoot inter-connected networks and network servers.

CISN 307 Windows Active Directory Services

This course covers installing, configuring, and administering Microsoft Windows Active Directory services. It also focuses on implementing Group Policy and understanding the Group Policy tasks required to manage users and computers. Group Policies are used to configure and manage the user desktop environment, configure and manage software, and implement and manage security settings. Installation and configuration of Domain Naming System (DNS) and Windows Internet Naming System (WINS) is covered, as well as publishing, replication, and the backup of the directory services data base. This course covers material required for the Microsoft Networking examinations. Recertification is required when the operating system has been updated.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design and evaluate network architecture, topology, interdependencies, and constraints in relation to an Active Directory domain.
- evaluate and implement a plan to install, configure, and administer an Active Directory domain controller.
- analyze and implement a plan to install, configure, administer, and evaluate group policy in an Active Directory environment.
- evaluate and manage Active Directory forests, trees, domains, and operational units.
- analyze and implement a plan to install, configure, and administer Domain Naming System (DNS) services and settings.
- develop and implement a plan to publish, backup, and replicate the Active Directory database.

CISN 308 Internetworking with TCP/IP

This course covers installing, configuring, and administering Microsoft Windows Active Directory services. It also focuses on implementing Group Policy and understanding the Group Policy tasks required to manage users and computers. Group Policies are used to configure and manage the user desktop environment, configure and manage software, and implement and manage security settings. Installation and configuration of Domain Naming System (DNS) and Windows Internet Naming System (WINS) is covered, as well as publishing, replication, and the backup of the directory services data base. This course covers material required for the Microsoft Networking examinations. Recertification is required when the operating system has been updated.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design and evaluate network architecture, topology, interdependencies, and constraints in relation to an Active Directory domain.
- evaluate and implement a plan to install, configure, and administer an Active Directory domain controller.
- analyze and implement a plan to install, configure, administer, and evaluate group policy in an Active Directory environment.
- evaluate and manage Active Directory forests, trees, domains, and operational units.
- analyze and implement a plan to install, configure, and administer Domain Naming System (DNS) services and settings.
- develop and implement a plan to publish, backup, and replicate the Active Directory database.
This course covers the further implementation of the TCP/IP protocol suite in an enterprise network. Topics include installing, configuring, and testing TCP/IP, planning and implementing sub-networks, managing IP address assignments and IP routing, installing, and configuring DNS, TCP/IP network printing, troubleshooting the network with TCP/IP utilities, and planning for IPv6. This course covers material required for the Microsoft Networking examinations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply and configure TCP/IP.
- test the TCP/IP configuration using TCP/IP utilities.
- develop and implement TCP/IP sub-networks.
- manage IP address assignments using DHCP and WINS.
- install and configure the Domain Name System (DNS) in the enterprise network.
- assess and troubleshoot the network with TCP/IP utilities.
- plan and evaluate the future implementation of IPv6.

CISN 315 Advanced Network Administration - Linux Server

This course covers topics necessary for an experienced network administrator to monitor, maintain, and improve the performance of an existing Local Area Network (LAN). This course covers part of the material required for software manufacturer's certification.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate how to partition hard drives and install a Linux operating system so that it coexists with other operating systems.
- access network storage using Server Message Blocks (SMB).
- evaluate and secure files with Access Control Lists (ACLs).
- enable, audit, and manage network security and monitoring.
- create and manage network defined users and groups.
- install and configure Network File System (NFS) for sharing directories and files between Linux client workstations.
- manage network communication using firewalls.
- analyze, and troubleshoot the Linux boot process.

CISN 316 Virtualization Concepts and Technologies

This course covers the concepts and technologies related to virtualization. It is designed to prepare students for a career in virtualization within the IT industry.
This course covers the knowledge and skills necessary to understand and implement Virtualization environments. The core concepts of creating and managing virtual machines, network servers, and network design are presented. The benefits associated with virtualization such as fault tolerance and high availability will also be covered.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- assess and classify for appropriateness of use server virtualization products and desktop virtualization products.
- recognize server functionality needs and determine whether proposed virtual environment can meet the functional objective.
- migrate physical to virtual servers.
- prepare and implement resources designed to be shared by multiple virtual machines.

CISN 320 Designing Windows Directory Services

Units: 3
Hours: 45 hours LEC; 27 hours LAB
Prerequisite: CISN 307 with a grade of "C" or better
Transferable: CSU
General Education: AA/AS Area II(b)
Catalog Date: June 1, 2020

This course provides students with further knowledge and skills necessary to design a Microsoft Windows directory services infrastructure in an enterprise network. At the end of the course, students will be able to describe guidelines for gathering business and administrative information from an organization and explain how to use the information to design an Active Directory structure for an enterprise; design an Active Directory naming strategy; develop a plan to secure and delegate administrative authority over Active Directory objects based on the administrative model of an organization; identify business needs and scenarios that may require modifications of the Active Directory schema; create an Active Directory design based on administrative Group Policy requirements defined by business needs; design a site topology for a multi-domain organization; and design an Active Directory replication plan based on the site topology design.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- research data to identify customer requirements to design the network infrastructure.
- evaluate Active Directory and network requirements.
- define scope of work for a network infrastructure project.
- review network architecture, topology, interdependencies, and constraints.
- demonstrate Active Directory design creation.
- audit Active Directory design reviews.
- design an Active Directory replication plan based on the site topology design.

CISN 327 Cloud Infrastructure and Services

Units: 3.5
Hours: 54 hours LEC; 27 hours LAB
Prerequisite: CISN 300 or 340 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course covers cloud deployment and service models, cloud infrastructure, and the key considerations in migrating to cloud computing. This course also provides the required technology essentials across all domains; including server, storage, networking, applications, and databases to help develop a strong understanding of virtualization and cloud computing technologies.

Student Learning Outcomes
Upon completion of this course, the student will be able to:
- identify the Classic Data Center (CDC).
- describe the Virtualized Data Center (VDC) including techniques, resources, and storage virtualization.
- explain VDC Networking components, technologies and how desktop and applications are virtualized.
- describe "Business Continuity" including fault tolerance and data integrity issues.
- discuss the different models of cloud computing including the infrastructure and service creation.
- describe the security issues in the cloud infrastructure and cloud migration issues.

CISN 336 Wireless Technologies

This course on wireless networking focuses on the design, planning, implementation, operation, and troubleshooting of wireless networks. It covers a comprehensive overview of technologies, security, and design best practices with particular emphasis on hands-on skills in set up and troubleshooting; 802.11a and 802.11b technologies, products, and solutions; site surveys; resilient WLAN design, installation, and configuration; WLAN security and vendor interoperability strategies.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate understanding of wireless radio technologies and topologies.
- demonstrate understanding of IEEE 802.11 wireless standards.
- assess locations, configure and install wireless access points, bridges, adapters, and antennas.
- design, install, configure, monitor, and maintain wireless technologies using CLI and web-based Device Manager.
- identify wireless security threats and vulnerabilities.
- demonstrate understanding of proper site survey techniques and safety practices.
- configure monitoring technologies such as Syslog, SNMP and logging understand vertical and horizontal wireless implementations and uses.
- troubleshoot wireless installation and configuration.

CISN 340 CISCO Networking Academy (CCNA)tm: Data Communication and Networking

This course is designed to introduce students to data communication and networking fundamentals. The course covers networking addressing, which includes calculations and conversions between binary, decimal, and hexadecimal numbering systems. It also surveys data communication hardware and software components and basic networking concepts. Topics covered include data communication, the OSI Model, IP addressing, routing concepts, LAN media, and network management and analyses. This is the first course in preparation for CISCO CCNA certification examination. SCC is a certified CISCO Networking Academy, and all courses are taught by CISCO Certified Academy Instructors (CCAI).

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- communicate between local and remote computers using TCP/IP protocol.
- describe the equipment and use, terminology, and procedures required for data communication and Internetworking.
- describe the hardware and software used in popular networks.
- demonstrate ability to operate a network as system manager.
- differentiate between various network architectures and select appropriate network structure for various applications.
- calculate and convert between base 2, base 10, and base 16 networking systems.

CISN 341 CISCO Networking Academy (CCNA)™: Networking Theory and Routing Technologies

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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC; 27 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>CISN 340 with a grade of &quot;C&quot; or better</td>
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<td>Transferable:</td>
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<td>General Education:</td>
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<td>Catalog Date:</td>
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This course covers networking theory and routing technologies, including OSI Model, beginning router configurations, and routed and routing protocols. This is the second course in preparation for CISCO CCNA certification examination. It continues and expands the study of binary, decimal, and hexadecimal numbering systems to change variable length sub-net mass. SCC is a certified CISCO Networking Academy, and all courses are taught by CISCO Certified Academy Instructors (CCAI).

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate a knowledge of the underlying technologies utilized in modern networking.
- utilize various protocols across an Internet composed of different topologies.
- share devices and information on a network.
- perform calculations to combine network numbering blocks to develop a functional super networking address system.

CISN 342 CISCO Networking Academy (CCNA)™: Advanced Routing and Switching

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This course provides advanced routing and switching technologies. Topics include advanced router configurations, network management, advanced network design, LAN switching, and VLANS. This is the third course in preparation for CISCO CCNA certification examination. SCC is a certified CISCO Networking Academy, and all courses are taught by CISCO Certified Academy Instructors (CCAI).

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- configure a wide area network.
- install and maintain a multi-protocol routed network.
- configure and maintain network bridging and switching devices.
- implement network security concepts.
CISN 343 CISCO Networking Academy (CCNA)tm: Wide Area Network and Project-Based

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- maintain LAN bridges, routers, switches, and PSTN (Publicly Switched Telephone Network).
- implement WAN protocols such as PPP (Point-to-Point Protocols) and Spanning Tree algorithms.
- create virtual networks on switched devices.

CISN 346 Network Design and Projects

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify customer business needs and network requirements, structure, design, and considerations.
- assess the existing WAN and LAN, and identify connectivity and performance issues.
- introduce, design, and explain security design and network management design concepts and solutions that suit customer needs.
- plan and verify the implementation of the network design.

CISN 350 CISCO Networking Academy (CCNP)tm: Advanced Router Configuration

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- transport network data across current popular publicly switched telephone system protocols.
- troubleshoot enterprise networks.

This course develops knowledge and skills to design and configure advanced wide area network (WAN) projects using CISCO IOS command set. This is the fourth course in preparation for CISCO CCNA certification examination. SCC is a certified CISCO Networking Academy, and all courses are taught by CISCO Certified Academy Instructors (CCAI).

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- maintain LAN bridges, routers, switches, and PSTN (Publicly Switched Telephone Network).
- implement WAN protocols such as PPP (Point-to-Point Protocols) and Spanning Tree algorithms.
- create virtual networks on switched devices.

CISN 346 Network Design and Projects

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify customer business needs and network requirements, structure, design, and considerations.
- assess the existing WAN and LAN, and identify connectivity and performance issues.
- introduce, design, and explain security design and network management design concepts and solutions that suit customer needs.
- plan and verify the implementation of the network design.

CISN 350 CISCO Networking Academy (CCNP)tm: Advanced Router Configuration
This course develops knowledge and skills in advanced outer configuration using CISCO IOS command set. Topics include advanced IOS command set, network design, scalable routing protocols (OSPF), Enhanced Interior Gateway Routing Protocol (EIGRP), and Border Gateway protocol (BGP).

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the key information router needed to route data.
- describe the key requirements for scalable routing protocols.
- evaluate OSPF operations and configuration.
- explain the differences between the possible types of areas, routers, and link-state advertisements (LSAs).
- evaluate how EIGRP supports large networks.
- describe BGP features and operations.
- evaluate the functions of access lists and how routing updates can be optimized.
- select and configure the different ways to control routing update traffic.
- explain IP private addresses and Network Address Translation (NAT).

CISN 351 CISCO Networking Academy (CCNP)tm: Remote Access

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This course develops knowledge and skills in building remote access networks. Topics include design, configuration, enabling on-demand connections, enabling permanent connections, scaling remote access networks and remote access network setup, and management. This is the second course in a series of four advanced courses in preparation for the CISCO certification examination.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate and determine the proper WAN type to use and identify site requirements and solutions.
- select CISCO remote access solutions and assemble WAN components.
- configure asynchronous connections and modem configurations.
- describe, evaluate and configure PPP architecture, link control protocol options, callback, and compression.
- configure and evaluate ISDN architecture, protocol layers, dial-on-demand routing, static routing, and default routing.
- configure and maintain frame relay, topologies, traffic shaping, and on-demand routing.
- troubleshoot network address translation issues.

CISN 352 CISCO Networking Academy (CCNP)tm: Multi-Layer Switching

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This course develops knowledge and skills in multi-layer switched networks. Topics include how routing and switching technologies work together, building campus networks using multi-layer switching technologies, using VLAN, improving IP performance, and securing the campus network model. This is the third course in a series of four advanced courses in preparation for the CISCO certification examination.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the key characteristics of various switching technologies, LAN switching, and the hierarchical model of network design.
- determine legacy media types, fast and gigabit Ethernet, and bandwidth needs.
- configure VLANs, trunking protocols, configuration, and pruning.
- configure STP operations, processes, and redundant links.
- configure MLS processes, and flow masks.
- configure HSRP, IGMP, and IP multi-cast routing.

CISN 353 CISCO Networking Academy (CCNP)tm: Internetwork Troubleshooting

Units: 3.5
Hours: 54 hours LEC; 27 hours LAB
Prerequisite: CISN 343 with a grade of "C" or better or valid CISCO Certified Network Associate (CCNA) certification
Transferable: CSU
Catalog Date: June 1, 2020

This course develops knowledge and skills in fundamental hardware maintenance and troubleshooting routers and switches. Topics include managing and maintaining networks, troubleshooting, tools and methodology, routing and routed protocol troubleshooting, campus switch and VLAN troubleshooting and WAN troubleshooting. This is the fourth course in a series of four advanced courses in preparation for the CISCO certification examination.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain legacy media types, layer 2 protocols, network management software, and router diagnostic commands.
- configure TCP/IP using diagnostic tools, and debug commands.
- troubleshoot LAN switches, VLANs, frame relays, and ISDN.
- configure AppleTalk, show and debug commands.
- configure Novell, show and debug commands.
- troubleshoot EIGRP, OSPF, and BGP.

CISN 374 Messaging Server Administration

Units: 3
Hours: 45 hours LEC; 27 hours LAB
Prerequisite: CISN 300 with a grade of "C" or better.
Transferable: CSU
Catalog Date: June 1, 2020

This course covers the installation and administration of messaging servers. Topics include the installation, configuration, management, and tuning of mail and messaging services on both servers and clients, mail access protocols, security issues, and Internet connectivity.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- construct the configuration of a messaging server.
- develop and implement strategies for installation, administration, and security.
- install and configure messaging server software for clients and message recipients.
- configure address lists and accounts.
- manage users, distribution lists, and Public and Private Information Stores.
- monitor server performance.

CISN 378 Database Administration for Microsoft SQL Server

- **Units:** 3
- **Hours:** 45 hours LEC; 27 hours LAB
- **Prerequisite:** CISN 300 with a grade of "C" or better
- **Transferable:** CSU
- **General Education:** AA/AS Area I(b)
- **Catalog Date:** June 1, 2020

This course provides students with the knowledge and technical skills required to install, configure, administer, and troubleshoot the client/server database management system of Microsoft SQL Server. The students will also learn to manage files and databases; choose and configure a login security method; plan and implement database permissions; secure SQL Server in an enterprise network; perform and automate administrative tasks; create custom administrative tools; monitor and optimize SQL Server performance; and replicate data from one SQL Server to another.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- develop and implement installation of SQL Server.
- describe the upgrade process for an installed SQL Server.
- develop and implement administrative procedures.
- evaluate software installation options that are appropriate for the environment.
- set up Microsoft SQL Server following given specifications.
- verify and troubleshoot the installation of SQL Server.
- develop and implement security procedures.
- analyze system performance to baseline using performance tools.
- set up system backups and restore data.

Computer Information Science - Programming (CISP)

CISP 301 Algorithm Design and Implementation

- **Units:** 4
- **Hours:** 54 hours LEC; 54 hours LAB
- **Prerequisite:** None.
- **Advisory:** CISC 310 with a grade of "C" or better, and at least one year of high school algebra or MATH 100 with a grade of "C" or better.
- **Transferable:** CSU, UC
- **General Education:** AA/AS Area I(b)
- **Catalog Date:** June 1, 2020

This course provides an introduction to the analysis, design, and implementation of software solutions to simple problems using console input and output. Students develop and implement standard algorithms for performing such things as a bubble sort, a linear search of an array, and data validation. Other programming topics covered include include file input/output and functions. Additional topics covered include
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze simple problems to fully understand the scope and desired outcome.
- create algorithms for solving simple problems demonstrating use of variables, constants, and the proper use of control structures such as simple sequence, selection, and iteration.
- document algorithms using structure charts, pseudocode, and flowcharts.
- implement, test, and debug a program, based on a documented algorithm, which uses each of the following fundamental programming constructs: basic computation, simple console and file input/output, standard conditional and iterative structures, and functions.
- explain their understanding of high to low level language translation.
- create a test data document that states the testing criteria to thoroughly test a program for completeness and accuracy.
- evaluate the completeness and accuracy of a program in accordance with test data previously created.
- demonstrate the mechanics of parameter passing.
- demonstrate a bubble sort, a linear search of an array, and data validation algorithms.
- convert values between binary, decimal, and hexadecimal number systems in order to understand how data are represented in a computer and interpret ASCII values.
- perform addition of binary numbers and subtraction of binary numbers using two’s complement.

CISP 310 Assembly Language Programming for Microcomputers

This is an introductory course in assembly language for the Intel family of microprocessors. Students will write and debug programs that use control structures, subprocedures, bit operations, arrays, and interrupts. Upon completion of the course, students will have an increased understanding of the internal operations of computers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe and explain the architecture of microprocessors.
- design and create programs in microcomputer assembly language.
- manipulate binary, octal, hexadecimal, and ASCII data.
- use interrupts to perform basic input/output operations.

CISP 320 COBOL Programming

This is an introductory course in COBOL programming for microcomputers. Students will learn to write and debug programs that use standard input/output, file I/O, simple process structure, standard conditional and iterative structures, and functions. Upon completion of the course, students will have an increased understanding of the internal operations of computers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create a test data document that states the testing criteria to thoroughly test a program for completeness and accuracy.
- evaluate the completeness and accuracy of a program in accordance with test data previously created.
- manipulate binary, octal, hexadecimal, and ASCII data.
- use interrupts to perform basic input/output operations.
This course is an introduction to the COBOL programming language. Course elements include top-down design and structured programming methods. Laboratory assignments cover a variety of input/output techniques including data validation, arithmetic operations, output editing, array processing, control-break concepts, and the creation and update of sequential files.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- apply structured programming techniques.
- create program code for each division of a COBOL program.
- test, debug, and execute COBOL programs.
- create and process sequential files and perform table searches.
- utilize industry standard COBOL programming language techniques.
- develop and execute programs that are properly documented.
- demonstrate proper programming techniques for program efficiency and ease of maintenance.

**CISP 350 Database Programming**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** CISA 323 or CISP 301 with a grade of "C" or better  
**Advisory:** Proficiency in any high-level programming language  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area II(b)  
**Catalog Date:** June 1, 2020

This is an introductory course in database programming. Topics include data modeling and database normalization. Structured Query Language (SQL) and Procedural Language (PL)/SQL will be used to design, develop, and deploy beautiful, responsive, database-driven web applications.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- design databases conforming to normalization guidelines.
- distinguish between Data Definition Language (DDL) and Data Manipulation Language (DML).
- create and maintain relational databases.
- construct queries and table joins using SQL.
- evaluate PL/SQL script algorithms to achieve desired output.

**CISP 357 Introduction to Big Data**

**Units:** 4  
**Hours:** 54 hours LEC; 54 hours LAB  
**Prerequisite:** CISP 301 with a grade of "C" or better  
**Advisory:** BUS 310 with a grade of "C" or better  
**Transferable:** CSU; UC  
**Catalog Date:** June 1, 2020

This is an introductory course covering important terminology, concepts, and computer languages commonly used in big data analytics and data science. Specific topics include converting raw data to data sets, importing and exporting data, and data set reconstruction.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- explain big data and the various phases of data processing.
explain the processing of massive storage for any kind of data.

build programs in commonly used languages for data analytics, data mining, and data science.

CISP 358 Data Analysis

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: CISP 357 with a grade of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course covers statistical modeling, analysis of variance, regression, and categorical data analysis. Students will explore and summarize data, apply multiple comparison techniques in ANOVA, use chi-square statistics to detect associations among categorical variables, and fit multiple logistic regression models. Emphasis is on fitting models, verifying the model assumptions, and using alternative analysis strategies when necessary.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate linear regression models.
- apply logistic regression analysis.
- apply the analysis of variance.
- build computer programs to generate descriptive statistics and explore data with graphs.
- Explain statistical inference, Analysis of Variance, regression, and categorical data analysis.

CISP 359 Big Data Analytics

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: CISP 357 with a grade of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course covers techniques for predicting outcomes with supervised machine learning, unearthing patterns in customer behavior, and analyzing structured, unstructured, and big data.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- predict outcomes with supervised machine learning techniques.
- identify patterns in customer behavior with unsupervised techniques.
- analyze structured, unstructured, and big data.
- apply big data analytics techniques for effective data-driven decision-making.

CISP 360 Introduction to Structured Programming

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: CISP 301 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area II(b)
C-ID: C-ID COMP 112
Catalog Date: June 1, 2020
This course is an introduction to structured programming and objects. Topics include program design, documentation, testing, and debugging as well as use of variables and constants, operators, control structures, functions, standard libraries, pointers, arrays, and input/output (including file I/O), classes, and objects.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze problem descriptions and develop efficient algorithms for solving problems.
- design algorithms using the control structures of structured programming.
- express algorithms to solve simple and complex problems using a high-level language.
- develop a modular design for a software implementation to solve a problem.
- design and use classes and objects.
- compare procedural and object-oriented approaches to problem solving.

**CISP 362 Programming for Mobile Devices I**

**Units:** 4  
**Hours:** 54 hours LEC; 54 hours LAB  
**Prerequisite:** CISP 301, 360, 400, or 401 with a grade of "C" or better; or experience using any modern, high-level programming language  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020  

This course is an introduction to programming for mobile devices such as cell phones and tablets. Topics include development tools, user interface design, documentation, testing, debugging, and publishing.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- acquire and install the necessary tools for mobile device software development.
- develop basic programs with a graphical user interface.
- test and debug programs with a graphical user interface.
- publish mobile device programs.

**CISP 400 Object Oriented Programming with C++**

**Units:** 4  
**Hours:** 54 hours LEC; 54 hours LAB  
**Prerequisite:** CISP 360 with a grade of "C" or better.  
**Advisory:** CISC 323 with a grade of "C" or better  
**Transferable:** CSU; UC  
**Catalog Date:** June 1, 2020  

This course is an introduction to object oriented programming using C++. Topics include differences between C and C++ including declarations, constants, operators, function calling by value and reference, strict type checking; function members and overloading; inheritance and multiple inheritance; derived classes, protected members, and virtual functions.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- compare and contrast Structured and Object Oriented software design methodologies.
- design and implement Object Oriented software applications using Unified Modeling Language and the C++ language.
- design and implement reusable software components using Inheritance, Containment, or Polymorphism (overload, overrides, templates, virtual or pure virtual classes, and generic classes).

CISP 401 Object Oriented Programming with Java

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: CISP 360 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area II(b)
Catalog Date: June 1, 2020

This course is an introduction to Object Oriented Programming using the Java language. The student will learn how to design and implement object oriented applications. Topics will include: objects, classes, Unified Modeling Language, function overloading, inheritance, static and dynamic class relationships, polymorphism, components, event driven programming, class associations, testing and debugging.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast Structured and Object Oriented software design methodologies.
- design and implement Object Oriented software applications using Unified Modeling Language (UML) and the Java language.
- design and implement reusable software components using Inheritance, Containment, or Polymorphism (Abstract Classes, Interfaces).
- design and implement event driven, Graphical User Interface based software applications.

CISP 430 Data Structures

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: CISP 400 or 401 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area II(b)
C-ID: C-ID COMP 132
Catalog Date: June 1, 2020

This course is an introduction to the design and implementation of complex data structures used in large computer applications. List, stack, queue, and tree data structures are implemented using pointers and recursion. Topics include software requirements specification, algorithm analysis, debugging and testing, searching and sorting techniques, and object oriented programming methodology.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze problem spaces and create a Software Requirements Specification (SRS).
- design and implement complex software systems using Object Oriented software development methodologies.
- analyze program efficiency using O-Notation.
- use pointers and recursion to implement list, stack, queue, and tree data structures.

CISP 440 Discrete Structures for Computer Science

Units: 3
Hours: 54 hours LEC
Prerequisite: CISP 400 or 401 with a grade of "C" or better; MATH 370 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area II(b); CSU Area B4; IGETC Area 2
C-ID: C-ID COMP 152

This course is an introduction to the design and implementation of complex data structures used in large computer applications. List, stack, queue, and tree data structures are implemented using pointers and recursion. Topics include software requirements specification, algorithm analysis, debugging and testing, searching and sorting techniques, and object oriented programming methodology.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze problem spaces and create a Software Requirements Specification (SRS).
- design and implement complex software systems using Object Oriented software development methodologies.
- analyze program efficiency using O-Notation.
- use pointers and recursion to implement list, stack, queue, and tree data structures.
This course introduces the essential discrete structures used in computer science with emphasis on their applications. Topics to be covered include: elementary formal logic and set theory, elementary combinatorics, recursive programming, algorithm analysis, digital logic, combinatorial circuits, and computer arithmetic. Computer programming assignments will be included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the basic notions of logical proofs, including propositions, conditional propositions, logical equivalence, quantifiers, and mathematical induction.
- describe the fundamentals of sets and relations, including definitions and common uses in computer science of sets, sequences and strings, relations, and functions.
- use basic counting methods including permutations and combinations; apply probability to results.
- define the basic concepts of analysis and complexity of algorithms; implementation and efficiency of recursive algorithms.
- interpolate computer arithmetic including real number representation, binary representation, modular arithmetic, and basic arithmetic algorithms.
- examine the fundamentals of digital logic including Boolean algebra, logic gates, combinational circuits, circuit design methodology, circuit minimization, switches, and transistors.
- identify the essential discrete structures used in computer science programs and applications.
- analyze various methods of tree and graph traversals; examine graph and tree algorithms and their application to solving practical problems.
- understand the concepts of Linear Recurrences, Fibonacci numbers, Dependent (Bayes) probability, Independent (binomial) probability, Pascal's Triangle, the Binomial theorem, Pascal's Identity, and the Master Theorem.

CISP 457 Introduction to Systems Analysis and Design

Units: 3
Hours: 54 hours LEC
Prerequisite: CISA 323 and CISC 310 with grades of "C" or better; and any one of the following: CISP 320, CISP 360, CISP 370, CISP 400, or CISP 401 with grade of "C" or better.
Transferable: CSU
Catalog Date: June 1, 2020

The course presents a systematic methodology for analyzing a business problem or opportunity. Students will determine what role, if any, computer-based technologies can play in addressing the business need. Students will also learn how to articulate business requirements for the technology solution and how to specify alternative approaches to acquiring the technology capabilities needed to address the business requirements. Most importantly students will learn how to specify the requirements for the information systems solution among in-house development, development by third-party providers, or purchase commercial-off-the-shelf packages.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- articulate the types of business needs that can be addressed using information technology-based solutions.
- initiate, specify, and prioritize information systems projects to determine various aspects of feasibility of these projects.
- clearly define problems, opportunities, or mandates that initiate projects.
- use at least one specific methodology for analyzing a business scenario (problem or opportunity), model it using formal technique, and specify requirements for a system which enables productive change in business processes.
- within the context of the methodologies learned, write clear and concise business requirements documents and convert them into technical specifications.
- communicate effectively with various organizational stakeholders to collect information using a variety of techniques and convey proposed solution characteristics to them.
- manage information systems projects using formal project management methods.
• articulate various systems acquisition alternatives, including the use of packaged systems (such as Enterprise Resource Planning [ERP], Customer Relationship Management [CRM], Supply Chain Management [SCM], etc.) and outsourced design and development resources.

• use contemporary Computer-Aided Software Engineering (CASE) tools in process and data modeling.

• compare the acquisition alternatives systematically.

• incorporate principles leading to high levels of security and user experience from the beginning of the systems development process.

• design high-level logical system characteristics (user interface design, design of data and information requirements).

• analyze and articulate ethical, cultural, and legal issues and their feasibility among alternative solutions.

Computer Information Science - Security (CISS)

CISS 300 Introduction to Information Systems Security

| Units: | 1 |
| Hours: | 18 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course provides an introduction to network-based and Internet-based security applications and standards. Topics include cryptography, security protocols, network security applications, encryption, hash functions, digital signatures, viruses, and key exchange.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• differentiate among the various aspects of internal Local Area Network (LAN) and Internet security.

• define the effect of network intruders and viruses.

• compare different methods of electronic mail security.

• assess the current information on TCP/IP security.

• examine the use and importance of firewalls.

• analyze the use and function of cryptography, authentication, and digital signatures in network security.

CISS 310 Network Security Fundamentals

| Units: | 3 |
| Hours: | 45 hours LEC; 27 hours LAB |
| Prerequisite: | None, CISN 300, 303, and 340 with grades of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course provides the fundamental knowledge needed to analyze risks to the system and implement a workable security policy that protects information assets from potential intrusion, damage, or theft. Students will learn which countermeasures to deploy to thwart potential attacks. This course will also prepare students for CompTIA’s Security+ Exam.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• examine different methods of common network attacks
• analyze the benefits of authentication and complex password techniques.

• examine the tangible and intangible costs of breaches to an organization’s security, network resources, and proprietary information.

• implement protective measures and evaluate the adequacy of physical site security relative to risk.

• configure operating system security and evaluate its effectiveness.

• compare and contrast different intrusion detection procedures, software programs, and methodologies.

CISS 315 Ethical Hacking

| Units: | 3 |
| Hours: | 45 hours LEC; 27 hours LAB |
| Prerequisite: | None. |
| Advisory: | CISC 320 or CISS 300 with a grade of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course introduces the network security specialist to the various methodologies for attacking a network. Students will be introduced to the concepts, principles, and techniques, supplemented by hands-on exercises, for attacking and disabling a network within the context of properly securing a network. The course will emphasize network attack methodologies with the emphasis on student use of network attack techniques and tools and appropriate defenses and countermeasures. Students will receive course content information through a variety of methods: lecture and demonstration of hacking tools will be used in addition to a virtual environment. Students will experience a hands-on practical approach to penetration testing measures and ethical hacking. Formerly known as CISS 301.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• describe the tools and methods a "hacker" uses to break into a computer or network.

• practice and use safe techniques on the World Wide Web.

• defend a computer and a LAN against a variety of different types of security attacks using a number of hands-on techniques.

• identify ports, protocols and services.

• construct software configuration settings that will assist in protecting the PC.

CISS 316 Cisco Networking Academy™: CCNA Cybersecurity Operations

| Units: | 3 |
| Hours: | 45 hours LEC; 27 hours LAB |
| Prerequisite: | None. |
| Advisory: | CISN 340 and CISS 310 with grades of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course equips students with the knowledge and skills needed by today’s organizations that are challenged with rapidly detecting cybersecurity breaches and effectively responding to security incidents. The CCNA Cybersecurity Operations curriculum provides an introduction to the knowledge and skills needed for a Security Analyst working with a Security Operations Center team. CCNA Cyber Ops covers core security skills needed for monitoring, detecting, investigating, analyzing and responding to security events, thus protecting systems and organizations from cybersecurity risks, threats, and vulnerabilities.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• implement and manage Cisco secure networks.

• implement network perimeter defense.

• analyze threats and vulnerabilities to networks.
CISS 320 Implementing Network Security and Counter Measures

3 units
45 hours LEC; 27 hours LAB
Prerequisite: CISS 301 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

In this course, students will learn how to evaluate, implement, and manage security technologies in order to prevent systems from attack. Topics include risk analysis, choosing and setting up Virtual Private Networks and Intrusion Detection systems.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate security fundamentals.
- explain how to set up Virtual Private Networks (VPN).
- explain the different types of Intrusion Detection systems (IDS).
- analyze the methods to protect a network from Distributed Denial of Service (DDoS) attacks.
- apply cyber defense methods to prepare a system to repel attacks.

CISS 321 Scripting for Cyber Security

3 units
45 hours LEC; 27 hours LAB
Prerequisite: CISS 340, CISS 310, or CISS 315 with a grade of "C" or better
Transferable: CSU
General Education: AA/AS Area II(b)
Catalog Date: June 1, 2020

This course is designed to cover tools that are commonly used by Information Security Professionals. Modern Operating Systems and scripting languages will be discussed as well as utilities and technologies that enable them. Topics including securing, hardening systems, incident response, automating tasks, auditing, and vulnerability assessment will be covered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess and write simple scripts.
- describe the basic techniques used to create scripts for automating system administration tasks.
- modify current security application scripts for a specific network environment.
- evaluate scripting languages for different tasks.


3.5 units
54 hours LEC; 27 hours LAB
Prerequisite: CISN 340 and 341 with grades of "C" or better
Advisory: CISS 310 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course provides the theoretical understanding of network security and the hands-on skills to implement and support network security.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain network threats, mitigation techniques, and the basics of securing a network.
- describe security threats facing modern network infrastructures.
- configure Cisco routers and switches for security.
- explain and configure ACLs to filter traffic.
- describe methods for implementing secure communications to ensure integrity, authenticity, and confidentiality.
- explain how IPsec VPNs operate.
- test network security and create a technical security policy.

CISS 330 Implementing Internet Security and Firewalls

Units: 3
Hours: 45 hours LEC; 27 hours LAB
Prerequisite: CISS 310 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

The firewall has emerged as a primary tool used to prevent unauthorized access. Students will learn how to allow access to key services while maintaining an organization's security, as well as how to implement firewall-to-firewall Virtual Private Networks (VPNs).

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the elements of computer-based data communication.
- define management's role in the development, maintenance, and enforcement of information security policy, standards, practices, procedures, and guidelines.
- identify limitations of firewalls.
- define personal firewalls.
- identify and implement different firewall strategies.
- define the role encryption plays in a firewall architecture.
- recommend best practices for effective configurations and maintenance of Virtual Private Networks (VPNs).
- describe user, client, and session authentication.

CISS 341 Implementing Windows Operating System Security

Units: 3
Hours: 45 hours LEC; 27 hours LAB
Prerequisite: None.
Advisory: CISC 320 and CISS 310; with grades of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course will provide in-depth explanations of operating system security features as well as step-by-step configuration guides for...
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate network security from the perspective of the Microsoft Windows client operating system.
- assess how to secure data using a Microsoft Windows operating system.
- demonstrate use of the tools required to configure client operating system services.
- differentiate, describe, and configure file sharing services and file system security permissions in accordance with best security practices.
- compare and contrast the roles of security, ethics, and privacy management issues regarding data storage.
- define and differentiate user rights and file permissions in terms of security.

CISS 342 Implementing Linux Operating System Security

This course provides the knowledge and skills needed to establish security for the Linux platform. It will present in-depth explanations of operating system security features as well as step-by-step configuration guides for proper operating system configuration. This course also will cover the knowledge and skills students will need to maintain the integrity, authenticity, availability, and privacy of data.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate network security from the perspective of a Linux/UNIX client operating system.
- assess how to secure data using a Linux/UNIX operating system.
- demonstrate use of the tools required to configure client operating system services.
- examine and configure network services in accordance with best current security practices.
- differentiate and describe file sharing services and file system security permissions.
- evaluate and describe the relationships between major network services.
- configure an appropriate file encryption method to optimize security on a multi-user workstation.
- demonstrate knowledge of user and file security.

CISS 350 Disaster Recovery

This course presents methods to identify vulnerabilities and implement appropriate countermeasures to prevent and mitigate failure risks for the business enterprise. This course covers but is not limited to an understanding of what disaster recovery is, development of a disaster recovery plan, and development and implementation of Policies and Procedures.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop a disaster recovery plan system.
- assess disaster recovery risks in the enterprise.
- develop disaster recovery policies and procedures.
- analyze and establish disaster recovery roles across departments in an organization.
- illustrate inter-organizational relationships and disaster recovery plans.
- analyze and establish disaster recovery communications policies and procedures.
- discuss disaster recovery policies and procedures.
- assess disaster recovery needs, threats, and solutions.

CISS 356 Introduction to Information Assurance

Units: 3  
Hours: 45 hours LEC; 27 hours LAB  
Prerequisite: None.  
Advisory: CISC 320 or CISS 300 with a grade of "C" or better  
Transferable: CSU  
Catalog Date: June 1, 2020

This course introduces the network security specialist to the various methodologies for attacking a network. Students will be introduced to the concepts, principles, and techniques, supplemented by hands-on exercises, for attacking and disabling a network within the context of properly securing a network. The course will emphasize network attack methodologies with the emphasis on student use of network attack techniques and tools and appropriate defenses and countermeasures. Students will receive course content information through a variety of methods: lecture and demonstration of hacking tools will be used in addition to a virtual environment. Students will experience a hands-on practical approach to penetration testing measures and ethical hacking.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the tools and methods a "hacker" uses to break into a computer or network.
- describe how the fundamental concepts of cyber defense can be used to provide system security.
- list the fundamental concepts of the Information Assurance discipline.
- analyze and describe network and computer attacks.
- analyze the process of incident response.
- outline the elements of business continuity.

CISS 360 Computer Forensics and Investigation

Units: 3  
Hours: 45 hours LEC; 27 hours LAB  
Prerequisite: CISS 310 or 315 with a grade of "C" or better  
Transferable: CSU  
Catalog Date: June 1, 2020

This course is an introduction to the methods used to properly conduct a computer forensics investigation beginning with a discussion of ethics, while mapping to the objectives of the International Association of Computer Investigative Specialists (IACIS) certification. Topics include, but are not limited to, an overview of computer forensics as a profession; the computer investigation process; understanding operating systems boot processes and disk structures; data acquisition and analysis; technical writing; and a review of familiar computer forensics tools.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- define computer forensic concepts as a profession.
- summarize how to prepare for a computer investigation.
- analyze how data is stored and managed by an operating system.
- assess and compare computer forensic tools used in investigations.
- validate the evidence during the analysis process.
- create and prepare detailed procedures for crime scene incident processing and develop a plan for data acquisition.
- demonstrate forensic investigation data acquisition procedures.
- describe and compare graphic image recovery methods to develop high tech reports.
- differentiate common operating systems’ boot procedures and disk structures.
- create and prepare detailed procedures for crime scene incident processing.
- describe the importance of network forensics.

Computer Information Science - Web (CISW)

CISW 306 Introduction to Web Page Creation and Web Accessibility

Upon completion of this course, the student will be able to:

- code using an ASCII text editor and apply the correct syntax for HTML and CSS code. Formulate current coding structure, content, and presentation for generating accessible websites.
- use open-source tools and resources for Web development.
- manage files on a Web server using software utilities, operating systems, and file transfer protocols such as (S)FTP (Secure File Transfer Protocol).
- use the Content Management System (CMS), WordPress, to build a multi-page website.
- describe the current legal requirements for designing websites for people with disabilities.
- evaluate the accessibility levels of various types of websites utilizing various hardware and software tools.
- interpret accessibility standards and guidelines as outlined in W3C Accessibility Standards, including Web Content Accessibility Guidelines (WCAG) 2.1 and/or all current Web Content Accessibility Guidelines.
- research and test specialized browsers used for accessibility across multiple platforms; research and test current open-source tools available for creating accessible sites; introduce specialized software and other tools used for Web accessibility.

Units: 2

27 hours LEC; 27 hours LAB

Prerequisite: None.

Advisory: CISC 305 or 310 with a grade of "C" or better

Transferable: CSU

Catalog Date: June 1, 2020
CISW 327 Introduction to Web Development coding HTML and CSS

This course teaches foundations of coding HTML and CSS. Technical aspects of Web development are included for using text, images, links, objects, forms, tables, and multi-media on Web pages. CSS will be implemented using inline, embedded and external styles, media queries, selectors, web fonts, pseudo-classes, pseudo-elements, and other CSS techniques to apply advanced features for the presentation of Web pages. Open-source developer tools and online resources will be introduced. Websites will be managed locally and on a network using effective file management and file transfer protocols. World Wide Web Consortium (W3C) recommended standards will be emphasized using a structured approach in writing validated, accessible, and adaptive code for multiple devices: cell, tablet and desktop. Students taking this course should have fundamental skills in file management and be familiar with fundamental operating system skills-sets for success in this course. Students who have successfully completed CISW 320 and CISW 304 are not eligible to take this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write HTML code using the correct syntax and correct structure for a Web page.
- write CSS code using the correct syntax to control page layout and visual details for Web pages; use inline, embedded, and external styles.
- write valid and well-formed code to implement cross-platform compatibility while maintaining recommended standards of W3C (World Wide Web Consortium).
- analyze existing websites for style, structure, and usability in multiple browsers and multiple devices including: cell phones, tablets, and desktops.
- develop websites composed of multiple pages demonstrating effective information architecture and site navigation.
- validate code to meet recommended standards of the World Wide Web Consortium (W3C).
- use open-source text editor(s) for developers.
- write valid and well-structured code for inline, embedded, and external Cascading Style Sheets (CSS) and demonstrate proper use of the priority scheme when creating cascading style sheets.
- differentiate between using a class and using an identifier to apply to specific sites or pages in accordance with W3C (World Wide Web Consortium) recommended standards.
- demonstrate proficiency in using The Box Model and CSS positioning to position and layer objects on Web pages.
- apply responsive design techniques for multiple platforms, including cell phones, tablets, and desktops.

CISW 400 Client-side Web Scripting

This course emphasizes client-side software development skills used to create interactive, data-driven websites, and Web applications with JavaScript. Topics include core language features and common design patterns, event handling, using the Document Object Model to dynamically modify Web pages, form validation, sending and receiving data with AJAX and JSON, and facilitating development with commonly-used frameworks such as jQuery.

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: CISW 327 with a grade of "C" or better; or equivalent experience hand-coding Web pages; AND CISP 301 with a grade of "C" or better or equivalent programming experience
Transferable: CSU
General Education: AA/AS Area II(b)
Catalog Date: June 1, 2020
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the role of client-side programming in the development of interactive, data-driven websites and Web applications, and list common tasks.
- use fundamental structured- and object-oriented programming concepts (control structures, functions, arrays, classes) as implemented by JavaScript in the creation of Web-based projects.
- develop (analyze, design, implement, and test) an interactive Web-based project that uses client-side JavaScript with event handling, potentially aided by commonly-used frameworks such as jQuery.
- choose and implement common design patterns used to facilitate client-side development (e.g., factory, composite, facade).
- process submitted form data using client-side techniques, including the use of "sticky forms" to identify and permit user-correction of invalid data.
- create applications that use Document Object Model methods, AJAX, and JSON to exchange data with a server and dynamically modify Web pages.

CISW 410 Middleware Web Scripting

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<tr>
<th>Units:</th>
<th>4</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC; 54 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>CISW 327 with a grade of &quot;C&quot; or better; OR equivalent experience hand-coding Web pages; AND CISP 301 with a grade of &quot;C&quot; or better or equivalent programming experience</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area II(b)</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course emphasizes server-side software development skills used to create interactive, data-driven websites and Web applications with a middleware scripting language or framework such as PHP, ASP.NET, or Django. Topics include core language features and common design patterns, use of the HTTP and CGI protocols to send and receive data, form validation, cookies and sessions, and database interaction.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the role of server-side programming in the development of interactive, data-driven websites and Web applications and list common tasks.
- use fundamental structured- and object-oriented programming concepts (control structures, functions, arrays, classes) as implemented by a particular middleware scripting language in the creation of Web-based projects.
- develop (analyze, design, implement, and test) an interactive website that allows users to view and manage database content that is interrelated in a one-to-many and/or many-to-many fashion.
- choose and implement common design patterns used to facilitate server-side development (e.g., model-view-controller, active record, data mapper).
- process submitted form data using server-side techniques, including the use of "sticky forms" to identify and permit user-correction of invalid data.
- describe the use of cookies and sessions in Web-based applications and use them to create applications that involve user authentication and authorization.

CISW 498 Work Experience in Computer Information Science - Web

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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 - 216 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>CISW 327 and either CISW 400 or CISW 410 with grades of &quot;C&quot; or better.</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course provides students with opportunities to further develop their Web development skills in preparation for employment or
advancement within their current jobs. Course content includes understanding the application of education to the workforce; completion of required forms, which document the student's progress and hours spent at the work site; and developing workplace skills and competencies. During the course of the semester, the student is required to fulfill development of Web projects. Course content includes understanding the application of education to the workforce; responsibilities of an intern or employee in a workforce setting; completion of Title 5 Education Code documents (i.e. Student Application, Learning Objectives, Time Sheet, and Evaluation), that document the student's progress and hours spent in the workplace; and development of workplace soft skills and employability skills relevant to the 21st century workplace. The student must have a job, volunteer, or internship position related to Web development secured to remain enrolled in the course. The student will be required to attend an orientation at the beginning of the course and complete a minimum of 75 hours to a maximum of 300 hours of paid work; or a minimum of 60 hours to a maximum 240 hours of unpaid work per unit per semester. This course may be taken up to 4 times when there is new or expanded learning on the job for up to 16 units. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of Web development concepts learned in the classroom in actual conditions found in the workplace.
- acquire practical workplace skills and knowledge in the workplace.
- evaluate their competency in the following career/life planning process: self-awareness; career awareness; decision making and goal setting; job search and workplace success; balanced lifestyle.
- improve their potential for promotion in the workplace.
- demonstrate skills for professional standards in the workplace.
Cosmetology
| Sacramento City College

The Cosmetology department is designed to train students to become cosmetologists and nail technicians, and, at the same time, students may earn an Associate in Science Degree.

The program requires a certain number of hours training in cosmetology and completing a minimum number of operations in order to prepare students in meeting the requirements to sit for the California State Examination for the Cosmetology or Manicuring license.

The SCC Cosmetology Department offers a comprehensive curriculum that serves the student population by providing an outstanding Certificate and AS Degree Cosmetology Program that prepares our graduate for entry-level jobs within the industry, as well as, addressing and meeting the needs of the Sacramento community and its surrounding areas.

Dean  Donnetta Webb
Department Chairs  Marcia Bonawitz

- (916) 558-2597
- BonawiM@scc.losrios.edu

Associate Degree

A.S. in Cosmetology

The course of study for cosmetology is approved by the California State Board of Barbering and Cosmetology. It is designed to train students to become a professional in the world of cosmetology, receive a certificate and at the same time, may earn an Associate of Science Degree. The program requires 1600 hours (3 semesters) of training in cosmetology and completion of a minimum number of operations in order to prepare students to meet the requirements to sit for the California State Examination for the cosmetology license. The training includes: salon business, effective communication, professional development, customer relations, hair styling, thermal styling, hair cutting, hair coloring, permanent waving, chemical relaxing, various facial procedures, and manicure/pedicure techniques.

Completion of the required prerequisite class COSM 100 with a grade of “C” or better within a two-year period, prior to the beginning semester of the cosmetology and nail technology (manicure) courses.

In COSM 100, students will be introduced to the cosmetology and nail technology (manicuring) industry. The course is designed to give students a clear understanding of the subject matter and procedures of cosmetology and the nail technology industry; along with the policies of the Sacramento City College (SCC) Cosmetology Department and the SCC Campus Student Code of Conduct. In addition, students will be introduced to customer relations, professionalism, and team building.

Procedures: On the first day of COSM 100, students will designate a preference for one of the course offerings options listed below. In the event that too many students select one of the options, a lottery will be held to fill the class. Students who are not selected will have the opportunity to register for their second preference. This process will continue until all courses have been filled.

- Spring COSM 110/COSM 111 day
- Spring COSM 150/COSM 151 day
- Fall COSM 110/COSM 111 day
- Fall COSM 150/COSM 151 day

Recommended High School Preparation: English, math, art, basic anatomy and physiology, and basic chemistry. Perspective students must have completed the 10th grade.

Program Costs: Approximately $2,700.00 is estimated for the beginning cosmetology semester and approximately $1,500.00 is estimated for the nail technology semester; for the textbook package, kit, and uniforms, shoes, personal supplies and materials. SCC Cosmetology Department recommends the purchase of the hard cover or digital version of the Pivot Point textbook package and computer program “The Lab”; the SCC Cosmetology or Nail Technology kit and uniforms by the first day of class. In addition, there will be costs each semester of the cosmetology program for: uniforms, program materials, and supplies, etc. The cosmetology and nail technology kits, textbook package, and some uniform items are available at the SCC College Store. Students who anticipate that these costs may create a financial burden should consult the Financial Aid Office for possible assistance, as soon as possible. Students need to apply for financial aid at least one semester prior to the start of the program.
Transfer students from another cosmetology or nail technology program (public or private) must complete COSM 100 with a grade of "C" or better, then be evaluated for appropriate course placement by the cosmetology faculty, upon producing their California State Board of Barbering and Cosmetology “Proof of Training” document.

**Catalog Date:** June 1, 2020

## Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment Eligibility:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COSM 100</td>
<td>Introduction to Cosmetology</td>
<td>2</td>
</tr>
<tr>
<td><strong>First full semester:</strong></td>
<td></td>
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</tr>
<tr>
<td>COSM 110</td>
<td>Related Technical Knowledge of the Basic Fundamental Skills</td>
<td>5</td>
</tr>
<tr>
<td>COSM 111</td>
<td>Basic Foundation of Practical Skills</td>
<td>10</td>
</tr>
<tr>
<td><strong>Second full semester:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COSM 120</td>
<td>Intermediate Certificate Course Theory</td>
<td>5</td>
</tr>
<tr>
<td>COSM 121</td>
<td>Intermediate Certificate Course - Laboratory</td>
<td>10</td>
</tr>
<tr>
<td><strong>Third full semester:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COSM 130</td>
<td>Advanced-Certificate Course - Theory</td>
<td>5</td>
</tr>
<tr>
<td>COSM 131</td>
<td>Advanced-Certificate Course - Laboratory</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Units:</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>47</td>
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</tbody>
</table>

The Cosmetology Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

## Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Be 16 years of age and have completed the 10th grade
- Have complete the COSM 100 prerequisite course with a grade of a "C" or better

## Enrollment Process

Eligible students are selected for the program according to the following steps:

- By completing the COSM 100 prerequisite course with a grade of a "C" or better, within a 2 year period of starting the program.

## Student Learning Outcomes

Upon completion of this program, the student will be able to:

- apply technical knowledge and skills related to the cosmetology industry.
- analyze situations in the industry business world, by applying basic knowledge and skills in professionalism and salon management.
- demonstrate hair, skin, and nail techniques and procedures that can be used effectively in the salon workplace.
- demonstrate client consultation skills, health and safety procedures, and industry professionalism.
- demonstrate proper analysis of industry products for use in various phases of the cosmetology and manicuring industry.
- formulate, demonstrate, and complete tasks in preparation for the California State Board of Barbering and Cosmetology written and practical examination.
Career Information

Cosmetologists are employed in every community of the world. Many are self-employed, while others are employed in large or small establishments. A cosmetologist may specialize as a platform artist, hair colorist, hairstylist or hair cutting specialist. Many are salon owners and managers, educators, legally sit for the California State Board of Barbering and Cosmetology as an expert witness and/or travel all over the world in the beauty industry representing hair product manufactures.

Certificates of Achievement

Art and Science of Nail Technology Certificate

This program consists of the following: beginning, intermediate, and advanced training in the art and science of nail technology. Completion of these 500 hours of theoretical and operational requirements will prepare students to meet the requirements to sit for the California State Examination in Manicuring, and will prepare students for employment. The program includes professional image, basic procedures for manicuring including hand and arm massage, basic procedures for pedicure including foot and ankle massage, acrylic nails, nail tips and wraps, gel nails including light and no-light cured, basic electric file techniques, basic airbrushing techniques, nail art and design, customer relations, professionalism, and salon business.

Recommended High School Preparation: art, anatomy, physiology, chemistry, English, and math.

Program Costs: Approximately $700.00 is required at the beginning of the semester for textbooks, kit, uniforms, and personal supplies. In addition, there will be costs throughout the semester for program materials and supplies. Students must purchase the required kit and textbooks by the end of the first week of class or they may be dropped from the program for that semester. The student kit, textbooks, and some uniform items are available at the SCC College Store. Students who anticipate that these costs may create a financial burden should consult the Financial Aid Office for possible assistance. Students need to apply for financial aid at least one semester prior to the start of the program.

Completion of COSM 100 with a grade of "C" or better is required within a two year period prior to the beginning of the cosmetology and nail technology (manicure) courses. A proof of completion form for COSM 100 will be issued and must be presented on the first day of the next COSM course. In COSM 100, students will be introduced to the field of Cosmetology and Nail Technology (manicure) courses. A proof of completion form for COSM 100 will be issued and must be presented on the first day of the next COSM course. In COSM 100, students will be introduced to the field of Cosmetology and Nail Technology (manicure). The course is designed to give students a clear understanding of the subject matter and procedures of Cosmetology and Nail Technology, along with the policies of the SCC Cosmetology Department. In addition, students will receive training in customer relations, professionalism, and working with other students.

Transfer students from another cosmetology or nail technology programs (public or private) must complete COSM 100. After successful completion of the course, the student's records will be evaluated for appropriate course placement by the cosmetology faculty.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>COSM 100</td>
<td>Introduction to Cosmetology</td>
<td>2</td>
</tr>
<tr>
<td>COSM 150</td>
<td>Art and Science of Nail Technology</td>
<td>11</td>
</tr>
<tr>
<td>COSM 151</td>
<td>Art and Science of Nail Technology - Lab</td>
<td>5.5</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>18.5</td>
</tr>
</tbody>
</table>

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Have completed COSM 100 with a grade of "C" or better.

Enrollment Process

Eligible students are selected for the program according to the following steps:

- By lottery on the last day of the COSM 100 class.
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate the latest manicuring and pedicuring procedures and techniques for the salon workplace.
- adapt skills in nail enhancements to meet industry standards and client need.
- demonstrate technical knowledge and skills relating to implements, equipment, and materials; nail cosmetic preparation; clean-up, and disposal of hazardous waste.
- demonstrate skills learned in the nail technology program pertaining to client interaction, concentrating on client health and safety, client analysis, and evaluation of products used in all phases of nail technology.
- formulate, demonstrate, and complete tasks in nail technology procedures in preparation for the California State Board of Cosmetology written and practical examination.

Career Information

The nail technology field is one of the fastest growing of the cosmetology industry. This lucrative field employs both men and women, and it provides an opportunity to work for a large or small establishment, as well as being self-employed.

Cosmetology Certificate

The course of study for cosmetology is approved by the California State Board of Barbering and Cosmetology. It is designed to train students to become a professional in the world of cosmetology, receive a certificate and at the same time, may earn an Associate of Science Degree. The program requires 1600 hours (3 semesters) of training in cosmetology and completion of a minimum number of operations in order to prepare students to meet the requirements to sit for the California State Examination for the cosmetology license. The training includes: salon business, effective communication, professional development, customer relations, hair styling, thermal styling, hair cutting, hair coloring, permanent waving, chemical relaxing, various facial procedures, and manicure/pedicure techniques.

Completion of the required prerequisite class COSM 100 with a grade of “C” or better within a two-year period, prior to the beginning semester of the cosmetology and nail technology (manicure) courses.

In COSM 100, students will be introduced to the cosmetology and nail technology (manicuring) industry. The course is designed to give students a clear understanding of the subject matter and procedures of cosmetology and the nail technology industry; along with the policies of the Sacramento City College (SCC) Cosmetology Department and the SCC Campus Student Code of Conduct. In addition, students will be introduced to customer relations, professionalism, and team building.

Procedures: On the first day of COSM 100, students will designate a preference for one of the course offerings options listed below. In the event that too many students select one of the options, a lottery will be held to fill the class. Students who are not selected will have the opportunity to register for their second preference. This process will continue until all courses have been filled.

Spring COSM 110/COSM 111 day
Spring COSM 150/COSM 151 day
Fall COSM 110/COSM 111 day
Fall COSM 150/COSM 151 day

Recommended High School Preparation: English, math, art, basic anatomy and physiology, and basic chemistry.
Perspective students must have completed the 10th grade.

Program Costs: Approximately $2,700.00 is estimated for the beginning cosmetology semester and approximately $1,500.00 is estimated for the nail technology semester; for the textbook package, kit, and uniforms, shoes, personal supplies and materials. SCC Cosmetology Department recommends the purchase of the hard cover or digital version of the Pivot Point textbook package and computer program “The Lab”, the SCC Cosmetology or Nail Technology kit and uniforms by the first day of class. In addition, there will be costs each semester of the cosmetology program for: uniforms, program materials, and supplies, etc. The cosmetology and nail technology kits, textbook package, and some uniform items are available at the SCC College Store. Students who anticipate that these costs may create a financial burden should consult the Financial Aid Office for possible assistance, as soon as possible. Students need to apply for financial aid at least one semester prior to the start of the program.

Transfer students from another cosmetology or nail technology program (public or private) must complete COSM 100 with a grade of "C" or better, then be evaluated for appropriate course placement by the cosmetology faculty, upon producing their California State Board of Barbering and Cosmetology “Proof of Training” document.

Career Opportunities:
Cosmetologists are employed in every community of the world. Many are self-employed, while others are employed in large or small establishments. A cosmetologist may specialize as a platform artist, hair colorist, hairstylist or hair cutting specialist. Many are salon owners and managers, educators, legally sit for the California State Board of Barbering and Cosmetology as an expert witness and/or travel all over the world in the beauty industry representing hair product manufactures.

Catalog Date: June 1, 2020
Certificate Requirements

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<tr>
<th>COURSE CODE</th>
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<td>Related Technical Knowledge of the Basic Fundamental Skills</td>
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<td>Basic Foundation of Practical Skills</td>
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<td>COSM 120</td>
<td>Intermediate Certificate Course Theory</td>
<td>5</td>
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<tr>
<td>COSM 121</td>
<td>Intermediate Certificate Course - Laboratory</td>
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</tr>
<tr>
<td>COSM 130</td>
<td>Advanced-Certificate Course - Theory</td>
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</tr>
<tr>
<td>COSM 131</td>
<td>Advanced-Certificate Course - Laboratory</td>
<td>10</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>47</td>
</tr>
</tbody>
</table>

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Be 16 years of age and have completed the 10th grade.
- Have completed the COSM 100 prerequisite course with a grade of a "C" or better

Enrollment Process

Eligible students are selected for the program according to the following steps:

- Completed the COSM 100 prerequisite course with a grade of a "C" or better.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- apply technical knowledge and skills relating to the cosmetology industry.
- analyze situations in the industry business world, by applying basic knowledge and skills in professionalism and salon management.
- demonstrate hair, skin, and nail techniques and procedures that can be used effectively in the salon workplace.
- demonstrate client consultation skills, health and safety procedures, and industry professionalism.
- formulate and demonstrate proper analysis of industry products for use in various phases of the cosmetology and manicuring industry.
- formulate, demonstrate, and complete tasks in preparation for the California State Board of Barbering and Cosmetology written and practical examination.

Career Information

Cosmetologists are employed in every community all over the world. Many are self-employed, while others are employed in large or small establishments. A cosmetologist may specialize as a platform stylist, color, hair styling or hair cutting specialist, salon owner or manager, educator, State Board Expert Witness or travel throughout the world working in the cosmetology industry.

Cosmetology (COSM)
COSM 100 Introduction to Cosmetology

Students will receive training in customer relations and professional behavior and appearance. The course also includes an introduction to the basic skills in Cosmetology course work. A final grade of "C" or better is necessary to move on to COSM 110, 111, 120, 121, 130, 131, 140, 150, 151, 152, and 294.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess what the Cosmetology program entails prior to a full-time commitment.
- recognize the personal skills required to succeed.
- correlate the total concept of salon services and expectations when they enter the working environment.
- formulate basic skills for good working habits in the physical aspect of our program.
- possess skills necessary for successful interaction with fellow workers and clientele.

COSM 110 Related Technical Knowledge of the Basic Fundamental Skills

This course provides instruction in technical and theoretical knowledge that directly relates to the basic skills of all phases of cosmetology. The course material includes bacteriology, decontamination, hairstyling, haircutting, hair structure, massage, nail structure, nail disease and disorders, PH scale, permanent waving, color wheel, hair-coloring, and hair lightening.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain basic knowledge of anatomy and physiology, as it pertains to the various cosmetology practical skills.
- explain California State Board of Barbering and Cosmetology Rules and Regulations, Sanitation and Disinfection procedures, and Client Protection, Health and Safety.
- describe the basic sequential technical knowledge relating to various cosmetology fundamental skills, using the text book study guide Rubik self-assessment scale, at no less than level 1 per each chapter lesson.
- complete at least 1/3 of the theory/lecture requirements and hours to take the California State Board Cosmetology Written Exam.

COSM 111 Basic Foundation of Practical Skills

This course requires that a student: (a) Is not less than 17 years of age, (b) Has completed the 10th grade in the public schools of this state or its equivalent.

Enrollment Limitation:

California State Board of Barbering and Cosmetology Business and Professions Code Section 7321 provides that a student: (a) is not less than 17 years of age, (b) has completed the 10th grade in the public schools of this state or its equivalent.
This course provides instruction for those persons interested in becoming licensed cosmetologists. Individual instruction is given in practical application of the basic skills learned in COSM 110. Emphasis is placed on basic hair coloring, permanent waving, hair styling, hair cutting, manicuring, facials, and make-up. Also covered in the course are: transferring of basic training to intermediate and advanced levels in hairstyling, shaping, thermal curling, and hair straightening.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify the proper use, clean-up and care of all implements, instruments and equipment used in the various cosmetology services, i.e. scalp treatments, wet or thermal hairstyling, haircutting, chemical straightening/soft curl restructure, hair coloring, bleaching, facial, manicure, pedicure, and acrylic sculpture nail services.

- setup a sanitary maintenance area (SMA) for all basic practical operational service, i.e. scalp treatment, wet or thermal hairstyling, haircutting, permanent waving, chemical straightening/soft curl restructure, hair coloring, bleaching, facial, manicure, pedicure or acrylic sculpture nail services.

- recall sequential steps in application of practical skills and improve and build on their knowledge of retention and quality of practical/operational skills using the text book study guide Rubik self-assessment scale, at no less than level 1, available per chapter lesson.

- complete at least 1/3 of the practical operational requirements and hours to take the California State Board Cosmetology Practical Exam.

**COSM 120 Intermediate Certificate Course Theory**

- **Units:** 5
- **Hours:** 90 hours LEC
- **Prerequisite:** COSM 100 with a grade of "C" or better
- **Corequisite:** Concurrent enrollment in COSM 121
- **Enrollment Limitation:** California State Board of Barbering and Cosmetology Business and Professions Code Section 7321 provides that a student: (a) is not less than 17 years of age, (b) has completed the 10th grade in the public schools of this state or its equivalent.

**Catalog Date:** June 1, 2020

This course provides instruction in theoretical knowledge relating to intermediate and advanced levels in all phases of cosmetology: anatomy and physiology, hair styling, cold waving, manicuring, facials, hair coloring, scalp treatment reconditioning, hair cutting, thermal pressing and curling.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- explain knowledge of Anatomy and Physiology as it pertains to cosmetology practical skills and services.

- explain knowledge of California State Board Rules and Regulations as it pertains to Sanitation, Disinfection, and Client Protection, Health and Safety.

- describe the sequential technical knowledge directly relating to various cosmetology skills and services.

- evaluate the quality of their theory work using the text book study guide Rubik self-assessment scale, at no less than level 2, available per chapter lesson.

- complete at least 2/3 of the theory/lecture requirements and hours to take the California State Board Cosmetology Written Exam.

**COSM 121 Intermediate Certificate Course - Laboratory**

- **Units:** 10
- **Hours:** 540 hours LAB
- **Prerequisite:** COSM 100, 110, and 111 with grades of "C" or better.
- **Corequisite:** Concurrent enrollment in COSM 120.
- **Enrollment Limitation:** California State Board of Barbering and Cosmetology Business and Professions Code Section 7321 provides that a student: (a) is not less than 17 years of age, (b) has completed the 10th grade in the public schools of this state or its equivalent.

**Catalog Date:** June 1, 2020
This course provides instruction and technical knowledge relating to intermediate and advanced levels in all phases of cosmetology including anatomy and physiology, hair styling, cold waving, manicuring, facials, hair coloring, scalp treatment reconditioning, hair cutting, thermal pressing and curling.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the quality of their practical work using the various Rubik self-assessment scale available per chapter lesson.
- improve and build on their practical skills and the quality of their practical work using the practical textbook study guide Rubik self-assessment scale, at no less than level 2, available per chapter lesson.
- explain California State Board Rules and Regulation, Sanitation, Disinfection, and Client Protection, Health and Safety as it pertains to the practical services in the salon workplace.
- complete at least 2/3 of the practical/operational requirements and hours to take the California State Board Cosmetology Written Exam

COSM 130 Advanced-Certificate Course - Theory

| Units: | 5 |
| Hours: | 90 hours LEC |
| Prerequisite: | COSM 100, 110, 111, 120 and 121 with grades of "C" or better |
| Corequisite: | Concurrent enrollment in COSM 131 |
| Enrollment Limitation: | California State Board of Barbering and Cosmetology Business and Professions Code Section 7321 provides that a student: (a) is not less than 17 years of age, (b) has completed the 10th grade in the public schools of this state or its equivalent. |
| Catalog Date: | June 1, 2020 |

This course encompasses all areas of the theoretical portion of cosmetology relating to the California State Board of Cosmetology examination. It is designed for the senior student who will enter the business world at the end of the semester. Special emphasis is placed on professionalism, salon management, the Cosmetology Act, and the California State Board of Cosmetology Rules and Regulations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- improve and build on their theological knowledge and the quality of the foundation relating to their practical work using the textbook study guide Rubik self-assessment scale, at no less than level 3, available per chapter lesson.
- describe California State Board Rules and Regulations, Sanitation, Disinfection, and Client Protection, Health and Safety as it pertains to the salon workplace and the California State Board Written Exam.
- recall operational technical sequential skills needed to be successful in the salon workplace and to pass the California State Board Written Exam.
- complete all of the theory/lecture requirements and hours to take the California State Board Cosmetology Written Exam.

COSM 131 Advanced-Certificate Course - Laboratory

| Units: | 10 |
| Hours: | 540 hours LAB |
| Prerequisite: | COSM 100, 110, 111, 120, and 121 with grades of "C" or better |
| Corequisite: | Concurrent enrollment in COSM 130 |
| Enrollment Limitation: | California State Board of Barbering and Cosmetology Business and Professions Code Section 7321 provides that a student: (a) is not less than 17 years of age, (b) has completed the 10th grade in the public schools of this state or its equivalent. |
| Catalog Date: | June 1, 2020 |

This course encompasses all areas of the practical portion of cosmetology relating to the California State Board of Cosmetology examination. It is designed for the senior student who will enter the business world at the end of the semester. Special emphasis is placed on professionalism, salon management, the Cosmetology Act, and the California State Board of Cosmetology Rules and Regulations.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- apply technical knowledge and practical skills relating to the salon workplace.
- analyze situations in the salon workplace by applying basic knowledge and skills in professionalism and salon business and management.
- improve and build on their practical skills and the quality of their practical work using the practical textbook study guide Rubik self-assessment scale, at no less than level 3 (advanced), available per chapter lesson.
- formulate, demonstrate, and complete tasks needed to pass the California State Board Practical Exam.
- complete all of the practical and operational requirements and hours to take the California State Board Cosmetology Practical Exam.

**COSM 140 Supplemental Training**

| Units: | 1 - 5 |
| Hours: | 54 - 270 hours LAB |
| Prerequisite: | COSM 100 with a grade of "C" or better |
| Enrollment Limitation: | California State Board of Barbering and Cosmetology Business and Professions Code Section 7321 provides that a student: (a) is not less than 17 years of age, (b) has completed the 10th grade in the public schools of this state or its equivalent. |
| Catalog Date: | June 1, 2020 |

This course satisfies the hours and requirements not completed by the student in the COSM 130 and/or COSM 131 course, who want to apply for the Sacramento City College Certificate of Achievement and a California State Board of Cosmetology License.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate written and practical skills in preparation for the California State Board of Cosmetology examination for license.
- recall and repeat all techniques of the written and practical phases of the California State Board of Cosmetology examination for license.
- explain the practical operational requirements required by the California State Board of Cosmetology for license.

**COSM 141 Skills Building for Cosmetology**

| Units: | 3 |
| Hours: | 162 hours LAB |
| Prerequisite: | COSM 100, 110, 111, 120, 121, 130, and 131 with grades of "C" or better |
| Enrollment Limitation: | California State Board of Barbering and Cosmetology Business and Professions Code Section 7321 provides that a student: (a) is not less than 17 years of age, (b) has completed the 10th grade in the public schools of this state or its equivalent. |
| Catalog Date: | June 1, 2020 |

This course satisfies the hours and requirements not completed by the student in the COSM 130 and COSM 131 course, who want to apply for the Sacramento City College Certificate of Achievement and a California State Board of Cosmetology License.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- build on and increase skills already learned and practiced in the beginning, intermediate and advanced courses of the cosmetology program, such as: anatomy, hair styling, cold waving, manicuring, facials, hair coloring, hair cutting, relaxers, press and curling.
- emphasize techniques in professionalism, problem solving skills, people skills, principles of selling, salon management, Cosmetology Heath and Safety Rules and Cosmetology Acts, Rules and Regulations.
COSM 150 Art and Science of Nail Technology

This one-semester course provides instruction in theoretical knowledge that directly relates to the beginning, intermediate, and advanced theory training in manicuring and pedicuring. After completion of this course students will be eligible to apply for the California State Board of Barbering and Cosmetology Manicure Examination. The course will include: salon business, effective communication, professional development, customer relations, theory in procedures for basic and spa manicuring and pedicuring treatments, acrylic nail application, nail tip and wrap application, gel polish and gel application, electric file application, basic airbrushing application, nail art, 3-D nail art and design techniques.

Upon completion of this course, the student will be able to:

- demonstrate the theoretical knowledge directly relating to basic, intermediate, and advanced techniques in manicuring and pedicuring procedures for the salon workplace.
- identify skills in nail enhancements that meet industry standards.
- identify technical knowledge relating to implements, equipment, materials, and nail cosmetics preparation; use, clean-up, and disposal.
- identify skills learned in the nail technology program pertaining to client interaction, concentrating on client health and safety and client analysis and evaluation of products used in all phases of nail technology.
- formulate steps required to complete tasks in nail technology procedures needed to pass the California State Board of Cosmetology written and practical examination for the manicuring license.

COSM 151 Art and Science of Nail Technology - Lab

This one-semester course provides hands-on instruction in technical knowledge that directly relates to the beginning, intermediate, and advanced practical training in manicuring and pedicuring. After completion of this course, students will be eligible to apply for the California State Board of Barbering and Cosmetology Manicure Examination. This course will include procedures for basic and spa manicuring and pedicuring treatments, nail tip and fabric wrap application, acrylic nail application, gel polish and gel application, electric file application, basic airbrushing application, nail art, 3-D nail art and design techniques.

Upon completion of this course, the student will be able to:

- demonstrate manicuring and pedicuring procedures effectively for the salon workplace.
- adapt practical skills in nail enhancements that meet industry standards.
- demonstrate technical knowledge and practical skills related to implements, equipment, materials and nail cosmetics preparation, use, clean-up and disposal.
- demonstrate practical skills pertaining to client interaction, concentrating on client health and safety and client analysis, and evaluation of products used in all phases of nail technology services.
- formulate, demonstrate, and complete tasks in nail technology procedures needed to pass the California State Board of Cosmetology practical examination for the manicuring license.
- formulate and demonstrate tasks in health and safety techniques pertaining to nail technology procedures.
COSM 152 Art and Science of Nail Technology - Supplemental Hours

Units: 1 - 5
Hours: 54 - 270 hours LAB
Prerequisite: COSM 150 and 151 with grades of "C" or better
Enrollment Limitation: California State Board of Barbering and Cosmetology Business and Professions Code Section 7321 provides that a student: (a) is not less than 17 years of age, (b) has completed the 10th grade in the public schools of this state or its equivalent.
Catalog Date: June 1, 2020

This course satisfies the hours and requirements not completed by the student in the COSM 150 or COSM 151 course, who want to apply for the Sacramento City College Career Certificate or a California State Board of Barbering and Cosmetology Manicure License.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate manicuring and pedicuring procedures effectively for the salon workplace.
- adapt skills in nail enhancements that meet industry standards.
- demonstrate technical knowledge and skills relating to implements, equipment, materials, and nail cosmetics preparation, use, clean-up and disposal.
- emulate skills learned in the nail technology program pertaining to client interaction, concentrating on client health and safety, and client analysis and evaluation of products used in all phases of nail technology.
- demonstrate basic work skills needed to interact with employers, co-workers, and clients.
- formulate, demonstrate, and complete tasks in nail technology procedures needed to pass the California State Board of Barbering and Cosmetology written and practical examination for the manicure license.

COSM 294 Topics in Cosmetology

Units: 0.5 - 4
Hours: 27 - 216 hours LAB
Prerequisite: COSM 100 with a grade of "C" or better
Enrollment Limitation: California State Board of Barbering and Cosmetology Business and Professions Code Section 7321 provides that a student: (a) is not less than 17 years of age, (b) has completed the 10th grade in the public schools of this state or its equivalent.
Catalog Date: June 1, 2020

This course reviews the California State Board of Cosmetology Act, rules and regulations for licensing and establishments, the performance criteria for the written and practical licensing exams, and the latest industry trends, application and procedures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop cosmetology practical techniques and refresh latest information regarding the California State Cosmetology Acts, Rules, and Regulations that are important to success in the salon workplace.
- adapt practical skills required to meet industry standards.
- apply professional ethics techniques in relation to the employer, co-worker, and client.

COSM 295 Independent Studies in Cosmetology

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: California State Board of Barbering and Cosmetology Business and Professions Code Section 7321

Enrollment Limitation:
This course reviews the latest trends in the cosmetology industry and the latest California State Cosmetology Act rules and regulations pertaining to licensing and establishment requirements.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- develop cosmetology practical techniques that are effective in the salon workplace.
- adapt practical skills required to meet industry standards.
- apply professional ethics techniques in relation to the employer, co-worker and client.
- recall latest information on the California State Cosmetology Acts, Rules and Regulations.
Sacramento City College Deaf Culture and American Sign Language Department provides academic coursework based on a Deaf-centered framework that encourages students to embrace an empowered collaboration with Deaf people. The program prepares students with a basic understanding of and appreciation for their roles in local, regional, national, and global Deaf-Hearing relations and how those relationships impact Deaf people.

### DEAF 310 American Sign Language I

- **Units:** 4
- **Hours:** 72 hours LEC
- **Prerequisite:** None.
- **Transferable:** CSU (Previously approved for SILA 305.); UC (Previously approved for SILA 305.)
- **General Education:** AA/AS Area I; CSU Area C2; IGETC Area 6
- **Catalog Date:** June 1, 2020

This is the beginning course in a series of four courses in the visual-gestural processes of American Sign Language (ASL). It provides instructional activities for students to become competent in communication with deaf people. The emphasis is on non-speech communication. Credit will be awarded for either SILA 305 or DEAF 310 but not for both. This course is formerly known as SILA 305.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assemble short sentence dialogs that demonstrate receptive and expressive competencies of targeted lexical and syntactical forms of American Sign Language.
- compare and contrast the characteristics of the Deaf community and the Deaf community dynamic with the hearing community.
- utilize appropriate vocabulary and communicative strategies using eye contact, body orientation, and social behaviors related to communication interaction.
- demonstrate appropriate cultural interaction within the Deaf community.
- respect and adhere to the signing only environment in the classroom.
This is the second in a series of four courses in American Sign Language. Topics presented include grammatical features such as adjective descriptors, differentiation between cardinal and ordinal numbers, contrastive structure, temporal aspect markers, and temporal sequencing. Credit will be awarded for either SILA 306 or DEAF 312 but not for both. This course is formerly known as SILA 306.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- formulate complex dialogs receptively and expressively of targeted situational lexical items based on daily life activities.
- compose narrations utilizing basic role shifting, mannerisms, and targeted syntactical items.
- construct appropriate communicative responses in imitating, conducting, and terminating dialogs.
- analyze social customs and cultural interaction of the various groups within the Deaf Community.
- demonstrate the ability to communicate respectfully in a Deaf-culture setting.
- demonstrate appropriate cultural interaction within the Deaf community.

DEAF 314 American Sign Language III

This course is the third in a series of four courses in American Sign Language. It emphasizes expressive and receptive nonverbal communication skills between signers who have preliminary American Sign Language syntactical and lexical skills. It provides an understanding of deaf cultural processes by identifying behaviors and norms from activities assigned in the class. It also includes dialogs that involve asking, empathizing, negotiating, and agreeing or disagreeing. The emphasis is on non-speech communication. This course is formerly known as SILA 315. Credit will be awarded for either SILA 315 or DEAF 314 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- appraise and demonstrate receptive and expressive skills of targeted grammatical features that include the following areas: numbers when expressing time, money, counting, dates and addresses concepts; frequency verbs when expressing time and duration; locative classifiers when describing buildings and floor plans; descriptive classifiers when asked to define and describe furniture, clothing, various objects, and food dishes.
- analyze lexical and grammatical patterns by signing selected or self-developed narratives.
- compare and contrast social norms of Deaf people to those personal cultural experiences in signed narratives.
- demonstrate ability to communicate respectfully in a Deaf-culture setting.
- demonstrate appropriate cultural interaction within the Deaf community.

DEAF 316 American Sign Language IV

This course is the fourth in a series of four courses in American Sign Language. It focuses on advanced communication skills in ASL, including complex sentence structures, idiomatic expressions, and cultural understanding. This course is formerly known as SILA 316. Credit will be awarded for either SILA 316 or DEAF 316 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- formulate complex dialogs receptively and expressively of targeted situational lexical items based on daily life activities.
- compose narrations utilizing basic role shifting, mannerisms, and targeted syntactical items.
- construct appropriate communicative responses in imitating, conducting, and terminating dialogs.
- analyze social customs and cultural interaction of the various groups within the Deaf Community.
- demonstrate the ability to communicate respectfully in a Deaf-culture setting.
- demonstrate appropriate cultural interaction within the Deaf community.
This is the final course in a series of four courses in American Sign Language. It emphasizes expressive communication skills that involve sharing interesting facts, talking about money, making major life decisions, and narrating unforgettable moments. It incorporates information and activities previously learned about the Deaf into these narratives. Credit will be awarded for either SILA 316 or DEAF 316 but not for both. This course is formerly known as SILA 316.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- appraise and demonstrate receptive and expressive mastery of targeted grammatical markers that will include: elaborations in narratives, dialogs, utilizing signs that describe major life decisions; discussing health conditions; and using money.
- formulate learned cultural experiences into narratives as assigned by instructor.
- apply expressive strategies in signing longer and more complex narratives including use of characterization and narrative styles.
- apply expressive strategies in signing to explain the complex ideas in the form of a lecture about the health conditions.
- differentiate in sign how people share and describe major life decisions.
- demonstrate communication processes involving money related signs.
- use critical thinking skills by analyzing facts to explain, rephrase, demonstrate, or draw conclusions to clearly present the facts.

DEAF 320 Fingerspelling, Classifiers and Numbers

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<tr>
<td>Transferable:</td>
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<td></td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This course provides hands-on experiences with fingerspelling, classifiers, and ASL numbers. Topics include expressive and receptive fingerspelling, classifiers and ASL number techniques. This course enables American Sign Language learners to develop, expand, and reinforce hands-on experiences with fingerspelling, classifiers and ASL numbers skills while working independently, in small groups and with media such as DVDs and record video clips in ASL that incorporate fingerspelling. Coursework includes study topics integrated with expressive and receptive fingerspelling, classifiers and ASL numbers techniques. Student may re-enroll for a maximum of 1 unit. This course is graded as Pass/No PASS.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate basic receptive fingerspelling, classifiers, and ASL numbers skills with at least 70% accuracy.
- synthesize basic expressive fingerspelling, classifiers, and ASL numbers skills.
- demonstrate ability to communicate respectfully in a Deaf-culture setting.
- demonstrate appropriate cultural interaction within the Deaf community.

DEAF 351 Introduction to American Deaf Culture

<table>
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<tbody>
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<tr>
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<tr>
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<tr>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course is a survey of four institutions that have critical impact on the psycho-social development of Deaf people: family, education, work, and society. It provides awareness and sensitivity to the unique challenges of deafhood and how they influence personal-social and communication competencies of the Deaf person. Selected visits to community events may be required. This course is formerly known as SILA 330. Credit will be awarded for either SILA 330 or DEAF 351 but not for both.

Student Learning Outcomes
DEAF 352 Introduction to American Deaf Education

Upon completion of this course, the student will be able to:

- define culture and apply the definition by using examples of typical social norms of Deaf people.
- identify the rules of social interaction in the Deaf community.
- define language and apply the definition by giving examples brought out from experiences with Deaf people.
- construct a detailed description of the census, racial, ethnic, education, employment, social and advocacy, and family environment characteristics of the Deaf community.
- narrate instances of bias connected to Deaf individuals and groups.
- demonstrate appropriate cultural interaction within the Deaf community.
- demonstrate ability to communicate respectfully in a Deaf culture setting.

This course surveys topics related to educating Deaf children, adults, and individuals with additional disabilities. It also covers teaching methods and philosophies, school placement issues, child development, and methods of addressing developmental and linguistic stages. Selected visits to a residential Deaf school in Fremont and/or a local mainstreaming/Deaf program school may be required. This course is formerly known as SILA 332. Credit will be awarded for either SILA 332 or Deaf 352 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- validate an analysis of a topic from a research paper that relates to education of Deaf people.
- distinguish and describe essential components of PL 94-142, Individuals with Disabilities Education Act.
- differentiate characteristics of school placement sites for Deaf children and for young deaf adults who transition from a high school education to a post-secondary education.
- list and describe the various hereditary syndromes that occur among Deaf children with additional disability conditions.
- distinguish, assess, and evaluate family dynamics of Deaf children with hearing or Deaf families.
- categorize and evaluate the research done on the effectiveness of the communication systems used by Deaf children in the educational system.
- distinguish and assess developmental processes of cognitive theory as presented by Piaget and of the development of life stages as presented by Erikson.
- demonstrate appropriate cultural interaction within the Deaf community.
- demonstrate ability to communicate respectfully in a Deaf culture setting.

DEAF 353 Baby Sign Language

This course focuses on Baby Sign Language vocabulary, alphabet, handshape, movement, palm orientation, structure, and grammar. Students will learn core vocabulary, comprehension, and grammar in American Sign Language to understand its structure. Students will also be introduced to the history of the Deaf community and its culture, as well as be exposed to community resources for the Deaf and Hard of Hearing populations.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- learn and demonstrate manual alphabet American Sign Language (ASL).
- understand fingerspelling at a controlled speed, learn basic ASL vocabulary.
- demonstrate an understanding of correct palm orientation and sign movement.
- understand basic ASL grammar and structure in expressive and receptive skills.
- express the basic use of ASL vocabulary to communicate with infants and children.
- analyze, compare, and select appropriate community resources for Deaf and Hard of hearing infants.

DEAF 355 Audism and Inequality of the Deaf

This course focuses on topics in the field of race and ethnicity in the Deaf community. It provides theoretical background and contexts of audism and oppression. It also covers the contribution of minorities including Deaf people to the United States as well as the sociological reasons for inequality of Deaf people in the United States.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate how social processes, social inequality, and social relationships have shaped the experiences of various minorities in the United States.
- critique the processes of assimilation, accommodation, acculturation, and ethnogenesis.
- identify social processes that lead to conflict and cooperation among Deaf and hearing people in the United States.
- assess the outcomes and identify the origins of prejudice and discrimination against Deaf people in the United States.
- demonstrate appropriate cultural interaction within the Deaf community.
- demonstrate ability to communicate respectfully in a Deaf culture setting.
- define Audism, Dysconscious Audism, Intersectionality including race, ethnicity, gender, LGBTIQIA, Deaf Blind, Deaf Disabled, etc along with examples.

DEAF 360 Deaf Art

This course introduces Deaf Arts such as drawings, sculptures, artifacts, painting, printmaking, and films. We will examine the materials, methods, and design principles of creating Deaf Arts. This course addresses the need and demand of this instruction for global recognition and its social and cultural affects toward Deaf Arts. It promotes global and cultural understanding to the relationship of Deaf Art and the expression of national, regional, socio-economic class, and gender identity.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
differentiate between the different times periods of Deaf Arts.

critique the styles of different deaf artists and recognize the basic differences in each artist’s work.

compare and contrast the styles of different deaf art forms.

identify the historical styles of various art forms.

identify various poets and how their artwork is a reflection of their culture and values.

DEAF 362 Introduction to Deafhood

Units: 3
Hours: 54 hours LEC
Prerequisite: Fluency in American Sign Language (ASL), and strong receptive and expressive skills in ASL without ASL Interpreters.
Advisory: The student needs to have been immersed in the Deaf culture and the Deaf community to be successful in this course.
Transferable: CSU; UC
General Education: AA/AS Area VI; IGETC Area 4
Catalog Date: June 1, 2020

In this course, an in-depth guide to Deaf culture will be presented, starting from the premise that Deaf culture has an important contribution to make to other academic disciplines and to human lives in general. Within and outside of Deaf communities, there is a need for an account of the new concept of Deaf culture, which helps students or Deaf leaders in the Deaf community to assess its place alongside work within other minority cultures and multilingual discourses. In this course, students will assess the concepts of culture on its own terms and in its many guises and apply these to Deaf communities. In addition, the students will study the pitfalls that have been created for Deaf communities by an unthinking adherence to the medical concept of ‘deafness’ and contrast this with the new concept of Deafhood: a process by which every Deaf student, family, and adult implicitly explains their existence in the world to themselves and each other.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate the process of deafhood from one’s experiences as a deaf person, whereas hearing students will be able to demonstrate the sensitivity to a deaf person’s experiences.

• identify the terms of colonialism and their effect on the deaf individuals and on the Deaf community.

• compare and contrast the effects of colonialism and the de-colonialism on the deaf individuals with the people of the minority groups as well as some countries that were under British rule or French rule.

• define terms such as sub-alterns, deficit thinking, and oralism.

• demonstrate the ability to have discourses on deficit thinking, sub-alterns, oralism, dimension, resistance, and activism from different perspectives.

• synthesize deafhood process, possibility thinking, identity development, and framing.

• identify racial and multicultural communities within the Deaf community and demonstrate how to become an ally of the Deaf community.

DEAF 380 American Sign Language Literature

Units: 3
Hours: 54 hours LEC
Prerequisite: DEAF 314 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course introduces American Sign Language (ASL) literature genres such as folklore and folktales, storytelling, visual vernacular, personification, classifier story, poetry, ABC and number stories, and non-fiction narrative. Topics include analyzing and applying ASL usage in ASL literature genres.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- analyze and critique genres in ASL literature.
- identify various techniques and styles of ASL literary works.
- produce and perform different genres in ASL literature.
- analyze ASL literary works for historical, social, and cultural messages.
- comprehend literary analysis and significant linguistic and cultural aspects of ASL narratives.
- demonstrate ability to communicate respectfully in a Deaf culture setting.
- demonstrate appropriate cultural interaction within the Deaf community.

DEAF 495 Independent Study

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Catalog Date: June 1, 2020

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regular offered courses, pursuant to an agreement among college, faculty members, and students. Independent studies offers students a chance to do research that is more typical of industry and graduate student work. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- produce work independently on the topic.
Dental Assisting
| Sacramento City College

The Dental Assisting program is a full-time day program to which students are admitted in August of each year. The curriculum is approved by the Commission on Dental Accreditation of the American Dental Association and leads to an Associate of Science Degree in Dental Assisting. After successful completion of the curriculum the student is eligible to take the National Board Examination and upon passing becomes a Certified Dental Assistant. This evidence of competence is recognized throughout the United States. In addition, graduates will be able to apply for and take the Dental Board of California examination for state licensure as Registered Dental Assistants.

The program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the United States Department of Education.

Dean
James Collins

Department Chairs
Melodi Randolph

(916) 558-2357
DuranG@scc.losrios.edu

Associate Degree
A.S. in Dental Assisting

The Dental Assisting program is a full-time day program to which students are admitted in August of each year. The curriculum is approved by the Commission on Dental Accreditation of the American Dental Association and leads to an Associate of Science Degree in Dental Assisting. After successful completion of the curriculum the student is eligible to take the National Board Examination and upon passing becomes a Certified Dental Assistant. This evidence of competence is recognized throughout the United States. In addition, graduates will be able to apply for and take the Dental Board of California examination for state licensure as Registered Dental Assistants. In addition to normal student expenses (for textbooks, etc.), the Dental Assisting Program requires an expenditure of approximately $2,000.00 during the one-year program for uniforms and special supplies. Applicants are encouraged to check with the Financial Aid Office for possible assistance before entering the program if this creates a hardship.

The program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 312-440-4653 or at 211 East Chicago Avenue, Chicago, Illinois 60611.

Catalog Date: June 1, 2020

Degree Requirements

<table>
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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tr>
<td>DAST 101</td>
<td>Biodental Science</td>
<td>2.5</td>
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<tr>
<td>DAST 102</td>
<td>Chairside Assisting</td>
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<tr>
<td>DAST 103</td>
<td>Patient Assessment</td>
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<tr>
<td>DAST 104</td>
<td>Dental Anatomy and Morphology</td>
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<td>DAST 107</td>
<td>Dental Radiology</td>
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<td>DAST 111</td>
<td>Dental Patient Education</td>
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<td>DAST 112</td>
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<td>DAST 113</td>
<td>Advanced Patient Assessment and Dental Imaging</td>
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<td>DAST 115</td>
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<td>DAST 116</td>
<td>Practice Management for the Dental Assistant</td>
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<td>DAST 118</td>
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<td>DAST 119</td>
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<tr>
<td>Total Units:</td>
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<td>34.5</td>
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</table>

1Offered only in summer session

The Dental Assisting Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Completion of ENGRD 310 or ESLR 320 with a grade of "C" or better AND completion of ENGWR 101 or ESLW 310 with a grade of "C" or better; OR overall high school GPA of 3.0 or above; OR
- Successful completion of DAST100 with a grade of "C" or better.

Enrollment Process

Eligible students are selected for the program according to the following steps:

- Complete the online application (which includes uploading proof of eligibility) between January 1 and April 1 to apply for the fall semester program start.
- All eligible candidates will be entered into a random selection pool.
- The first 36 eligible applications will be selected for the program; all others are alternates and will be notified if/when seats become available.
- Students accepted for enrollment in the Dental Assisting Program will be required to provide documentation of: a) capability to perform essential job-related functions of a dental assistant; b) completed physical examination and immunizations; c) TB test; d) current professional level CPR certification; and e) completion of criminal background check and an 8-panel drug screen test.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- incorporate and apply professional, ethical, legal, and regulatory concepts to oral health care services, community projects, and professional activities.
- integrate and apply health literacy and culturally competent communication skills to oral health care services, academic endeavors, community projects, and professional activities.
- apply critical thinking and self-assessment skills to enhance learning, research, patient care, and professional growth.
- adapt knowledge of the practice of dentistry to the demonstration of clinical dental assisting skills.
- exhibit knowledge necessary for successful completion of the California Registered Dental Assistant's Examination and the National Certified Dental Assistant's Examination.

Career Information

This program prepares the student for employment as a dental assistant. The dental assistant works with the dentist in providing patient treatment, including restorations, x-rays, and preventive services. Employment opportunities are excellent, not only in private dental offices, but also in public and private hospitals, clinics and laboratories, dental schools, dental supply houses, and in the armed forces.
Certificate of Achievement

Dental Assisting Certificate

The Dental Assisting program is a full-time day program to which students are admitted in August of each year. The curriculum is approved by the Commission on Dental Accreditation of the American Dental Association and leads to a Certificate of Achievement in Dental Assisting. After successful completion of the curriculum the student is eligible to take the National Board Examination and upon passing becomes a Certified Dental Assistant. This evidence of competence is recognized throughout the United States. In addition, graduates will be able to apply for and take the Dental Board of California examination for state licensure as Registered Dental Assistants. In addition to normal student expenses (for textbooks, etc.), the Dental Assisting Program requires an expenditure of approximately $2,000.00 during the one-year program for uniforms and special supplies. Applicants are encouraged to check with the Financial Aid Office for possible assistance before entering the program if this creates a hardship.

The program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 312-440-4653 or at 211 East Chicago Avenue, Chicago, Illinois 60611.

Catalog Date: June 1, 2020

Certificate Requirements

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<td>Total Units:</td>
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<td>34.5</td>
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1 Offered only in summer session

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Completion of ENGRD 310 or ESLR 320 with a grade of "C" or better AND completion of ENGWR 101 or ESLW 310 with a grade of "C" or better; OR overall high school GPA of 3.0 or above; OR
- Successful completion of DAST100 with a grade of "C" or better.

Enrollment Process

Eligible students are selected for the program according to the following steps:

- Complete the online application (which includes uploading proof of eligibility) between January 1 and April 1 to apply for the fall
Dental Assisting (DAST)

DAST 100 Introduction to Dental Assisting

This course is an introduction to the practice of dental assisting. Topics include dental terminology, infection control, study strategies, and the expectations and concerns of the allied dental health professional.

Upon completion of this course, the student will be able to:

- identify various licensed and non-licensed personnel commonly employed in dental offices in California.
- determine which duties can be performed by each member of the dental team.
- identify the “Essential Functions” required of allied dental health professionals.
- explain the legal duties of the licensed and non-licensed allied dental health professionals in California.
- utilize new study strategies, such as time-management skills, test-taking strategies, and note-taking skills that may be useful for success in the dental assisting program.
- demonstrate basic dental terminology, such as tooth numbering and landmarks.
- identify potential hazards associated with the allied dental health profession as they relate to OSHA standards and the treatment of all individuals including those with infectious diseases.

Career Information

This program prepares the student for employment as a dental assistant. The dental assistant works with the dentist in providing patient treatment, including restorations, x-rays, and preventive services. Employment opportunities are excellent, not only in private dental offices, but also in public and private hospitals, clinics and laboratories, dental schools, dental supply houses, educational programs, and the armed forces.

Dental Assisting (DAST)

DAST 100 Introduction to Dental Assisting

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This course is an introduction to the practice of dental assisting. Topics include dental terminology, infection control, study strategies, and the expectations and concerns of the allied dental health professional.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify various licensed and non-licensed personnel commonly employed in dental offices in California.
- determine which duties can be performed by each member of the dental team.
- identify the "Essential Functions" required of allied dental health professionals.
- explain the legal duties of the licensed and non-licensed allied dental health professionals in California.
- utilize new study strategies, such as time-management skills, test-taking strategies, and note-taking skills that may be useful for success in the dental assisting program.
- demonstrate basic dental terminology, such as tooth numbering and landmarks.
- identify potential hazards associated with the allied dental health profession as they relate to OSHA standards and the treatment of all individuals including those with infectious diseases.
DAST 101 Biodental Science

Upon completion of this course, the student will be able to:

- identify various infectious diseases and their relationship to patient safety and occupational risk.
- analyze the need for operatory barriers and/or surface disinfection and employ acceptable techniques during various patient treatment situations.
- explain the need for immunization against infectious diseases, such as hepatitis B.
- demonstrate techniques to prevent cross-contamination and disease transmission.
- demonstrate sterilization procedures using appropriate monitoring systems.
- maintain aseptic conditions during various patient treatment procedures.
- identify various infectious diseases and their relationship to patient safety and occupational risk.
- analyze the need for operatory barriers and/or surface disinfection and employ acceptable techniques during various patient treatment situations.
- explain the need for immunization against infectious diseases, such as hepatitis B.
- demonstrate techniques to prevent cross-contamination and disease transmission.
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- explain the need for immunization against infectious diseases, such as hepatitis B.
- demonstrate techniques to prevent cross-contamination and disease transmission.
- demonstrate sterilization procedures using appropriate monitoring systems.
- maintain aseptic conditions during various patient treatment procedures.

DAST 102 Chairside Assisting

This course is an introduction to basic dental assisting duties and the principles of four-handed dentistry. Basic dental materials and instrumentation are major components of this course.

Upon completion of this course, the student will be able to:

- identify instruments, materials, and techniques used in all aspects of dentistry.
- arrange appropriate tray set-ups.
- demonstrate the ability to properly exchange instruments from prepared tray set-ups to dental operator.
- list, describe, define, and recognize properties and procedures that affect the manipulation, placement, and effectiveness of dental materials.
- explain the effects the oral environment may have on dental materials, as well as the effect dental materials may have on the oral environment.
- demonstrate the ability to mix dental materials at chairside to proper consistency in a reasonable length of time.
- describe and demonstrate the appropriate methods for maintenance of dental operators and equipment including appropriate infection control measures.
- utilize, care for, and maintain dental equipment safely.
- describe and demonstrate appropriate methods for construction of a bleaching tray.
DAST 103 Patient Assessment

Upon completion of this course, the student will be able to:

- explain the necessity for, and the role of, effective communication in the provision of quality dental care.
- discuss techniques that promote effective communication.
- describe how various systemic conditions, diseases, and medications can impact dental care.
- demonstrate skills in conducting online research on medical conditions, diseases, and medications as they relate to dentistry.
- obtain and review a complete and thorough medical and dental history.
- recognize physiological conditions that have implications in planning dental treatment.
- discuss the influence of demographic and economic factors on health and dental care.
- describe the basic components of pharmacology, drug interactions, and routes of drug administration.
- summarize the importance of acquiring each of the four vital signs on every patient.
- illustrate knowledge of the various factors that influence vital signs.
- describe the preventive measures taken for medical emergencies that commonly occur during dental treatment.
- identify signs and symptoms of medical emergencies common in the dental office.
- determine proper responses to specific medical emergencies common in a dental office.

DAST 104 Dental Anatomy and Morphology

The focus of this course is dental anatomy and morphology including the form, function, and location of the hard and soft structures of the mouth. In addition, the course covers material related to general physiology, oral embryology and histology, and physiology of the head and neck as these relate to the practice of dentistry.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
DAST 107 Dental Radiology

Units: 2.5
Hours: 27 hours LEC; 54 hours LAB
Prerequisite: See enrollment limitations
Enrollment Limitation: Acceptance into the Dental Assisting program
Catalog Date: June 1, 2020

This course covers the principles of dental radiology. Topics include theory and techniques, operation of the x-ray machine, biological effects, safety practices, and the practical application of utilizing appropriate infection control while exposing, processing, mounting, and evaluating intraoral dental films.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate acceptable practices of health and safety, including infection control, in relation to exposing and processing radiographs.
- describe the production of dental x-rays, the components of dental radiology equipment, film, and processing.
- relate basic principles of radiographic theory to the production of diagnostically acceptable radiographs.
- employ appropriate methods for intra-oral radiography and be capable of modifying techniques to adjust to specific patient needs.
- identify radiographic techniques and processing errors and be able to remediate these errors with faculty or peer collaboration.
- interpret basic caries, periodontal and periapical disease processes on intra-oral and panoramic dental radiographs with beginning level competence.
- identify anatomical landmarks and visible dental materials radiographically.
- provide education to the patient regarding the need, value, and benefit/risk rationale for dental radiographs.
- explain various radiographic quality control programs.
- summarize biological effects of radiation and safety techniques for both patient and operator.
- identify the state and federal agencies that regulate operator licensure, equipment safety, and exposure guidelines for dental radiology.

DAST 111 Dental Patient Education

Units: 1
Hours: 18 hours LEC
Prerequisite: DAST 101, 102, 103, 104, 107, and 119 with grades of "C" or better
Enrollment Limitation: Enrollment in the Dental Assisting program
Catalog Date: June 1, 2020

The focus of this course is the study of nutrition from a whole body concept and its interrelated effects on the oral environment. Students will integrate these concepts with preventive dentistry concepts and the role of the dental assistant in community and public health
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- summarize the philosophy of preventive dentistry and the role a dental assistant plays in providing preventive dental services in the office and to the community.
- describe plaque, its formation, pattern of accumulation, and role in caries and periodontal disease.
- compile various oral hygiene aids and explain their use relative to different patient needs.
- design a personalized plaque control program for patients.
- identify the role of fluorides in preventive dentistry, the types of fluorides available, and appropriate recommendations for usage.
- review the theories involved in patient motivation and be able to utilize appropriate techniques while providing plaque control instruction and nutritional evaluation.
- explain the role of carbohydrates in the development of dental caries and the role of proteins, fats, vitamins, and minerals in the diet and their possible effects on oral health.
- identify oral diseases and conditions associated with tobacco use.
- present strategies to assist dental patients in their tobacco cessation efforts.
- detect age-related physiological changes and their impact on oral health care.
- describe key health promotion and disease prevention activities appropriate for older people.

DAST 112 Registered Dental Assistant Advanced Duties

Units: 3
Hours: 27 hours LEC; 81 hours LAB
Prerequisite: DAST 101, 102, 103, 104, 107, and 119 with grades of "C" or better
Enrollment Limitation: Enrollment in the Dental Assisting program.
Catalog Date: June 1, 2020

This course includes the practical application of advanced dental assisting duties as defined by the Dental Board of California.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- fabricate, trim, polish, and cement indirect provisional restorations.
- place and adjust direct provisional restorations.
- explain the difference between phase 1 and phase 2 orthodontics and provide examples for best practice in each phase.
- place and remove ligature ties and archwires.
- explain the purpose of pit and fissure sealants.
- identify the purpose of a coronal polish and list the steps involved in this procedure.
- categorize and differentiate among various stains and determine their ability to be removed.
- review various methods of caries detection and compare the advantage and disadvantages of each.
- identify and compare the chemical agents used for tooth whitening.
- compare professional whitening systems with at-home whitening systems.
- discuss various oral surgery and endodontic procedures including the requisite supplies, materials, and techniques.
- demonstrate advanced techniques for various oral surgery and endodontic procedures including the requisite supplies, materials, and techniques.
- place and remove periodontal dressings.
DAST 113 Advanced Patient Assessment and Dental Imaging

This course builds on the principles of DAST 103 Patient Assessment. Topics of this course include medical and dental history assessment, treatment planning, head and neck examination, intra-oral inspection of hard and soft tissues, gingival assessment, oral pathology, intra-oral and extra-oral imaging, full mouth radiographs, and case presentation.

Upon completion of this course, the student will be able to:

- evaluate contraindications and complications for dental care presented by various medical and dental conditions/diseases and prescription medications.
- recognize physiological conditions that have implications in planning dental treatment.
- identify various pathological conditions of the oral cavity.
- discuss HIV/AIDS and its oral manifestations, including various lesions associated with the disease.
- list and describe the key components of the head and neck examination.
- conduct online research on medical conditions/diseases and medications as they relate to dentistry.
- expose, process, and evaluate full-mouth radiographic series.
- capture diagnostic intra-oral and extra-oral images.
- accurately perform an intra-oral inspection of hard and soft tissue, with emphasis on gingival health assessment and identification of potential pathological conditions.
- perform a case presentation including health history assessment, vital signs, imaging (including intra-oral and extra-oral photographs and radiographs), head and neck examination, and gingival description.

DAST 115 Registered Dental Assistant Advanced Duty Certifications

This course provides instruction and practice in advanced dental assisting duties including coronal polish, application of pit and fissure sealants, patient assessment, teeth whitening, and caries detection.

Upon completion of this course, the student will be able to:

- review patient dental and medical histories and determine the appropriate treatment protocol regarding coronal polish, fluoride treatments, pit and fissure sealants, and in-office tooth whitening.
- categorize and differentiate between various stains and determine their ability to be removed.
- demonstrate proper coronal polishing techniques.
- exhibit effective utilization of caries detection devices and analyze the acquired data.
DAST 116 Practice Management for the Dental Assistant

Units: 2
Hours: 36 hours LEC
Prerequisite: DAST 101, 102, 103, 104, 107, and 119 with grades of "C" or better
Enrollment Limitation: Enrollment in the Dental Assisting program.
Catalog Date: June 1, 2020

This course encompasses the principles of dental office management including: administrative procedures, record keeping, scheduling, dental histories, financial arrangements, bookkeeping, insurance procedures, patient communication, patient psychology, and job-finding skills. This course also includes a thorough review of all dental assisting duties allowed by the Dental Board of California and the application process for both the Registered Dental Assistant Exam and the Certified Assistant Exam.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define ethical and legal considerations in the practice of dentistry.
- compare various communication modes for both patient and inter-office communications.
- schedule patients and manage appointment book control.
- make financial arrangements for services rendered.
- complete the procedures for third-party reimbursement.
- demonstrate the ability to keep and balance accounts receivable records.
- create a personal portfolio to include a resume, cover letter, list of references, and other pertinent documents in preparation for job interviews.
- list categories of potential employment opportunities and compare the advantages and disadvantages of each.
- demonstrate appropriate interview skills in a typical dental office job interview.

DAST 118 Board Preparation

Units: 2
Hours: 36 hours LEC
Prerequisite: DAST 111, 112, 113, 115, 116, and 119 with grades of "C" or better
Catalog Date: June 1, 2020

This course is the culmination of all previous dental assisting courses and focuses on the specific requirements and components of both the state and national dental assisting board exams. At the completion of this course, students should be well-prepared to take the Registered Dental Assisting examination of the Dental Board of California, as well as the Certified Dental Assistant examination of the Commission on Dental Accreditation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate preparation for the Registered Dental Assisting written exam.
- demonstrate preparation for the Certified Dental Assistant exam.
DAST 119 Clinical Experience I

This course involves performance of dental assisting duties in an assigned dental office.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the characteristics of a professional dental assistant such as a positive attitude, initiative, good attendance and punctuality, cooperation, teamwork, and effective communication with patients.
- assist with various diagnostic procedures including review of medical and dental histories, intra- and extra-oral examinations, and dental charting.
- accurately take and record vital signs and preliminary impressions.
- expose, process, and mount diagnostic radiographs.
- pour and trim diagnostic models and fabricate bleaching trays.
- follow proper infection control procedures during operatory set-up and tear-down, patient treatment procedures, and instrument processing.
- competently prepare and dismiss patient, accurately set up trays, correctly identify and manipulate various dental materials, and precisely document patient treatment.

DAST 129 Clinical Experience II

This course involves performance of basic dental assisting duties as well as expanded duties in an assigned dental office.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- perform basic and advanced chairside assisting procedures using four-handed techniques.
- maintain the dental operatory including disease transmission control procedures, sterilization of instruments, and equipment care.
- manage the care of the dental patient including dental records.
- assemble the necessary armamentarium for general and specialty dental procedures and demonstrate knowledge of the step-by-step procedures for each procedure.
- perform California RDA duties to clinical competency as permitted by each individual dental office.
- apply skills in the basic business office procedure in a dental practices.
- display the characteristics of responsibility, dependability, cooperation, and professionalism necessary for a dental assistant.

DAST 295 Independent Studies in Dental Assisting

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: DAST 101, 102, 103, 104, and 107 with grades of "C" or better
Enrollment Limitation: Enrollment in the Dental Assisting program
Catalog Date: June 1, 2020

Student Learning Outcomes

3 Units:
162 hours LAB
DAST 111, 112, 113, 115, 116, 118, and 119 with grades of "C" or better
Enrollment in the Dental Assisting program
June 1, 2020
This is a course for those dental assisting students requesting special projects related to their dental assisting education.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- perform the task(s) determined by the staff and student as they relate to the specific project.
Dental Hygiene
| Sacramento City College

The Sacramento City College Dental Hygiene program is accredited by the Commission on Dental Accreditation (https://www.ada.org/en/coda).

For more detailed information related to the program, students should consult the current version of the Dental Hygiene Program Handbook (PDF) (/scc/main/doc/3-Academics/2-Programs-and-Majors/Dental-Hygiene/dental-hygiene-program-manual.pdf).

Dean
James Collins

Department Chairs
Melissa Fellman

 (916) 558-2357
 DuranG@scc.losrios.edu (mailto:DuranG@scc.losrios.edu)

Associate Degree

A.S. in Dental Hygiene

The Dental Hygiene Program consists of prerequisite courses in addition to dental hygiene courses. Students are required to complete additional general education and graduation requirements to earn an AS degree in Dental Hygiene. The program is accredited by the Commission on Dental Accreditation of the American Dental Association. The Commission is a specialized accrediting body recognized by the United States Department of Education and can be contacted at 211 East Chicago Avenue, Chicago, Illinois 60611. Program graduates are eligible to take the National Board Dental Hygiene Examination, which is administered by the Joint Commission on National Dental Examinations, the California RDH Examination, and other state and regional licensing examinations.

In addition to normal student expenses (tuition, books, etc.), the Dental Hygiene Program requires an expenditure of over $10,000 during the two-year program for uniforms, instruments, and special supplies. More than $8,000 will be needed at the beginning of the first semester. If this creates a financial burden, students should consult the Financial Aid Office for possible assistance one semester before entering the program.

Recommended Preparation
High school and college preparatory courses including algebra, biology, chemistry, and physiology are recommended.

Graduation Requirements:
Additional courses are necessary to meet Graduation Requirements. These may include American Institutions, Ethnic/Multicultural Studies, Humanities, Living Skills, and Competency Requirements.

Students must consult with a counselor to determine their individual educational plan.

A grade of “C” or better in all Dental Hygiene courses is required for progression in the Dental Hygiene program and for recommendation to apply for the Dental Hygiene licensing examination.

The Associate in Science Degree in Dental Hygiene must be obtained for graduation from the program.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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Enrollment Eligibility Courses:
<table>
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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>AH 301</td>
<td>Health Care in a Multicultural Society</td>
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<tr>
<td>BIOL 430</td>
<td>Anatomy and Physiology</td>
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<tr>
<td>BIOL 431</td>
<td>Anatomy and Physiology</td>
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<td>BIOL 440</td>
<td>General Microbiology</td>
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<tr>
<td>[ CHEM 305</td>
<td>Introduction to Chemistry (5)</td>
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<tr>
<td>and CHEM 306</td>
<td>Introduction to Organic and Biological Chemistry (5)</td>
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<tr>
<td>or CHEM 309</td>
<td>Integrated General, Organic, and Biological Chemistry (5)</td>
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<tr>
<td>COMM 301</td>
<td>Introduction to Public Speaking (3)</td>
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<tr>
<td>or COMM 331</td>
<td>Group Discussion (3)</td>
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<tr>
<td>or COMM 481</td>
<td>Introduction to Public Speaking - Honors (3)</td>
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<tr>
<td>DHYG 100</td>
<td>Introduction to Dental Hygiene</td>
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<tr>
<td>ENGWR 300</td>
<td>College Composition (3)</td>
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<tr>
<td>or ENGWR 488</td>
<td>Honors College Composition and Research (4)</td>
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<tr>
<td>MATH 120</td>
<td>Intermediate Algebra</td>
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<tr>
<td>NUTRI 300</td>
<td>Nutrition (3)</td>
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<td>or NUTRI 480</td>
<td>Nutrition Honors (3)</td>
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<tr>
<td>PSYC 300</td>
<td>General Principles (3)</td>
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<td>or PSYC 480</td>
<td>Honors General Principles (3)</td>
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<tr>
<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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<td>or SOC 480</td>
<td>Introductory Sociology - Honors (3)</td>
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**First Semester (Fall):**

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<tr>
<td>DHYG 101</td>
<td>Introduction to Clinical Dental Hygiene</td>
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<tr>
<td>DHYG 103</td>
<td>Oral Histology and Embryology</td>
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<td>DHYG 104</td>
<td>Patient Education and Nutrition</td>
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<td>DHYG 107</td>
<td>Dental Morphology</td>
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<td>DHYG 109</td>
<td>Infection Control and Hazardous Materials</td>
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**Second Semester (Spring):**

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<tr>
<td>DHYG 111</td>
<td>Clinical Dental Hygiene I</td>
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<tr>
<td>DHYG 112</td>
<td>Periodontics I</td>
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<tr>
<td>DHYG 113</td>
<td>Head and Neck Anatomy</td>
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<tr>
<td>DHYG 117</td>
<td>Dental Radiology</td>
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**Summer Session:**

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<tbody>
<tr>
<td>DHYG 121</td>
<td>Clinical Dental Hygiene II</td>
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<tr>
<td>DHYG 127</td>
<td>Dental Materials</td>
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<tr>
<td>DHYG 129</td>
<td>Dental Anesthesia</td>
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**Third Semester (Fall):**

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<th>COURSE CODE</th>
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<tbody>
<tr>
<td>DHYG 131</td>
<td>Clinical Dental Hygiene III</td>
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<tr>
<td>DHYG 132</td>
<td>Periodontics II</td>
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</table>
### COURSE CODE | COURSE TITLE | UNITS
---|---|---
DHYG 134 | Community Dental Health | 2
DHYG 135 | Clinic Seminar | 1.5
DHYG 138 | Oral Pathology | 2
DHYG 139 | Pharmacology | 2

**Fourth Semester (Spring):**

| COURSE CODE | COURSE TITLE | UNITS |
---|---|---
DHYG 141 | Clinical Dental Hygiene IV | 4.5
DHYG 145 | Clinic Seminar II | 1
DHYG 149 | Ethics, Jurisprudence and Dental Hygiene Practice | 2

Total Units: 91 - 97

1. Any course that meets the Ethnic/Multicultural graduation requirement meets this enrollment eligibility criteria.
2. MATH 120 or higher meets this enrollment eligibility criteria.

The Dental Hygiene Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

### Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- a high school diploma or the recognized equivalent, which will permit entrance to a college or university accredited by an agency recognized by the U.S. Department of Education or Council for Higher Education Accreditation.
- enrollment in the Dental Hygiene program is based on satisfactory completion of prerequisite courses with grades of “C” or better and submission of an online application and official transcripts to Admission and Records. Enrollment eligibility courses include:
  - BIOL 430 and 431, Anatomy and Physiology; BIOL 440, General Microbiology; CHEM 305 and CHEM 306 or CHEM 309, with a cumulative minimum GPA of 3.0.
  - NUTRI 300 or NUTRI 480, Nutrition; PSYC 300 or PSYC 480, General Principles; SOC 300 or SOC 480, Introductory Sociology; COMM 301, 331 or 481, Introduction to Public Speaking; ENGWR 300 or ENGWR 488, College Composition, Ethnic/Multicultural graduation requirement (See SCC Graduation Requirements), and DHYG 100, Introduction to Dental Hygiene, with a cumulative minimum GPA of 2.5.
  - completion of MATH 120 or higher, with a grade of "C" or better.
  - enrollment eligibility courses taken for Credit/No Credit (C/NC) will be calculated into GPAs as a "C" grade.

### Enrollment Process

Eligible students are selected for the program according to the following steps:

- Applications for enrollment are submitted online. One (1) official transcript supporting completion of prerequisite courses outside of the district must be submitted to Sacramento City College Admissions and Records by the posted due date. Enrollment applications and deadlines are available on the SCC website at http://www.scc.losrios.edu/dental/dental-hygiene/
- Completion of the enrollment eligibility requirements places the applicant in the random selection pool. Eligible students who are not selected for program enrollment will be considered alternates. Students that apply consecutive years retain their alternate ranking from their first application year.
- A background check and drug screening will be required of all students upon enrollment.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- use evidence-based care to assess, plan, implement, and evaluate dental hygiene treatment for a diverse population based on their total needs.
- incorporate and apply professional, ethical, legal, and regulatory concepts to oral health care services, community projects, and
Dental Hygiene (DHYG)

DHYG 100 Introduction to Dental Hygiene

This course is an introduction to the practice of Dental Hygiene. Topics include vital signs, dental terminology, infection control, study strategies, and the expectations and concerns of the dental hygiene professional.

Upon completion of this course, the student will be able to:

- describe the "ladder concept" of dentistry in California.
- determine which duties can be performed by each member of the dental team.
- categorize the "Essential Functions" needed to perform the duties required in the Allied Health field.
- differentiate the functions of the dental hygienist in California.
- utilize study strategies, such as time-management skills, test-taking strategies, and note-taking skills that may be useful for success in the dental hygiene program.
- recall basic dental terminology, such as tooth numbering and landmarks, necessary for the entering dental hygiene student.
- describe the hazards and responsibilities of the dental hygienist as related to the Federal OSHA standards.
- describe the hazards and responsibilities of the dental hygienist as related to treatment of all individuals including those with infectious diseases and those with different backgrounds.

Dental Hygiene (DHYG)

DHYG 101 Introduction to Clinical Dental Hygiene

This course is an introduction to the practice of Dental Hygiene. Topics include vital signs, dental terminology, infection control, study strategies, and the expectations and concerns of the dental hygiene professional.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- integrate and apply health literacy and culturally competent communication skills to oral health care services, academic endeavors, community projects, and professional activities.
- assess, plan, implement, and evaluate community-based oral health projects.
- successfully complete written and clinical examinations for dental hygiene licensure and certification.
- apply critical thinking and self assessment skills to enhance learning, research, patient care, professional growth, and continued competency.

Career Information

This program prepares the student for employment as a dental hygienist. The registered dental hygienist is a licensed, professional, oral health educator, and clinician who works under the direction and supervision of a licensed dentist to provide preventive and therapeutic services for the control of oral diseases. Dental hygienists aid individuals and groups in attaining and maintaining optimum oral and general health through provision of services such as assessment of medical and dental conditions, oral hygiene education, oral prophylaxis - the removal of plaque, calculus, and stains from the teeth - and application of preventive agents such as fluoride and sealants. The dental hygienist may be employed in dental offices, schools, health care facilities, public health agencies, industry, and educational institutions.

Dental Hygiene (DHYG)

DHYG 101 Introduction to Clinical Dental Hygiene

Units: 0.5
Hours: 9 hours LEC
Prerequisite: None.
Catalog Date: June 1, 2020

This course is an introduction to the practice of Dental Hygiene. Topics include vital signs, dental terminology, infection control, study strategies, and the expectations and concerns of the dental hygiene professional.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- integrate and apply health literacy and culturally competent communication skills to oral health care services, academic endeavors, community projects, and professional activities.
- assess, plan, implement, and evaluate community-based oral health projects.
- successfully complete written and clinical examinations for dental hygiene licensure and certification.
- apply critical thinking and self assessment skills to enhance learning, research, patient care, professional growth, and continued competency.

Career Information

This program prepares the student for employment as a dental hygienist. The registered dental hygienist is a licensed, professional, oral health educator, and clinician who works under the direction and supervision of a licensed dentist to provide preventive and therapeutic services for the control of oral diseases. Dental hygienists aid individuals and groups in attaining and maintaining optimum oral and general health through provision of services such as assessment of medical and dental conditions, oral hygiene education, oral prophylaxis - the removal of plaque, calculus, and stains from the teeth - and application of preventive agents such as fluoride and sealants. The dental hygienist may be employed in dental offices, schools, health care facilities, public health agencies, industry, and educational institutions.
This course provides an introduction to dental hygiene concepts and procedures. Emphasis is placed on the assessment phase of patient care as well as on the theory and performance of basic dental hygiene instrumentation procedures.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- elicit and record an accurate medical/dental history.
- obtain vital signs.
- perform a systematic extraoral and intraoral inspection.
- perform a dental charting.
- perform clinical periodontal probe and calculus detection assessments.
- demonstrate utilization of proper aseptic techniques.
- utilize correct patient/operator positioning.
- demonstrate a knowledge of instrument design, classification, and usage.
- select appropriate instruments for various treatment cases.
- demonstrate correct instrumentation and coronal polish techniques according to pre-specified criteria and competency level.
- provide patient education.
- utilize appropriate communication and patient management skills to provide the patient with individualized information regarding dental hygiene treatment procedures.
- demonstrate affective skills in the areas of cooperation, critical thinking and problem solving.
- demonstrate competency in instrument processing, unit set up and break down, hand washing, and utilization of personal protective equipment.

**DHYG 103 Oral Histology and Embryology**

**Units:** 1
**Hours:** 18 hours LEC
**Prerequisite:** Acceptance into the dental hygiene program and completion of BIOL 430, 431, and 440; CHEM 305 and 306 with grades of "C" or better, and with a cumulative GPA of 3.0 or better; completion of DHYG 100, NUTRI 300 or NUTRI 400, ENGWR 301 or ENGWR 488, COMM 331, PSYC 300 or PSYC 400, SOC 300 or SOC 400, Ethnic/Multicultural graduation requirement, and MATH 120 or higher with grades of "C" or better and a cumulative GPA of 2.5 or better; completion of ENGRD 110 or eligibility for ENGRD 310 as determined by the reading assessment process for all applicants who do not have an AA degree or higher.

**Enrollment Limitation:**

Oral Histology and Embryology is the study of microscopic tissues and structures of the teeth, periodontium, and oral cavity as related to the clinical practice of dental hygiene.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- describe the process of both prenatal development and developmental disturbances related to the development of the face, neck, and oral structures.
- outline the events that occur during the development of the face and neck, describing each step in formation.
- outline the events that occur during the development of the teeth and associated structures and during tooth eruption, describing each step of formation.
- indicate and discuss the components of the cell, including the cell membrane, cytoplasm, organelles, and inclusions.
- list and describe each of the basic histological types of tissue.
- list and describe the types of oral mucosa, characterizing each of the different types of epithelium associated with each region in
the oral cavity, including the tongue.
- describe the composition and discuss the development of the dentogingival junctional tissues.
- describe the location of each head and neck structure.
- describe the properties of enamel and discuss the microscopic features.
- discuss the microscopic features of dentin and pulp.
- indicate and discuss the microscopic features of the periodontium.
- prepare and deliver a presentation to an audience.

DHYG 104 Patient Education and Nutrition

This course covers the principles and practices of preventing and controlling dental disease with emphasis on nutrition, plaque control, motivation, and chairsde patient education.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define and apply the principles of primary, secondary, and tertiary preventive dentistry.
- effectively demonstrate both brushing techniques and auxiliary plaque control aids in his or her own mouth as well as help clients with instruction and feedback for these techniques.
- prepare chairsde visual aids and patient education materials for use during dental hygiene appointments.
- plan, implement, and evaluate individualized plans for primary prevention for dental hygiene clients with beginning level competency.
- select, demonstrate, and explain rationale for use of a variety of oral hygiene devices and aids based on individual client needs and preferences.
- develop an awareness of the total client and his or her individual needs, motivation, and preferences in planning an integrated dental hygiene prevention and treatment plan.
- utilize and interpret basic dental health assessment indices in client evaluation and interpretation of journal articles.
- utilize and interpret a caries risk assessment in client evaluation and treatment planning.
- demonstrate knowledge of fluorides and other chemo-therapeutic agents and be able to explain the rational for their use in individual and community client situations.
- explain the influence of nutrition on oral, dental disease, and total health.
- relate the basic principles of education, motivation, and psychology and their applications to dental hygiene client education, preventive treatment and oral care planning.
- differentiate between cariogenic sugars and non-cariogenic sweeteners.
- describe and implement preventive strategies to halt or decrease caries frequency in high-risk or at-risk patients.
- describe the different types of tobacco, their use, harmful toxins, carcinogens, and potential for associated oral diseases and lesions.
- identify and describe the components of a successful tobacco cessation intervention program in a dental office and community settings.
- recognize the common oral conditions and diseases of patients with developmental disorders.
• apply specific preventive strategies to use with patients with developmental disorders.

DHYG 107 Dental Morphology

Units: 1.5
Hours: 18 hours LEC; 27 hours LAB
Prerequisite: See enrollment limitations.
Enrollment Limitation: Acceptance into the dental hygiene program and completion of BIOL 430, 431, and 440; CHEM 305 and 306 with grades of "C" or better, and with a cumulative GPA of 3.0 or better; completion of DHYG 100, NUTRI 300 or NUTRI 400, ENGWR 300 or ENGWR 488, COMM 301 or COMM 331, PSYC 300 or PSYC 400, SOC 300 or SOC 400, Ethnic/Multicultural graduation requirement, and MATH 120 or higher with grades of "C" or better and a cumulative GPA of 2.5 or better; completion of ENGRD 110 or eligibility for ENGRD 310 as determined by the reading assessment process for all applicants who do not have an AA degree or higher.

Catalog Date: June 1, 2020

Dental Morphology is the study of the formation, function, and structure of the teeth, and their supporting structures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• describe the two dentitions and their relationship.

• assign the correct universal designation for a tooth and its correct dentition period when examining a figure or a patient.

• describe the general and specific features of permanent anterior teeth and each permanent anterior tooth type.

• describe the general and specific features of permanent posterior teeth and each permanent posterior tooth type.

• describe the general features of primary teeth and of each primary tooth type.

• outline Angle’s classification of malocclusion and how it relates to patient care.

• demonstrate an understanding of the need for preventative measures and occlusal sealants for teeth as it relates to pits and fissures.

DHYG 109 Infection Control and Hazardous Materials

Units: 0.5
Hours: 9 hours LEC
Prerequisite: See enrollment limitations.
Enrollment Limitation: Acceptance into the dental hygiene program and completion of BIOL 430, 431, and 440; CHEM 305 and 306 with grades of "C" or better, and with a cumulative GPA of 3.0 or better; completion of DHYG 100, NUTRI 300 or NUTRI 400, ENGWR 300 or ENGWR 488, COMM 301 or COMM 331, PSYC 300 or PSYC 400, SOC 300 or SOC 400, Ethnic/Multicultural graduation requirement, and MATH 120 or higher with grades of "C" or better and a cumulative GPA of 2.5 or better; completion of ENGRD 110 or eligibility for ENGRD 310 as determined by the reading assessment process for all applicants who do not have an AA degree or higher.

Catalog Date: June 1, 2020

This course emphasizes the legal and ethical aspects of infectious disease transmission and their prevention. The necessary information to meet Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) requirements for education on infection control and hazardous material management is included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• describe the legal and ethical concepts of OSHA and the Dental Board of California regulations concerning infection control.

• describe and demonstrate understanding of the concept of disease transmission in the dental environment; how it occurs and how to prevent transmission of disease to self and to patients.

• explain how the HIV virus, TB (tuberculosis), herpes, and hepatitis viruses are spread and how to prevent potential transmissions.

• describe how to protect the dental patient with disinfection techniques, barrier control techniques, and sterilization.
• prepare appropriate records on infection control and management of hazardous materials.
• describe and demonstrate how to label and protect themselves from hazardous materials.

DHYG 111 Clinical Dental Hygiene I

Units: 4
Hours: 36 hours LEC; 117 hours LAB
Prerequisite: DHYG 103 and 107 with grades of "C" or better
Enrollment Limitation: Enrollment in the dental hygiene program.
Catalog Date: June 1, 2020

This course provides clinical practice of oral prophylaxis through practical applications of procedures learned in DHYG 101. In clinic, students demonstrate various procedures on each other before applying them to patients: children over 5 years old and young adults. Techniques in patient education will be practiced. The lectures include rationale for more difficult traditional dental hygiene skills as students advance from preclinic to DHYG 111 Clinic I. Students are required to complete the minimum number of patients and services required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate beginning level proficiency in the selection, development, and implementation of the treatment plan for the child and healthy adult patient.
• demonstrate the ability to plan, complete, and evaluate the preventive treatment plan for the child patient.
• demonstrate increased proficiency providing oral prophylaxis and auxiliary procedures to the child and healthy adult patient.
• demonstrate mastery of the rationale on written examinations, participate in initial laboratory experiences, and develop proficiency in the following areas: instrument sharpening, use of auxiliary plaque control aids, gracey instrumentation, root planing, desensitization, ultrasonics, periodontal examinations, and care of dental appliances and dental implants.
• demonstrate mastery of the clinical rationale on written examinations, and apply in the clinical setting when necessary.

DHYG 112 Periodontics I

Units: 2
Hours: 36 hours LEC
Prerequisite: DHYG 101, 103, 104, 107, and 109 with grades of "C" or better
Enrollment Limitation: Enrollment in the dental hygiene program.
Catalog Date: June 1, 2020

This is a course in periodontics that includes the identification of the normal periodontium and recognition of deviations from normal. It includes the etiology and principles of periodontal disease, examination procedures, treatment, and preventive measures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• compare and contrast the clinical and histological characteristics of the periodontium in health, gingivitis, and periodontitis.
• describe variables associated with periodontal disease that an epidemiologist might include in a research study.
• name and describe the components of the biofilm structure.
• name the classic symptoms of inflammation.
• compare and contrast acute and chronic inflammation.
• describe two common local contributing factors that can increase plaque retention.
• list and describe systemic contributing factors related to periodontal disease.
• compare and contrast the terms periodontal disease, gingivitis, and periodontists.
• name and define the major subdivisions of gingival disease.
• compare and contrast chronic periodontitis and aggressive periodontitis.
discuss and provide several examples of how systemic conditions can increase an individual's susceptibility to periodontal disease.

- summarize the elements in the framework of the evidence-based decision making process.
- describe and demonstrate decision making during treatment planning.
- list and describe the objectives for periodontal surgery.
- describe immunology and the host immune response.

DHYG 113 Head and Neck Anatomy

| Units: | 2 |
| Hours: | 36 hours LEC |
| Prerequisite: | DHYG 101, 103, 104, 107, and 109 with grades of "C" or better |
| Enrollment Limitation: | Enrollment in the dental hygiene program. |
| Catalog Date: | June 1, 2020 |

This is a course in oral anatomy designed for the study of the head and neck structures or group of structures in relation to their function for the clinical practice of dental hygiene, especially the areas pertaining to local anesthesia.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discuss the clinical applications of head and neck anatomy by dental professionals.
- locate and identify the regions and associated surface landmarks of the head and neck on a diagram and a patient.
- describe in detail the landmarks of the maxilla and mandible.
- locate and identify the muscles of the head and neck on a diagram, skull, and patient.
- locate and identify the landmarks of the temporomandibular joint on a diagram, skull, and patient.
- discuss the vascular system pathology associated with the head and neck region.
- locate and identify the glands and associated structures in the head and neck on a diagram, skull, and patients.
- compare the divisions of the central and peripheral nervous systems.
- identify the tissues and structures anesthetized by local anesthesia.
- analyze the lymphatic system.
- describe the spread of dental infections.

DHYG 117 Dental Radiology

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | DHYG 101, 103, 104, 107, and 109 with grades of "C" or better |
| Enrollment Limitation: | Enrollment in the dental hygiene program. |
| Catalog Date: | June 1, 2020 |

This course covers the principles of dental radiology. Topics include laboratory experience and clinical application of procedures involved in exposing, processing, interpreting, and evaluating dental radiographs.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate acceptable practices of health and safety including infection control in relation to exposing and processing radiographs.
- relate basic principles of radiographic theory to the production of diagnostically acceptable radiographs.
- determine, in conjunction with a dentist and "Radiographic Guidelines," a patient's need for radiographs based upon integration of patient history and clinical examination.
- employ appropriate methods for intraoral radiography and be capable of modifying techniques to adjust to specific patient situations.
- identify radiographic techniques and processing errors and be able to remediate these errors with faculty and peers.
- interpret radiographic landmarks, basic caries, and periapical disease processes on intraoral and panoramic dental radiographs with beginning level competence.
- provide education to the patient regarding the need for value of and benefit/risk rationale for dental radiographs.
- demonstrate appropriate professionalism during class and laboratory sessions.

### DHYG 121 Clinical Dental Hygiene II

**Units:** 2  
**Hours:** 110 hours LAB  
**Prerequisite:** DHYG 111, 112, 113, and 117 with grades of "C" or better  
**Enrollment Limitation:** Enrollment in the dental hygiene program.  
**Catalog Date:** June 1, 2020

This course provides continued clinical experience in performing oral prophylaxis with wider variety of clinical cases, as well as complete assignments in clinical radiography. Students must complete minimal number of patient treatments and services listed in the syllabus.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate increased proficiency in efficient handling and evaluation of prophylaxis patients. Skills needed include instrument sharpening, use of auxiliary plaque control aids, gracey instrumentation, root planing, desensitization, ultrasonics, periodontal examinations, and care of dental appliances and dental implants.
- demonstrate acceptable technical ability for exposing, processing, and evaluating full-mouth x-rays.
- demonstrate the ability to plan, complete, and evaluate the preventive treatment plan for the adult patient.
- demonstrate beginning level proficiency for moderately-difficult to difficult patients.
- demonstrate beginning level proficiency in the following skill: recognition of need for and utilization of correct techniques in root planing.
- demonstrate beginning level proficiency in the following skill: recognition of need for and utilization of correct techniques in ultrasonics.
- demonstrate beginning level proficiency in the following skill: recognition of need for and correct application of pit and fissure sealants.
- complete periodontal charting including: sulcus depth, gingival recession, mobility, furcation, lack of adequate attached gingiva, frenum pull, diastemas, and malposed teeth.
- demonstrate beginning level proficiency in the following skill: recognition of need for and correct application of desensitizing agents.

### DHYG 127 Dental Materials

**Units:** 2  
**Hours:** 27 hours LEC; 27 hours LAB  
**Prerequisite:** DHYG 111, 112, 113, and 117 with grades of "C" or better  
**Enrollment Limitation:** Enrollment in the dental hygiene program.  
**Catalog Date:** June 1, 2020

This course is a survey of dental materials and techniques and their use. It includes training in radiographic decision making and placement of Interim Therapeutic Restorations (ITR). Instruction of ITR consists of four hours of didactic and four hours of laboratory. Clinical ITR instruction is embedded in DHYG 131 and DHYG 141.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize, list, and describe properties and procedures that affect the manipulation, placement, and effectiveness of dental materials.
- explain the effects the oral environment may have on dental material as well as the effect dental materials may have on the oral environment.
- demonstrate the ability to mix dental materials to proper consistency in a reasonable length of time.
- describe and demonstrate the appropriate method for taking, pouring, and trimming alginate impressions for study casts, opposing models, and bleaching trays.
- demonstrate the ability to fabricate functional bleaching trays.
- define and describe the use of dental amalgam and composite restorations.
- compare various bonding techniques and list the specific requirements of each.
- identify and demonstrate the use of various matrix systems.
- discuss dental resins as they relate to both intraoral and extraoral use in dentistry.
- describe various fixed and removable devices and determine which device is best considering specific patient needs.
- demonstrate knowledge of basic endodontic, oral surgery, and implant procedures.
- demonstrate radiographic decision making and placement of Interim Therapeutic Restorations ITR.

DHYG 129 Dental Anesthesia

Units: 2
Hours: 27 hours LEC, 27 hours LAB
Prerequisite: DHYG 113 and 121 with grades of "C" or better
Enrollment Limitation: Acceptance into the dental hygiene program and completion of BIOL 430, 431, and 440; CHEM 305 and 306 with grades of "C" or better, and with a cumulative GPA of 3.0 or better; completion of DHYG 100, NUTRI 300 or NUTRI 400, ENGRD 110 or ENGRD 141 with grades of "C" or better and a cumulative GPA of 2.5 or better; completion of ENGRD 110 or eligibility for ENGRD 310 as determined by the reading assessment process for all applicants who do not have an AA degree or higher.
Catalog Date: June 1, 2020

Dental Anesthesia covers the science behind local anesthesia with a lab component including oral injections. Anatomical structures of the head and neck and oro-facial variations from normal in a clinical setting are included in the course content. The rationale for this course is to present didactic instruction related to the indications and contraindications of the administration and reversal of local anesthetic agents. Course content will also include head and neck anatomy, physical and psychological evaluation procedures, review of the body systems, theory and psychological aspects of pain and anxiety control, selection of pain control modalities, pharmacological considerations such as action of anesthetics and vasoconstrictors, recovery and post procedure, complications and management of local anesthetic emergencies, armamentarium, techniques for maxillary and mandibular local infiltrations, field blocks and nerve blocks, proper infection control, documentation that meets the standard of care, and medical and legal considerations. Student course evaluation mechanisms are included in didactic instruction prior to preclinical injections. An emphasis will be placed on the administration of local anesthesia. Preclinical injection skills (2 for each injection) will be obtained in preparation for clinical injection requirements in DHYG 131 and DHYG 141. Injections include IO (ASA nerve block), ASA (field block), MSA, PSA, NP (P-ASA), AMSA, IANB (includes lingual), Buccal, mental, incisive, maxillary infiltration (1-16), mandibular infiltration (22-27), and intraseptal.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the indications and contraindications of the administration and reversal of local anesthetic agents.
- describe and demonstrate an understanding of neurophysiology and the theory and psychological aspects of pain and anxiety control.
- demonstrate an understanding of the pharmacology of local anesthetics, review the body systems related to local anesthetics.
- compare and contrast the pharmacology of vasoconstrictors.
- compare the clinical actions of specific local anesthetic agents and the selection of pain control agents.
- demonstrate the assemble of a breech-loading syringe used in dentistry.
• demonstrate an understanding of the types of needles used in dentistry for administering local anesthetic.
• demonstrate an understanding of the components, contents, and the safe handling of a dental anesthetic cartridge.
• demonstrate an understanding of topical anesthetic used in dentistry.
• describe the preparation of the armamentarium when preparing to administer local anesthetic in dentistry including proper infection control procedures for local anesthesia.
• assess the goals of a physical and psychological evaluation.
• demonstrate basic injection techniques used in dentistry including recovery from local anesthesia.
• incorporate anatomical considerations when administering local anesthesia in dentistry.
• demonstrate an understanding of how to safely administer maxillary and mandibular local injections.
• assess indications for supplemental injections in the dental setting.
• evaluate legal considerations related to local anesthesia.
• describe the local and systemic complications of dental anesthesia.
• demonstrate patient documentation that meets the standard of care.
• critique future trends in dental anesthesia.

DHYG 131 Clinical Dental Hygiene III

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate increased proficiency in efficient handling and evaluation of the prophylaxis patient.
• demonstrate proficiency in the administration of local anesthesia and soft tissue curettage.
• demonstrate increased technical ability for exposing, processing, and evaluating full-mouth radiographs.
• demonstrate beginning proficiency in the selection, development, and implementation of treatment plans for periodontally-involved patients.
• demonstrate the ability to identify and analyze the dietary needs of a patient at risk for dental caries.
• demonstrate satisfactory performance in professionalism.
• demonstrate satisfactory performance in clinical proficiency exams.
• complete the minimum number of patients and services listed in the syllabus.
• complete the minimum number of x-rays, injections, STC and ITR requirements listed in the syllabus.

DHYG 132 Periodontics II

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate increased proficiency in efficient handling and evaluation of the prophylaxis patient.
• demonstrate proficiency in the administration of local anesthesia and soft tissue curettage.
• demonstrate increased technical ability for exposing, processing, and evaluating full-mouth radiographs.
• demonstrate beginning proficiency in the selection, development, and implementation of treatment plans for periodontally-involved patients.
• demonstrate the ability to identify and analyze the dietary needs of a patient at risk for dental caries.
• demonstrate satisfactory performance in professionalism.
• demonstrate satisfactory performance in clinical proficiency exams.
• complete the minimum number of patients and services listed in the syllabus.
• complete the minimum number of x-rays, injections, STC and ITR requirements listed in the syllabus.
This course develops clinical skills applicable in the treatment of patients with advanced periodontal disease. The course includes demonstrations and performance of tasks on appropriate laboratory materials. It also includes working with a live patient and with a periodontist in the clinical setting using advanced skills, including administration of local anesthesia and soft tissue curettage. Students will synthesize the results of assessments and design and implement treatment for a periodontally involved patient. Soft Tissue Curettage (STC) includes three hours of didactic and preclinical instruction.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- perform all relevant data collection tasks on a patient including, but not limited to, radiographic interpretation and occlusal evaluation in order to facilitate case assessment.
- use appropriate assessments, formulate a dental hygiene diagnosis and comprehensive treatment plan for a non-surgical periodontal therapy, and communicate the plan to the patient including the benefits and limitations of Scaling and Root Planing and Soft Tissue Curettage and the patient's role in effective treatment.
- justify and utilize the correct armamentarium and techniques for patient treatment procedures including safe anesthesia, scaling and root planing and Soft Tissue Curettage (STC).
- examine applicable newer theories, technologies, and procedures as they relate to periodontal care.
- demonstrate correct suture removal on a typodont and subgingival antimicrobial delivery.
- evaluate the results of treatment and identify the need for referral.

### DHYG 134 Community Dental Health

**Units:** 2

**Hours:** 18 hours LEC; 54 hours LAB

**Prerequisite:** DHYG 121 and 127 with grades of "C" or better

**Enrollment Limitation:** Enrollment in the Dental Hygiene program.

**Catalog Date:** June 1, 2020

Community Dental Health is the study of the philosophy and background of community dental health with emphasis on program planning, implementation, and evaluation. This course includes practical experience implementing programs in various community settings. Extra time outside the normal school schedule may be required for completion of community projects.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the relationship of public health to the roles of the dental hygienist.
- discuss the variety of roles, settings, and duties that are possible for dental hygienists in community settings.
- discuss the basic terms and concepts of epidemiology.
- discuss the conceptual models that illustrate the determinants of health.
- describe the oral health objectives in Healthy People 2010 and 2020.
- discuss measures used to assess oral health in populations.
- discuss the factors that influence oral health in populations.
- demonstrate knowledge of health care financing and delivery.
- identify oral health programs at the local, state, national, and international levels.
- discuss the benefits of primary prevention programs, including fluoride, sealants, and oral health education.
- demonstrate beginning level knowledge and interpretation of biostatistics and research methods.
- discuss and demonstrate applications of health promotion, health communications, and cultural competency in community settings.
- analyze and discuss social responsibility and ethical dilemmas in oral public health settings.
- describe the application of strategies and approaches that enhance cross-cultural communication and education in oral health care settings.
- define and discuss service learning principles.
• plan, implement, and report on an oral health presentation in a preschool or Head Start setting.
• demonstrate and interpret the use of dental indices in applications to dental health promotion and research programs.
• discuss planning and evaluation of oral health programs in the community.
• research a community health agency and complete a written and oral report on the agency.
• visit two different facilities that offer programs for geriatric or medically compromised populations and complete written and oral reports on the facilities.
• review tobacco cessation information and resources as applicable to community oral health programs.
• observe and document participation in community health fairs that target under-served populations.
• discuss the principles of research to community programs and professional journal articles.
• identify the specific stages of the planning cycle including assess, plan, implement, evaluate, and report on an independent oral health project in selected target populations.

DHYG 135 Clinic Seminar

Units: 1.5
Hours: 27 hours LEC
Prerequisite: DHYG 121 and 127 with grades of "C" or better
Enrollment Limitation: Enrollment in the dental hygiene program.
Catalog Date: June 1, 2020

This course integrates advanced concepts and skills into the clinical experiences of the third semester dental hygiene student. Emphasis is placed on development and implementation of comprehensive patient treatment plans, identification of resources to support evidence-based patient care, and critical thinking skills. This course introduces topics related to aging and its implication for health care providers. Emphasis is on socioeconomic and psychological aspects of aging, as well as normal age-related physiological changes. An overview of community resources that serve the older populations' health and dental needs is also included. Additionally, the preparation for table clinic presentations in Clinic Seminar II is introduced.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• apply advanced instrumentation techniques to the clinical treatment of patients.
• develop and implement periodontally involved patient treatment plans.
• demonstrate an understanding of the treatment needs of patients with involved medical histories.
• apply critical thinking skills to case-based studies and treatment planning.
• identify the major socioeconomic characteristics of the older population, including ethnic, economic, education, family, religious, cultural, and residential factors.
• discuss the influence of demographic and economic factors on health and dental care.
• demonstrate understanding of basic mental health and cognitive function of the older adult.
• describe key health promotion and disease prevention activities appropriate for older people.
• identify age-related physiological changes.
• interact with other health care professionals and community resources in order to provide coordinated care to older adults.

DHYG 138 Oral Pathology

Units: 2
Hours: 36 hours LEC
Prerequisite: DHYG 121 and 127 with grades of "C" or better
Enrollment Limitation: Enrollment in the dental hygiene program.
Catalog Date: June 1, 2020

This course is the introduction to general pathology with a special emphasis on oral pathology. This course also addresses recognition of
the normal and abnormal in the oral cavity.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- list and define diagnostic modalities that contribute to the diagnostic process.
- list five classic signs of inflammation that occur locally at the site of inflammation.
- describe the primary difference between an immune response and an inflammatory response.
- describe the factors that allow opportunistic infection to develop.
- recognize developmental disorders of the dentition in adults and children.
- explain the purpose of mitosis and meiosis.
- explain the difference between a benign tumor and a malignant tumor.
- demonstrate an understanding of nonneoplastic disorders of the bone.
- demonstrate an understanding of the oral manifestations of systemic diseases.

DHYG 139 Pharmacology

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Pharmacology is the classification and study of drugs according to origin, physical and chemical properties. This course covers the therapeutic effect and values, particularly of drugs utilized in dentistry.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the role of pharmacology in the dental hygiene process of care.
- identify the various parts of a written prescription.
- compare the difference between pharmacodynamics and pharmacokinetics.
- understand the difference between the sympathetic and parasympathetic divisions of the autonomic nervous system.
- discuss the commonly used pharmacological agents for the treatment of orofacial pain.
- list the classifications of the different antibiotics including penicillins, cephalosporins, and tetracyclines.
- describe and demonstrate understanding of antiviral and antifungal agents.
- describe and demonstrate understanding of antineoplastic, immunosuppressant, and biphosphonate drugs.
- list the different categories of drugs used in the treatment of heart conditions.
- describe and demonstrate understanding of peptic ulcer disease and gastroesophageal reflux disease.
- discuss the management of asthma and chronic obstructive pulmonary disease.
- describe and demonstrate understanding of neuralgic drugs.
- discuss the biochemical etiology of the various psychiatric disorders.
- compare the indications and effects of the available medications used to treat diabetes mellitus and thyroid disorders.
- describe the actions of various herbal products used in dentistry.
DHYG 141 Clinical Dental Hygiene IV

This course provides continuing clinical experience in performing oral prophylaxis, oral radiographic surveys, charting cases, and patient education. The clinical experience is related to all aspects of dentistry. Students must complete the minimum number of patients and services listed in the syllabus.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate increased proficiency in efficient handling and evaluation of the prophylaxis patient using skills listed previously in clinical courses.
- demonstrate beginning-level proficiency in the administration of local anesthesia, administration of nitrous oxide, and soft tissue curettage.
- reduce the patient appointment time while at the same time maintain quality patient treatment.
- demonstrate increased technical ability for exposing, processing, and evaluating full-mouth radiographs.
- demonstrate increased ability in the selection, development, and implementation of treatment plans for periodontally-involved patients.
- complete the minimum number of x-rays, injections, STC, nitrous oxide sedation, and ITRs listed in the syllabus.

DHYG 145 Clinic Seminar II

This course provides instruction in nitrous oxide-oxygen analgesia and caries detection. Students develop critical thinking skills through the discussion of problems and special interest cases encountered in clinical experience. There will be presentations from outside speakers. Additionally, this course is designed to share and discuss unique and common situations that have occurred in the clinic, develop the skills to identify dental caries, and provide a format for research presentations of dental table clinics. This course provides instruction in the administration of nitrous oxide. This course also presents didactic instruction related to the indications and contraindications of the administration of nitrous oxide-oxygen analgesia agents. Course content also includes head and neck anatomy, physical and psychological evaluation procedures, review of the body systems, theory and psychological aspects of pain and anxiety control, selection of pain control modalities, pharmacological considerations such as the action of nitrous oxide-oxygen analgesia, recovery and post procedure, complications and management of nitrous oxide-oxygen analgesia emergencies, armamentarium, techniques for nitrous oxide-oxygen analgesia, proper infection control, documentation that meets the standard of care, and medical and legal considerations. Student course evaluation mechanisms are included in didactic instruction prior to preclinical administration of nitrous oxide. Two (2) Preclinical nitrous oxide-oxygen analgesia skills will be obtained in preparation for three (3) clinical competency administrations in DHYG 141. Each clinical competency shall include the performance of a dental hygiene procedure while administering at least 20 minutes of nitrous-oxygen analgesia.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- present an oral case presentation, utilizing appropriate documentation.
- safely administer nitrous oxide to clients, demonstrating an understanding of the armamentarium.
- describe the indications and contraindications of the administration of nitrous oxide.
- assess the physical and psychological evaluation of patients prior to administering nitrous oxide.
- demonstrate proper infection control and legal documentation of the administration of nitrous oxide.
- detect dental caries utilizing the oral exam, Diagnodent, and radiographs.
- understand the mechanisms of Electric Pulp Testing.
• develop and present a professional table clinic research project.
• demonstrate adequate preparation for the National Board Dental Hygiene Exam.
• obtain information presented by the dental industry and use this information to better treat clients.
• demonstrate adequate preparation for the California Clinical Examination and/or the Western Regional Exam (WREB).

**DHYG 149 Ethics, Jurisprudence and Dental Hygiene Practice**

**Units:** 2  
**Hours:** 36 hours LEC  
**Prerequisite:** DHYG 131, 132, 134, 135, 138, and 139 with grades of "C" or better  
**Enrollment Limitation:** Enrollment in the dental hygiene program.  
**Catalog Date:** June 1, 2020

This course is the study of the fundamental factors necessary to be employed and practice within the ethical and legal framework of the California State Dental Practice Act and the code of ethics of the American Dental Hygienists' Association.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

• discuss the history of dental hygiene and the current roles for a dental hygienist in the areas of administrator and manager, change agent, clinician, client advocate, educator and oral health promoter, and researcher.
• demonstrate knowledge of the legal duties for the dental assistant, registered dental assistant, registered dental assistant in extended function, registered dental hygienist, and registered dental hygienist in alternative practice in California and the level of supervision required to perform these duties.
• discuss the structure of the American Dental Hygienists' Association at the national, state, and local level and describe benefits of membership in a professional organization.
• discuss the application of the ADHA Code of Ethics to daily dental hygiene practice.
• demonstrate beginning knowledge of jurisprudence terminology and dental hygiene and dental malpractice.
• formulate a cover letter, resume, and personal philosophy of practice.
• compare and contrast the benefits and costs of professional malpractice and disability insurance and list resources for obtaining these policies.
• discuss risk assessment as applied to dental hygiene practice and list potential risk areas.
• discuss key facets of the interview process and formulate a plan for success including key questions and responses which may likely occur in an interview.
• demonstrate basic knowledge of financial planning and asset/debt management for the new graduate.

**DHYG 295 Independent Studies in Dental Hygiene**

**Units:** 1 - 3  
**Hours:** 54 - 162 hours LAB  
**Prerequisite:** See enrollment limitations  
**Enrollment Limitation:** Enrollment in the dental hygiene program or a license dental professional obtaining continuing education.  
**Catalog Date:** June 1, 2020

This course is designed to provide a mechanism for current dental hygiene students or licensed professionals to complete independent studies in dental hygiene education. The course is designed to allow for three uses; supplemental dental hygiene clinic time for currently enrolled dental hygiene students, remediation dental hygiene clinic time for currently enrolled dental hygiene students, or continuing education for licensed dental professionals. Continuing education from dental professionals is a mandated training requirement as a condition of continued employment. (Cal. Code Regs., tit. 5, 55041 allowed for repeatability with no limitations).

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- show improvement in the subject areas agreed upon in the special studies agreement.

**DHYG 296 National Board Pathway**

**Units:** 2  
**Hours:** 36 hours LEC  
**Prerequisite:** None.  
**Enrollment Limitation:** Students enrolled in this course must have an alternate acceptance number for admission into the dental hygiene program.  
**Catalog Date:** June 1, 2020

This course will review and address science National Board Dental Hygiene Exam content and address program policy compliance. Students who have met enrollment eligibility and are on a wait list to start the program may take this course to stay engaged with critical licensure exam content until they are admitted to the program.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- describe principles of gross anatomy that relate to the National Board Dental Hygiene Exam.  
- describe principles of physiological body functions that relate to the National Board Dental Hygiene Exam.  
- describe principles of microbiology and immunology that relate to the National Board Dental Hygiene Exam.  
- describe principles of biochemistry that relate to the National Board Dental Hygiene Exam.  
- describe principles of medical emergencies that relate to the National Board Dental Hygiene Exam.  
- explain principles of safe patient care that relate to the Dental Hygiene Program's policies.

**DHYG 297 Advanced Topics Seminar**

**Units:** 1  
**Hours:** 18 hours LEC  
**Prerequisite:** Possession of or in the process of obtaining a state license for Dentists, Dental Hygienists, or Dental Assistants  
**Enrollment Limitation:**  
**Catalog Date:** June 1, 2020

This course offers advanced topics in dental practice as part of a seminar course. Topics include nitrous oxide-oxygen sedation, oral pathology, advanced instrumentation, ergonomics, infection control, and California Dental Practice Act.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- differentiate between the concepts of periodontal root debridement therapy and the former scaling-root planing (SRP).  
- identify and describe common characteristics (descriptions) of non-malignant and malignant oral lesions.  
- identify contraindications to nitrous oxide-oxygen sedation.  
- explain the impact of physiological stress on one's well-being.  
- interpret California regulations applicable to dental practice.  
- outline OSHA and CAL/OSHA regulations that impact the provision of dental care.
Design and Digital Media
| Sacramento City College

The Design and Digital Media Department (formerly known as Graphic Communication) partners with industry leaders to develop coursework that blends solid theoretical training with digital tools. Faculty members ensure student understanding of the principles of design, typography, color theory, layout, composition, visual message-making, user interface, animation, 3D modeling, and game design while preparing them for real-world employment or transfer to a four-year university or design school. Design and Digital Media has been inspiring creative emergence and developing professional marketability for over four decades.

The program consists of three distinct areas:

- Graphic and Web Design
- Animation and 3D Modeling
- Video Game Design

Courses within these areas focus on specific skills and technical competencies to promote success in the workplace and transfer to four-year colleges and art schools.

Dean
Donnetta Webb

Department Chairs
Donald Button

(916) 558-2415

ButtonD@scc.losrios.edu

Associate Degree

A.S. in Design and Digital Media

Design and Digital Media develops coursework in conjunction with Northern California industry leaders. Our courses offer students both current technology and theory in graphic design, digital imaging, digital illustration, and page layout skills for print, web, and other screen-based media, computer animation, 3D modeling, and video game design.

The Design and Digital Media Department partners with industry leaders to develop coursework that blends solid theoretical training with the latest technical tools. Faculty members ensure student engagement with principles of typography, color theory, layout, form, visual message-making, interaction, motion, animation, and game design while preparing students for real-world employment or transfer to a four-year institution. Design and Digital Media has been inspiring creative emergence and developing professional marketability for four decades.

Recommended High School Preparation: Students should complete courses in one or more of the following: art, design, computer skills, photography, journalism, and creative writing.

Catalog Date: June 1, 2020

Degree Requirements

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<th>COURSE CODE</th>
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<td>ANIM 307</td>
<td>Motion Graphics I (3)</td>
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<td>ANIM 495</td>
<td>Independent Studies in Animation (1 - 3)</td>
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The Design and Digital Media Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes
Upon completion of this program, the student will be able to:

- demonstrate a comprehensive understanding and application of design theory and processes for creating original work.
- evaluate design opportunities, explore visual responses, and introduce and explain final results to an audience.
- determine the appropriate tool to solve a visual communication need.
- apply appropriate type, color, form, and imagery to a visual project.
- plan, design, and produce a multi-paged, multifaceted project in one or more of these mediums: print, Web, interactive, 3D, animation, or video game.
- communicate with the current and appropriate design industry vocabulary.
- utilize design as a tool of engagement in issues of sustainability, social responsibility, economic equality, and cultural understanding.

Career Opportunities may be found in graphic design studios, publications, animation studios, video game design studios, in-house agencies, and self-employment or freelance work.

Certificates of Achievement

3D Animation and Modeling Certificate

This program introduces students to the 3D animation and computer modeling industry. Through lectures and hands-on assignments, students will master real-world production techniques in both animation and 3D modeling. Rendering, compositing, and camera tracking are also covered.

Catalog Date: June 1, 2020

Certificate Requirements

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Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate an understanding of the animation production process.
- recognize and articulate the principles of animation.
- create effective storyboards for use in the animation process.
- design and create a 3D character model.
- create and manipulate a wireframe mesh using a variety of tools.
- work with surfaces, including procedural textures and texture maps.
- demonstrate understanding of the 3D rendering process.

Career Information
Upon completion of this program, students will have mastered the necessary skills to complete short animated films and commercial projects for the television, film, biomedical, architectural visualization, legal visualization, product design, and video game industries.

Design and Digital Media Certificate

Design and Digital Media develops coursework in conjunction with Northern California industry leaders. Our courses offer students both current technology and theory in graphic design, digital imaging, digital illustration, and page layout skills for print, web, and other screen-based media, computer animation, 3D modeling, and video game design.

The Design and Digital Media Department partners with industry leaders to develop coursework that blends solid theoretical training with the latest technical tools. Faculty members ensure student engagement with principles of typography, color theory, layout, form, visual message-making, interaction, motion, animation, and game design while preparing students for real-world employment or transfer to a four-year institution. Design and Digital Media has been inspiring creative emergence and developing professional marketability for over four decades.

Recommended High School Preparation: Students should complete courses in one or more of the following: art, design, computer skills, photography, journalism, and creative writing.

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Catalog Date: June 1, 2020
COURSE CODE   | COURSE TITLE                                             | UNITS
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DDSN 390       | Professional Practice and Portfolio (3)                  |      
DDSN 391       | Design Studio I (3)                                       |      
DDSN 392       | Design Studio II (3)                                      |      
DDSN 393       | Design Studio III (3)                                     |      
DDSN 495       | Independent Studies in Digital Design (1 - 3)            |      
GAME 301       | Video Game Design (3)                                     |      
GAME 303       | Video Game Level Design (3)                               |      
GAME 495       | Independent Studies in Game Design (1 - 3)                |      
MODL 301       | 3D Modeling I (3)                                         |      
MODL 302       | 3D Modeling II (3)                                        |      
MODL 495       | Independent Studies in 3D Modeling (1 - 3)               |      
Total Units:    |                                                          | 30   

Upon completion of this program, the student will be able to:

- demonstrate a comprehensive understanding and application of design theory and processes for creating original work.
- evaluate design opportunities, explore visual responses, and introduce and explain final results to an audience.
- determine the appropriate tool to solve a visual communication need.
- apply appropriate type, color, form, and imagery to a visual project.
- plan, design, and produce a multi-paged, multifaceted project in one or more of these mediums: print, Web, interactive, 3D, animation, or video game.
- communicate with the current and appropriate design industry vocabulary.
- utilize design as a tool of engagement in issues of sustainability, social responsibility, economic equality, and cultural understanding.

Career Information

Career Opportunities may be found in graphic design studios, publications, animation studios, video game design studios, in-house agencies, and self-employment or freelance work.

Game Design Certificate

In this program, students will study the art, technology, science, and design principles for the creation and development of video games. This program covers video game history, game theory, design of computer-based games, delivery systems, development cycles, case studies, ethical and social issues, emerging technologies, industry trends, and the development of 3D art assets. This program emphasizes the understanding and the interdisciplinary nature of video game design, production, and delivery. This program does not include computer programming topics.

Catalog Date: June 1, 2020

Certificate Requirements

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<th>COURSE CODE</th>
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<tbody>
<tr>
<td>ANIM 301</td>
<td>Animation I</td>
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</table>
### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- exhibit an understanding of the game design process.
- communicate an understanding of game structure and elements.
- identify the various roles in a professional game development environment.
- build a working game prototype.
- create 3D art assets for video games.
- optimize 3D art assets to run correctly in a real-time game engine.

### Career Information

Students who successfully complete this program and continue their education in four year programs will be prepared for entry level positions in the video game industry.

### Graphic Design Certificate

This program offers students a comprehensive study of graphic design for print and/or web medium using current technologies. The curriculum encompasses the full spectrum of design theory, process, tools, and techniques that students will need to be successful in the graphic design industry. Students will also experience working with clients and preparing final project files and materials for printing or distribution. Students who complete this certificate will be able to produce a variety of print and/or web design projects and possess a professional portfolio of their work.

**Catalog Date:** June 1, 2020

### Certificate Requirements

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A minimum of 6 units from the following:

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</table>
### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate a comprehensive understanding and application of design theory and processes for creating original print and Web projects.
- evaluate design opportunities, explore visual responses, and introduce and explain final results to an audience.
- determine the appropriate tool to solve a visual communication need.
- apply appropriate type, color, form, and imagery to a visual project.
- plan, design, and produce a multi-paged, multifaceted project for print and/or Web.
- communicate with the current and appropriate design industry vocabulary.
- utilize design as a tool of engagement in issues of sustainability, social responsibility, economic equality, and cultural understanding.

### Career Information

Career Opportunities may be found in graphic design studios, publications, animation studios, in-house agencies, and self-employment or freelance work. This certificate will also prepare students for studies that may lead to transfer to four-year institutions, such as the design program at CSU, Sacramento, where a mastery of technology skills is required for entry.

### User Interface and Web Design Certificate

This program provides a foundation of Web, user interface and user experience design, and development skills for students interested in careers as user interface designers for Web and mobile applications. The students completing this program will acquire tangible skills needed for planning, creating developing, and maintaining websites and user interfaces for small to medium businesses. Students will be presented with various Web technologies, processes, and techniques, which will provide well-rounded skills for increasing their employment and freelancing potential.

**Catalog Date:** June 1, 2020

### Certificate Requirements

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<td>CISW 306</td>
<td>Introduction to Web Page Creation and Web Accessibility</td>
<td>2</td>
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<tr>
<td>CISW 327</td>
<td>Introduction to Web Development coding HTML and CSS</td>
<td>4</td>
</tr>
<tr>
<td>DDSN 301</td>
<td>Graphic Design I (3)</td>
<td>3</td>
</tr>
</tbody>
</table>
COURSE CODE | COURSE TITLE | UNITS
---|---|---
MODL 295 | Independent Studies in 3D Modeling | 3

This course allows students to have a learning experience in one or more of the areas of 3D Modeling that is not currently covered by other course curriculum. Students will gain new skills, a real-world experience, and portfolio pieces while independently studying under the advisement of a Design and Digital Media faculty member.

Upon completion of this course, the student will be able to:

- design an outline of a project that includes measurable goals and objectives, a schedule of completion, and methods of learning and discovery.
- demonstrate new skills in a specific design area of 3D modeling.

Student Learning Outcomes

Career Information

Career Opportunities include employment at Web design studios, graphic design studios, in-house design teams, or self-employment.

3D Modeling (MODL)

MODL 295 Independent Studies in 3D Modeling

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Catalog Date: June 1, 2020

This course allows students to have a learning experience in one or more of the areas of 3D Modeling that is not currently covered by other course curriculum. Students will gain new skills, a real-world experience, and portfolio pieces while independently studying under the advisement of a Design and Digital Media faculty member.

Upon completion of this course, the student will be able to:

- design an outline of a project that includes measurable goals and objectives, a schedule of completion, and methods of learning and discovery.
- demonstrate new skills in a specific design area of 3D modeling.

Student Learning Outcomes
MODL 301 3D Modeling I

This course introduces the student to 3D modeling and character rigging using industry standard 3D modeling software. Through exercises and hands-on projects, students explore concepts, principles, and techniques in 3D modeling and character rigging. Formerly known as GCOM 402

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design and create 3D models of hard surfaced objects.
- design and create 3D models of soft surfaced objects.
- create and manipulate a wireframe mesh using a variety of tools.
- create and apply texture maps.
- prepare and rig 3D models for animation.
- demonstrate an understanding of the 3D rendering process.

MODL 302 3D Modeling II

In this course, students will explore the production of video game graphics. The course follows the role of the video game artist through the game development process. Using industry standard graphic software, students will develop and refine three-dimensional video game assets. Topics covered include concept art, understanding and developing game assets, and troubleshooting. The artistic side of video game design will be emphasized; this course is not a computer programming course. Formerly known as GCOM 424

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create, manipulate, and author video game art assets.
- describe the various roles of a professional video game artist.
- explain the video game art pipeline.
- critique the art projects of other students.
- analyze and compare the work of professional game artists.
- successfully ‘pitch’ game art concepts.

MODL 495 Independent Studies in 3D Modeling

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: MODL 301 (formerly GCOM 402) with a grade of "C" or better, or equivalent
Advisory: CSU Transferable:
Catalog Date: June 1, 2020

Student Learning Outcomes

This course allows students to have a learning experience in one or more of the areas of 3D Modeling that is not currently covered by other course curriculum. Students will gain new skills, a real-world experience, and portfolio pieces while independently studying under the advisement of a Design and Digital Media faculty member. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC camps. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate competency with equipment, technologies, and skills specific to the proposed digital design project or projects.
- demonstrate an understanding of the process by which specific ideas are developed into finalized digital design projects.
- demonstrate the ability to produce work independently.

Animation (ANIM)

ANIM 295 Independent Studies in Animation

This course allows students to have a learning experience in one or more of the areas of animation that is not currently covered by other course curriculum. Students will gain new skills, a real-world experience, and portfolio pieces while independently studying under the advisement of a Design and Digital Media faculty member.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design an outline of a project that includes measurable goals and objectives, a schedule of completion, and methods of learning and discovery.
- demonstrate new skills in a specific design area of animation.
- demonstrate the ability to produce work independently.

ANIM 301 Animation I

This course introduces students to the animation industry: a historical perspective, industry overview, and the principles and theory that guide animation. The principles of animation are emphasized through lecture and the use of 2D drawing tools. Students learn the animation production process and industry trends. Students work on hands-on projects creating 2D animations.

Formerly known as GCOM 400

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create 2D animations using traditional drawing tools.
- demonstrate an understanding of the animation production process.
- recognize and articulate the principles of animation.
- apply sound effects and/or music to animation clips.
- demonstrate an understanding of the concept of timing and spacing and use this technique to depict a "mood" of characters or objects.
- use software animation controls to pose character gestures.
- create effective storyboards for use in the animation process.
- critique the level of realism and believability of an animation and recognize the correct application of the principles of animation.
- demonstrate an understanding of the history of animation and the different careers in animation.

### ANIM 302 Animation II

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** ANIM 301 (formerly GCOM 400) with a grade of "C" or better, or equivalent  
**Advisory:** ART 304 with a grade of "C" or better.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

Students are introduced to the creation of 3D animation using the personal computer. The principles of animation and the use of 3D animation tools are emphasized through lecture and hands-on projects. Students experience the animation production process and are exposed to industry trends. Students work on projects creating 3D animations, animatics, and short films. Formerly known as GCOM 401.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create 3D animations using the personal computer.
- utilize the professional computer animation process to create 3D animations.
- recognize and articulate the principles of animation in a 3D environment.
- exhibit a basic understanding of body mechanics and expressing emotions through movement.
- apply the principles of timing, spacing, exaggeration, anticipation, squash and stretch, overlapping actions, and follow-through to their animations.
- create 3D animatics for storyboards.
- pose characters to express specific emotions, moods, and movements.
- critique the level of realism and believability of a 3D animation and recognize the correct application of the principles of animation.

### ANIM 303 Animation III

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** ANIM 302 (formerly GCOM 401) or MODL 301 (formerly GCOM 402) with a grade of "C" or better, or equivalent  
**Advisory:** ANIM 301 (formerly GCOM 400), ART 304, and TAFILM 330 with grades of "C" or better  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course consists of a hands-on study of the challenging subject of computer animation. Areas of focus include advanced 3D modeling, rigging, and character animation using industry standard software, as well as the synchronization of voice, sound effects, and music. Students will explore advanced techniques in camera tracking, photo realistic rendering, compositing, and video publication. The animation production process and principles of animation will be reinforced throughout this course.  

Formerly known as GCOM 410
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design, create, and rig a 3D animated character in the context of telling a short story.
- demonstrate the production process for computer animated projects
- create effective detailed storyboards, make a story pitch, and create an animatic.
- demonstrate the ability to successfully track camera motions and composite computer generated elements into video footage.
- construct and render scenes with multiple passes for advanced nodal compositing and integration.

ANIM 307 Motion Graphics I

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<td>CSU</td>
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This course introduces the student to creating and animating 2D motion graphics using industry-standard applications. Students will explore the tools and techniques needed to produce motion graphics and animations for television, film, and the web. Topics will include a basic overview of motion design principles, 2D animation practices, audio integration, advanced video effects, and the technical challenges of working with video and film materials. Formerly known as GCOM 390

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design and create 2D motion graphics using an industry-standard application.
- demonstrate the 2D animation process.
- create and apply advanced video effects to motion graphics and animation.
- animate lights, cameras, and null objects in a 2D environment.
- apply sound effects and/or music to motion graphics.
- demonstrate the creation, manipulation, and animation of text in both 2D and per-character 3D.
- demonstrate mastery of mattes, masks, and keying.
- demonstrate understanding of different codecs and export settings.

ANIM 495 Independent Studies in Animation

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<td>54 - 162 hours LAB</td>
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<td>Prerequisite:</td>
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This course allows students to have a learning experience in one or more of the areas of animation that is not currently covered by other course curriculum. Students will gain new skills, a real-world experience, and portfolio pieces while independently studying under the advisement of a Design and Digital Media faculty member.

UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC camps. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate competency with equipment, technologies, and skills specific to the proposed digital design project or projects.
Digital Design (DDSN)

DDSN 295 Independent Studies in Digital Design

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Catalog Date: June 1, 2020

This course allows students to have a learning experience in one or more of the areas of graphic design, Web design, and user interface/user experience design, that is not currently covered by other course curriculum. Students will gain new skills, a real-world experience, and portfolio pieces while independently studying under the advisement of a Design and Digital Media faculty member. Formerly known as GCOM 295

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design an outline of a project that includes measurable goals and objectives, a schedule of completion, and methods of learning and discovery.
- demonstrate new skills in a specific design area: graphic, Web, or user interface/user experience.
- demonstrate the ability to produce work independently.

DDSN 301 Graphic Design I

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: None.
Advisory: DDSN 311 (formerly GCOM 313) or DDSN 341 (formerly GCOM 340) with a grade of "C" or better, or equivalent
Transferable: CSU
Catalog Date: June 1, 2020

This course prepares students pursuing a career in the graphic communication fields with an in-depth exploration of the principles of graphic design. Strong emphasis is given to the development of visual acumen. Specific focus will be on design and gestalt principles; integration of text and image on the two-dimensional page; and introduction to typographic exploration. This course is a foundation course for all design students and explores interactivity across all forms of visual communication. This course is relevant to students studying graphic design, Web design, and computer animation. Formerly known as GCOM 343

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize graphic design tools (by hand and on the computer) to create a desired visual outcome.
- employ basic design theory of color, type, visual hierarchy, and composition.
- produce a graphic design mockup, ready for presentation to a client.
- properly prepare a graphic design project for production.
- define industry terminology essential for communication to printers and other graphic designers.
- demonstrate an understanding of design and Gestalt principles.
- integrate text and images on a two-dimensional page.
DDSN 302 Graphic Design II

This is an in-depth graphic design course focusing on explorations in page layout design, image creation, and design research. Students will use hand construction techniques to design projects containing "real world" and experimental challenges. Students will develop and follow graphic design processes, resulting in several new portfolio pieces. Topics include branding, experimental image creation, multi-page publication design, book binding, constructive critique, sustainable design, and proper planning for a graphic design project. Formerly known as GCOM 345

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate design and creative processes using the latest industry standard software.
- develop a branding campaign using design research methods.
- prepare a file for professional offset printing, a service bureau, or digital printing.
- design images using experimental techniques.
- choose appropriate software packages for specific project goals.

DDSN 303 Typography I

Typography is the most essential ingredient for successful graphic design, including print, web, and all other new media. This introductory course serves as an essential primer for graphic designers in understanding the history and core principles of typography. Formerly known as GCOM 347

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate competency in and understanding of core typographic principles and history.
- define and effectively apply the terminology of graphic design and typography.
- analyze the use of letterform and image in visual communication; including print, web, and other new media applications.
- apply the principles of basic design to the problem solving process of graphic design.
- demonstrate competency of digital font management tools and digital font definitions and formats.

DDSN 305 History of Graphic Design

This course surveys the history of visual communication, design's sociopolitical and cultural contexts, and the artistic and technological characteristics of various movements. Students gain a broad understanding of design and its dynamic past to discover inspiration for the present. Students conduct research, propose, and create a project inspired by the designers and movements studied. Formerly known as
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify significant designers and design movements.
- recognize key artists and illustrators who have had a significant impact on design.
- analyze how design affects, and is affected by, our culture.
- develop an understanding of the chronology of graphic design periods and styles.
- understand graphic design schools and movements in relation to world events.
- understand the effect of changing technologies on the field of graphic design.
- develop the ability to identify the usage of historical styles of graphic design in contemporary graphics.

DDSN 311 Digital Layout I

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<td>Prerequisite:</td>
<td>None.</td>
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This course is an introduction to graphic design principles related to page layout, composition, and electronic publishing, utilizing an industry-standard software. Students will discover how to effectively utilize the software, the design process, and critical thinking skills to create print projects such as brochures, publications, advertising, business systems, and a variety of other digital materials that follow basic layout and design principles. Formerly known as GCOM 313

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize the features and tools of the software to construct original documents.
- choose appropriate composition, graphics, typefaces, color schemes, and formatting for design projects.
- create single and multi-page documents, using graphic design principles such as grid, hierarchy, balance, framing, similarity, proximity, and theme.
- demonstrate understanding of the professional design process, including the ability to identify need and target audience; discover and analyze data; ideate and test concepts; and implement creative solutions.
- produce press-ready materials and determine best practices for printing and production of a project.
- work with a real-world non-profit or public education client to design and produce printed material promoting an event, service, business, or cause.
- design a magazine-style editorial layout utilizing text, headline, subhead, pullquotes, graphics, and captions.

DDSN 312 Digital Layout II

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<tr>
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This is an in-depth course covering advanced creative layout, production, and electronic publishing in the graphic design industry. Utilizing industry-standard software and process, students will conceive and produce dynamic portfolio-quality projects. Topics include brand and identity design, interactive accessible form design, typography, grid, color theory, composition, multipage publication design, brochure and packaging layout, Gestalt principles, basic interactive media design, print and digital book and publication design, and working with clients. Formerly known as GCOM 314
Upon completion of this course, the student will be able to:

- implement graphic design theories through the use of a professional creative process.
- effectively utilize key tools and techniques of industry-standard layout software, including templates, styles, color schemes, type tools, preflighting, accessibility, and saving files in appropriate formats.
- compare, evaluate, and critique design concepts at various stages of development; ideate and implement improvements toward the final product.
- develop effective design solutions for a variety of typical real-world print and screen-based projects and challenges.
- develop multipage publication, book, and marketing designs that utilize screen interactivity and effectively communicate to a specific audience.
- prepare a document for offset printing and service bureaus.
- choose appropriate current electronic publishing formats and create documents and publications using industry standard technologies.

**DDSN 321 Print and Multimedia Publication Design I**

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** DDSN 311 (formerly GCOM 313) with a grade of "C" or better, or equivalent  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course introduces beginning level newspaper, magazine, Web, and multimedia publication design. Students will learn how to design and produce the award-winning Sacramento City College school newspaper, the bi-annual student magazine, and their accompanying websites and multi-media content. Using fundamental design concepts and theory involving grid, page layout, typography, and visual communication, students will work alongside journalism, photography, and intermediate- and advanced-level design students to produce a variety of content. This course offers an opportunity to build a portfolio and gain experience while working on real-world projects. Formerly known as GCOM 319

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- design a successful page layout for the newspaper in print and/or Web.
- collaborate with other designers and writers, editors, and photographers.
- demonstrate an understanding of the production process from concept to final publication.
- implement visual communication elements to enhance a print and/or Web publication.
- develop and adhere to time management and team issues and commitments.

**DDSN 322 Print and Multimedia Publication Design II**

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** DDSN 321 (formerly GCOM 319) with a grade of "C" or better, or equivalent  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course examines intermediate-level newspaper, magazine, Web, and multimedia publication design. Students are responsible for the design and production of the award-winning Sacramento City College school newspaper, the bi-annual student magazine, and their accompanying websites and multimedia content. Using fundamental design concepts and theory involving grids, page layout, typography, and visual communication, students will work alongside journalism and photography students and intermediate- and advanced-level design students to plan and produce a variety of content. This course offers an opportunity to build a portfolio and gain experience while working on real-world projects. Formerly known as GCOM 320
Upon completion of this course, the student will be able to:

- design a successful two-page layout, photo essay, or cover for the newspaper, magazine, and/or Web media.
- collaborate with other designers and writers, editors, and photographers.
- demonstrate an understanding of the production process from concept to final publication.
- implement visual communication elements to enhance a print and/or Web publication.
- develop and adhere to time management, team issues and commitments.

**DDSN 323 Print and Multimedia Publication Design III**

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** DDSN 322 (formerly GCOM 320) with a grade of "C" or better, or equivalent  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course examines advanced level newspaper, magazine, Web, and multimedia publication design. Students are responsible for the planning, art direction, and production management of the award-winning Sacramento City College school newspaper, the bi-annual student magazine, and their accompanying websites and multi-media content. Using fundamental design concepts and theory involving grids, page layout, typography, and visual communication, students will work alongside student editors and beginning- and intermediate-level design students to plan and produce a variety of publication content. This course offers an opportunity to build a portfolio and gain experience while working on real-world projects. Formerly known as GCOM 321

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- create a successful grid layout, styles, and templates for the newspaper, magazine, and/or Web media; design complex layouts such as photo essays or info graphics.
- collaborate with editors to plan and produce multiple publications with meaningful content and consistent design.
- demonstrate an understanding of the production process, and the management of beginning-level designers, from concept to final publication.
- provide art direction and peer critique to ensure and maintain a high quality of visual communication in the print and/or Web publications.
- develop and adhere to time management and team issues and commitments.
- create and produce visually dynamic and effective cover designs for the various publications.

**DDSN 331 Digital Imaging I**

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** None.  
**Transferable:** CSU; UC (Approved for 2nd round submissions.)  
**Catalog Date:** June 1, 2020

This introductory course covers the core concepts associated with digital imaging. Adobe Photoshop is used for creating, manipulating, and enhancing digital images for print and screen-based media. Students learn how to effectively use this software in a graphic design environment, planning and carrying out professional digital imaging projects. This course introduces both basic visual design concepts and a comprehensive understanding of digital workflow, providing the student with a foundation for print, web, interactive, animation, and game design projects. Formerly known as GCOM 330

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- demonstrate competency in identifying Photoshop tools and interface elements.
- construct images utilizing selections, layers, masks, adjustment layers, and blending modes.
- differentiate graphic file formats and recognize the appropriate usage for each.
- create composite images that demonstrate visual design concepts of scale, rhythm, and balance.
- enhance images with color and tonal adjustments, sharpening, and other image modifying processes.
- evaluate and prepare prepress files for printing and delivery into page layout software.
- optimize images and graphics for the web and other screen-based media.
- design and create project for prepress printing demonstrating specific visual design concepts.
- prepare files for offset printing and delivery into page layout software.
- demonstrate an understanding of visual hierarchy and scale through successful completion of a comprehensive final project.

**DDSN 332 Digital Imaging II**

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<td>Prerequisite:</td>
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This course centers on graphic design process and production employing advanced image editing techniques using the current version of industry-standard software. In addition to learning advanced capabilities, students will learn how to alter existing images realistically, creatively apply techniques to original artwork and images, visually communicate ideas and messages successfully, and prepare and present their projects to meet professional industry standards. Formerly known as GCOM 331

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- create original artwork, digitally edited images, and print-ready graphic designs using the software.
- employ compositional terminology, design, and color theory to create a visually stimulating image.
- determine appropriate course of action and use of creative techniques to attain desired results.
- prepare a file/image for output with a service bureau or offset printer.
- critique design work in a method that encourages revision, effective communication, and open mindedness.
- compose multiple images using channels, layers, and complex selections to create original compositions.
- utilize color and tonal correction tools to improve digital photos and artwork.
- integrate creative typography to communicate graphically and illustrate concepts.
- utilize and apply the professional creative process to identify an appropriate design solution for a given project.

**DDSN 333 Digital Imaging III**

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This course centers on advanced digital imaging and image editing techniques for Internet, user interface, 3D, and video applications, using the current version of industry-standard software. Students will learn advanced capabilities such as how to alter existing images realistically, creatively apply techniques to original artwork and images, prepare static and animated graphics for use in a variety of digital media, import and alter 3D and video images, visually communicate ideas and messages successfully, and prepare and present their projects to meet professional industry standards. Formerly known as GCOM 332
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize software to create original artwork and images, 3D objects, basic animation, user interfaces, and other graphic design deliverables.
- employ visual design fundamentals, creative typography, and color theory to create a visually stimulating images and layouts.
- utilize the design process to gather research and apply critical thinking to develop and communicate complex ideas graphically.
- determine appropriate use of creative techniques to attain desired results with software, and practice advanced processes and shortcuts to increase productivity and creative work flow.

DDSN 335 Digital Imaging - Special Techniques

| Units: | 1.5 |
| Hours: | 18 hours LEC; 27 hours LAB |
| Prerequisite: | DDSN 331 (formerly GCOM 330) with a grade of "C" or better, or equivalent |
| Catalog Date: | June 1, 2020 |

Students will learn how to use industry-standard digital imaging techniques in the process of creating artistic pieces and a final design project. Through lecture and hands-on exercises, students will learn to create and edit digital image types for any digital, creative, or visual situation. Topics include the use of channels, layers, brushes, filters, typography, color, gradients, and adjustments. Emphasis is placed on gaining creative control over every step in the creative process as well as efficient practices in handling the program. The techniques covered in this course can be applied to various digital media output methods including print design, Web design, 3D animation, and digital video. Formerly known as GCOM 105

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use an industry-standard digital imaging application to produce creative artwork and design pieces.
- use channels and layers as a basis for a complex selection mask.
- colorize black and white artwork through layer blending modes, brushes, and fills.
- create custom patterns and textures using combinations of filters.
- fine tune typography using the character and paragraph palettes.
- create a final project that has visual hierarchy and a visual theme.
- export artwork for print design, web design, 3D animation, and digital video usage.

DDSN 341 Digital Illustration for Graphic Design I

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| C-ID: | C-ID ARTS 250 |
| Catalog Date: | June 1, 2020 |

This is an introductory course engaging students in theories of form making, design research, composition, and typography using the medium of digital illustration. Course projects encourage students to experiment, work within creative and technical limitations, and communicate visually. Additionally, students learn how digital illustrations are created, are exposed to a variety of different illustration styles, practice contemporary design methods and thinking, and study a designers' use of digital illustration as a communication tool. This course offers students several processes for designing original graphics and illustrations for graphic design. Formerly known as GCOM 340

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- practice and apply different techniques for form and composition making using technical and creative limitations.
• demonstrate vector drawing and painting tools and apply their uses to visual communication.
• apply several design or creative processes to "real world" and exploratory projects.
• identify illustration styles and contemporary digital illustrators.
• demonstrate proficiency using the pen tool.
• prepare a project for printing at a service provider.
• evaluate and critique methods and form making of other designers and students.

DDSN 342 Digital Illustration for Graphic Design II

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | DDSN 341 (formerly GCOM 340) with a grade of "C" or better, or equivalent |
| Advisory: | ART 300 with a grade of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course builds upon the thinking and making skills developed in DDSN 341 (formerly GCOM 340) and takes an in-depth look at applying digital illustration tools to graphic design investigations. The course work encourages students to experiment and communicate with digitally illustrated and typographic form making. Topics include color, typography, composition, visual theme, drawing technique, and understanding the offset and digital printing processes. Students complete the course with several professionally designed, original illustrations for their portfolios. Formerly known as GCOM 341

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• select color to evoke emotion or mood, convey message, or emphasize a visual.
• apply an original or existing illustration style to drawn or scanned artwork.
• choose appropriate typographic treatment (typeface, type style, type arrangement, typeface combination) for visual communication.
• accurately trace scanned artwork into the computer software using the pen tool.
• create a portfolio-quality, multi-page graphic design project using original illustrations.
• initiate form making using original, experimental digital techniques.
• prepare a multipaged file for offset or digital printing.
• employ a combination of vector tools to design original work.

DDSN 360 User Interface Design

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | None |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course introduces the fundamentals and principles of contemporary user interface and website design, and the current process and technologies used. The course will provide students with the basics of Web literacy, site and interaction development, information architecture, accessibility, user experience and usability testing, wireframes, prototypes, visual design principles, and process. Students will also create a content management system-based website. Formerly known as GCOM 360

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate the use of current technologies and processes of user interface and responsive website design.
• describe the relationship between user-centered design concepts, user interface (UI) design, user experience (UX) design, and usability testing.
evaluate and critique the form and function of an interface and test its success at meeting goals and objectives.

- conceive and design effective site maps, wireframes, navigation, user interfaces, and prototypes.
- apply the concept of visual theme and communication by making appropriate choices in style, color palette, content, accessibility, and typography.
- develop and optimize basic bitmap, vector, and animated graphics for Web and interactive media.
- develop a theme-based blog website using a hosted content management system.
- explain the role HTML and CSS play in website development.

## DDSN 361 Web Design I

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** DDSN 360 (formerly GCOM 360) with a grade of "C" or better, or equivalent  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

Students will explore theory and processes involved in designing various types of websites using an industry-standard CMS (content management system). Through a series of incremental lectures, reading, and assignments, students will explore theory and processes involved in online communications and integration of online tools, culminating in the development of a live / functional website. This course provides an overview of HTML and CSS, usability (UI/UX), project and client management, preparing images for screens, marketing via social media, prototyping, and responsive design. Students will be required to have or purchase web hosting and a domain name ($50-$75). Formerly known as GCOM 361

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discover, define, and document the needs and goals of a website project.
- employ usability strategies to direct various audiences to specific end goals through intuitive user interface design.
- choose and modify a visual theme appropriate to the site’s audience and goals.
- integrate additional tools and services for increased interaction and usability.
- manage a Web design project with a client from project proposal and discovery through design, development, launch, and maintenance.

## DDSN 362 Web Design II

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** DDSN 361 (formerly GCOM 361) with a grade of "C" or better, and CISW 306 with a grade of "C" or better, or proof of equivalent experience using HTML and CSS  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

In this course, career-minded students will explore advanced concepts of website communications, applying user-centered design principles to improve interactive features. Using an industry-standard CMS (content management system), students will learn to add extensions to the core features, advanced theme customization with CSS, child themes, and customized functions and layouts. Students will improve interaction with users through social media and email marketing, eCommerce, advanced forms and surveys, targeted SEO, and event calendars. Students who complete this course will have the ability to create and manage complex website systems and tools. Students will be required to have or purchase Web hosting and a domain name ($50-$75). Formerly known as GCOM 362

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- extend the functionalities of a content management system-based website for greater user interaction via industry standard channels.
- review and implement appropriate solutions based on user needs through practice with various tools, systems, and plugins.
- customize the appearance and functionality of a website theme and templates in a local environment and on a server.
- work with systems to support eCommerce, paid content walls, downloadable content, and events.
- create forms and surveys to solicit interaction from users.
- configure content and plugins for search engine optimization and social media sharing.

**DDSN 370 Visual Content For Social Media**

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** None.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course introduces students to visual content creation for social media using specialized mobile apps on smart phones and tablets. Students will learn to create photos and illustrations, edit static and motion graphics, and produce and publish marketing content for websites, social networking sites, and other online media. Basic visual concepts are introduced and utilized to create professional imagery, design projects, and visual storytelling using mobile device techniques and tools. Students must have their own mobile device (smart phone or tablet) and access to an online app store.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate mastery using the mobile device for image capture of both photos and videos.
- apply different techniques for photos, illustrations, and layouts using mobile apps to create content that can be used for business or marketing.
- edit images using tonal adjustments, cropping, and other modifying processes.
- capture and edit video to create movies including intros, outros, and text.
- create professional digital graphics and illustrations that utilize core design principles.
- understand sizing considerations for standard social media sites, websites, and additional output needs.

**DDSN 390 Professional Practice and Portfolio**

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** Prior to taking this course, a student will need to have produced at least five finished works to use in the creation of their portfolio.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course prepares students pursuing occupations in digital media arts and related technologies, including graphic design and communication, web design, user interface design, 3D animation and modeling, and game design, with a portfolio of work, career skills, and knowledge of industry practices essential to these fields. Topics include: organization and physical preparation of a portfolio of work, applying to a four-year college or design program, job and internship searches, soliciting and performing freelance work, setting up a studio, working in an existing firm, developing client relationships, self-promotion, and other resources. Using a combination of lectures and guests from the industry, this course will offer practical advice and philosophical guidance toward gaining a rewarding career in the many digital media and design fields. Formerly known as GCOM 349

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- research college transfer and career options within the design industry.
- practice good job interview skills or four-year college admission interview skills that include an application and portfolio submission or review.
- organize a body of design work for oral and visual presentation.
- develop and design self promotion pieces or a studio system that illustrates an individual's skills and abilities.
- study and evaluate small design firm and freelance design business models.
- demonstrate the basics in starting a design studio.
- develop strategies to build and maintain a client base.
- apply basic knowledge in writing contracts and paying quarterly taxes.

**DDSN 391 Design Studio I**

**Units:** 3

**Hours:** 36 hours LEC; 54 hours LAB

**Prerequisite:** DDSN 311 (formerly GCOM 313) and one course from the following: ANIM 301, DDSN 331, DDSN 341, DDSN 360, DDSN 361, MODL 301 (formerly GCOM 400, GCOM 330, GCOM 340, GCOM 360, GCOM 361, GCOM 402) with grades of "C" or better or equivalent

**Transferable:** CSU

**Catalog Date:** June 1, 2020

Design Studio I introduces career-driven design students to producing real-world graphic design, Web design, or animation projects for non-profit organizations and the Sacramento community. Through lecture, demonstration, client meetings, and group brainstorming sessions, students will have the opportunity to develop a portfolio of completed projects. Students will also experience deadlines, the client-designer relationship, how to set pricing for projects, and strategies for presenting concepts and design work to a team and client. Formerly known as GCOM 490

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- plan, organize, schedule, and implement the needed parts of a design project to adhere to a deadline.
- determine and utilize the appropriate tools to complete a real world project.
- interview a client to discover their design needs.
- work cooperatively within a team to brainstorm and develop design solutions.
- develop a project brief that outlines the scope of a project, the goals, pricing, and methods to complete the project.
- utilize design as a tool of engagement in issues of sustainability, social responsibility, economic equality, and cultural understanding.

**DDSN 392 Design Studio II**

**Units:** 3

**Hours:** 36 hours LEC; 54 hours LAB

**Prerequisite:** DDSN 391 (formerly GCOM 490) with a grade of "C" or better

**Transferable:** CSU

**Catalog Date:** June 1, 2020

Design Studio II introduces intermediate-level skills to career-driven design students. Through lecture, demonstration, client meetings, and group brainstorming sessions, students will have the opportunity to develop a portfolio of completed projects. Students will also experience deadlines, the client-designer relationship, setting prices for projects, and how to present concepts and design work to a team and client. Formerly known as GCOM 491

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- determine team roles to successfully organize, schedule, and implement the needed parts of a design project while adhering to a deadline.
- research costs, billing, hour tracking, itemized pricing, and project management methods for a design project.
- develop and communicate to a client strategies for social responsibility.
- create and present visuals and other presentation collateral materials for client proposals.
Design Studio III introduces advanced-level skills to career-driven design students. Through lecture, demonstration, client meetings, and group brainstorming sessions, students will have the opportunity to develop a portfolio of completed projects. Students will also experience deadlines, the client-designer relationship, how setting prices for projects, and how to present concepts and design work to a team and client. Formerly known as GCOM 493

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- manage the needed parts of a design project to adhere to a deadline.
- collaborate with colleagues to determine appropriate strategies and timelines for completing a professional project.
- organize client interviews and conduct discovery processes.
- build design teams and participate in execution of solutions.
- present to a client project briefs and other project collateral that comprehensively outline the scope of a project.

DDSN 495 Independent Studies in Digital Design

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among college, faculty members, and students. Independent Studies in Digital Design offers students a chance to do research and/or experimentation in the areas of graphic design, Web design, and/or user interface/user experience design, that is more typical of advanced studies in this program, studying under the advisement of a Design and Digital Media faculty member. Formerly known as GCOM 495

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate competency with equipment, technologies, and skills specific to the proposed digital design project or projects.
- demonstrate an understanding of the process by which specific ideas are developed into finalized digital design projects.
- demonstrate the ability to produce work independently.

Game Design (GAME)

GAME 295 Independent Studies in Game Design

This course allows students to have a learning experience in one or more of the areas of Game Design that is not currently covered by other course curriculum. Students will gain new skills, a real-world experience, and portfolio pieces while independently studying under the advisement of a Design and Digital Media faculty member.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design an outline of a project that includes measurable goals and objectives, a schedule of completion, and methods of learning and discovery.
- demonstrate new skills in a specific design area of game design.
- demonstrate the ability to produce work independently.

GAME 301 Video Game Design

Upon completion of this course, the student will be able to:

- build a working game prototype.
- apply the game design process.
- explain game structure and elements.
- describe the various roles in a professional game development environment.
- critique the game projects of others.
- successfully 'pitch' a game project.
- analyze and compare the work of professional game designers.

GAME 303 Video Game Level Design

Upon completion of this course, the student will be able to:

- create, manipulate, and implement video game levels.
- demonstrate an understanding of how the level design process fits into the game development cycle.
- critique the level design of other students.
- analyze and compare the work of professional level designers.
• successfully 'pitch' level designs to an appropriate target audience.
• develop evaluation processes to play-test game levels and incorporate gathered feedback into subsequent game level revisions.

GAME 495 Independent Studies in Game Design

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<thead>
<tr>
<th>Units</th>
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<tbody>
<tr>
<td>Hours</td>
<td>54 - 162 hours LAB</td>
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<td>Prerequisite:</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This course allows students to have a learning experience in one or more of the areas of game design that is not currently covered by other course curriculum. Students will gain new skills, a real-world experience, and portfolio pieces while independently studying under the advisement of a Design and Digital Media faculty member. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC camps. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate competency with equipment, technologies, and skills specific to the proposed digital design project or projects.
• demonstrate an understanding of the process by which specific ideas are developed into finalized digital design projects.
• demonstrate the ability to produce work independently.
Early Childhood Education | Sacramento City College

Current research on early care and education has emphasized the importance of formal education and specialized coursework combined with supervised field experience in the development of teachers who are able to provide high quality educational experiences for children.

The Early Childhood Education Program at Sacramento City College has three major responsibilities: academic preparation, workforce development and leadership. We provide students with:

1. academic courses based on child development theory and best practices in early care and education.
2. courses that orient them to the field of early care and education.
3. the opportunity to develop the knowledge, skills and abilities to be successful in the workforce.

The Early Childhood Education and Child Development faculty engage in leadership through collaboration with educational, community, industry, state and federal partners.

Dean
Dennis Lee

Department Chairs
Amy Strimling

(916) 558-2401

SCC-BSS@losrios.edu

Associate Degrees for Transfer

A.S.-T. in Early Childhood Education

The Associate in Science in Early Childhood Education for Transfer is designed to provide a clearly articulated curricular track for Sacramento City College students preparing to transfer in Child Development or Early Childhood Education while also serving the diverse needs of students interested in the breadth and depth of the field. Additionally, this program will expose students to the core principles and practices of the field in order to build a foundation for their future personal, academic, or vocational paths. In addition to transfer, this foundation would be appropriate for students working in early care and development programs.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

(2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
<td>ECE 300</td>
<td>Introduction to Principles and Practices in Early Childhood Education</td>
<td>3</td>
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<tr>
<td>ECE 312</td>
<td>Child Development</td>
<td>3</td>
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<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community</td>
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<td><strong>2nd Semester:</strong></td>
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<tr>
<td>ECE 320</td>
<td>Curriculum and Interactions in Early Childhood Education</td>
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<td>ECE 415</td>
<td>Children's Health, Safety and Nutrition</td>
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<td><strong>3rd semester:</strong></td>
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<td>ECE 321</td>
<td>Advanced Practicum in Early Childhood Education</td>
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<td>ECE 326</td>
<td>Making Learning Visible Through Observation and Documentation</td>
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<td><strong>4th semester:</strong></td>
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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education</td>
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<td><strong>Total Units:</strong></td>
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The Associate in Science in Early Childhood Education for Transfer (AS-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate foundational knowledge of child development and the socializing factors in children's lives.
- model appropriate interactions with children in an early care and education setting with the guidance and support of more experienced staff.
- integrate knowledge of the theories of high quality appropriate care and education of young children into their coursework and teaching interactions with young children.

Career Information

The Associate in Science in Early Childhood Education for Transfer is designed for transfer to a California State University. Students completing the degree would be prepared to work as teachers in an early care and education program.

Associate Degrees

A.A. in Child Development with ECE Emphasis

This program provides preparation for employment in early care and education settings and for further study in child development. The coursework includes foundational courses in the field including the areas of typical and atypical development, the ecology of childhood, culture, and developmentally appropriate practices. This degree was designed in collaboration with the Child Development faculty of California State University Sacramento to provide a foundation for transfer into the Child Development program at CSUS for students specializing in Early Childhood Education. Students are advised to meet with the Early Childhood Education Coordinator during the development of their education plan to learn about the requirements of the California Commission on Teacher Credentialing and the Child Development Permit process as well as the opportunities to transfer into the California State University Sacramento Child Development Department with an emphasis in Early Childhood Education.

Catalog Date: June 1, 2020

Degree Requirements
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<th>COURSE CODE</th>
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<td>ECE 321</td>
<td>Advanced Practicum in Early Childhood Education</td>
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<tr>
<td>ECE 400</td>
<td>Children with Exceptional Needs (3)</td>
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<tr>
<td>or ECE 402</td>
<td>Infants with Atypical Development (3)</td>
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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education</td>
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<td>Promoting Children's Social Competence (3)</td>
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<td>ECE 326</td>
<td>Making Learning Visible Through Observation and Documentation (3)</td>
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<td>ECE 330</td>
<td>Infant and Toddler Development (3)</td>
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<td>ECE 342</td>
<td>Constructive Math and Science in Early Childhood Education (3)</td>
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<td>ECE 343</td>
<td>Language and Literacy Development in Early Childhood (3)</td>
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<td>ECE 350</td>
<td>Introduction to Elementary Teaching with Field Experience (3)</td>
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<td>ECE 360</td>
<td>Art and Music in Early Childhood (3)</td>
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<td>Children's Health, Safety and Nutrition (3)</td>
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<td>Total Units:</td>
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The Child Development with ECE Emphasis Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Enrollment Eligibility**

To be eligible for enrollment in the program, the student must meet the following criteria:

- students should be aware they will need to show proof of negative Tuberculosis as well as immunizations or immunity to Tetanus, Pertussis, and Diphtheria. Annual flu shots or physician’s exemption from the flu shot are also required prior to volunteering or being employed to work with children.

- have the ability to pass a background check through the Department of Justice and the Federal Bureau of Investigation prior to employment. Exemptions are granted by the Department of Social Services and the Commission on Teacher Credentialing on an individual basis.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- provide service in the care, development, and education of culturally and linguistically diverse children in early care and education settings.

- demonstrate knowledge of typical and atypical development of children and the many factors influencing development.

- compare and contrast developmentally appropriate educational practices with those that are inappropriate.

- evaluate and assess research, curriculum, program practices, developmental assessments, and other issues in the field of child development and early childhood education.

**Career Information**
Students receiving an A.A. degree in Child Development are eligible for employment in the diverse early care and education field. Students who successfully complete this program may serve as educators in classrooms or as employees in other settings that require knowledge of child development and best practices in early care and education. This degree prepares students for further study in child development by offering foundational theoretical courses.

A.A. in Early Childhood Education Administration

The Early Childhood Education Administration A.A. Degree provides preparation for employment in early care and education settings in an administrative position. The program meets the educational requirements for directors in private early care and education settings licensed by the California State Department of Social Services. Experience working in early care and education is usually required for administrative positions.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<td>Children with Exceptional Needs (3)</td>
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<td>or ECE 402</td>
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<td>ECE 415</td>
<td>Children’s Health, Safety and Nutrition</td>
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<td>ECE 420</td>
<td>Administration I: Programs in Early Childhood Education</td>
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<td>ECE 422</td>
<td>Administration II: Personnel and Leadership in Early Childhood Education</td>
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<td>ECE 424</td>
<td>Adult Supervision: Mentoring in a Collaborative Learning Setting</td>
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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education</td>
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<td>Constructive Math and Science in Early Childhood Education (3)</td>
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<tr>
<td>or ECE 326</td>
<td>Making Learning Visible Through Observation and Documentation (3)</td>
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<tr>
<td>or ECE 302</td>
<td>Computer Skills for Educators (3)</td>
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<td>or ECE 360</td>
<td>Art and Music in Early Childhood (3)</td>
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The Early Childhood Education Administration Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:
students should be aware they will need to show proof of negative Tuberculosis as well as immunizations or immunity to Tetanus, Pertussis, and Diphtheria. Annual flu shots or physician’s exemption from the flu shot are also required prior to volunteering or being employed to work with children.

have the ability to pass a background check through the Department of Justice and the Federal Bureau of Investigation prior to employment. Exemptions are granted by the Department of Social Services and the Commission on Teacher Credentialing on an individual basis.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- provide service in the care, development, and education of children in early care and education settings.
- supervise a child care and development program operating at a single site (with appropriate experience); provide service in the care, development, and instruction of children in a child care and development program; serve as coordinator of curriculum and development.
- supervise assistants, aides, and teachers in private early care and education settings; supervise Assistant, Associate, Teacher, and Master Teacher Permit holders after receiving the Site Supervisor Permit.
- create a developmentally appropriate learning environment for children in early care and education settings.
- assess the development of children for the purposes of curriculum planning and implementation; compare and contrast the development of typical children to those with atypical development.
- demonstrate knowledge of best practices in guidance, curriculum selection, and health and safety for early care and education settings.
- recognize the importance of early childhood as a unique time in children’s development that requires specialized developmentally appropriate activities, routines, interactions, and guidance.
- distinguish developmentally appropriate practices from other types of teaching strategies.
- cite and define the developmental learning outcomes of activities offered to children in their early care and education setting.
- recognize, respect, and integrate the individualized needs of the diverse children and families into their early care and education program.
- prioritize, organize, and manage the logistics of an early care and education setting including staff training, evaluation, budget, and public relations.
- facilitate and support the professional development of staff under their supervision.

Career Information

Students receiving an ECE Administration A.A. degree are eligible for employment at many levels in the diverse early care and education field. Students who complete the program may serve as teachers or as directors in privately owned settings. Students interested in working with infant or school age programs will need to add courses specific to those age groups or complete the certificates aligned with those age groups. Graduates would also be prepared for employment in other settings that require knowledge of child development and best practices for programs. Students are advised to meet with the Early Childhood Education Coordinator during the development of their education plans to learn about the requirements of the California Commission on Teacher Credentialing and the Child Development Permit Process.

A.A. in Early Childhood Education Teacher

The Early Childhood Education Teacher A.A. Degree provides preparation for employment as a teacher in early care and education settings. Upon completion of the degree students will be eligible for the Teacher Permit through the California Commission on Teacher Credentialing. The coursework in this program focuses on typical and atypical development, the culture and ecology of children and its relationship to learning, curriculum development, assessment, and program planning and implementation.

Catalog Date: June 1, 2020

Degree Requirements

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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</table>
The Early Childhood Education Teacher Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

### Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Students should be aware they will need to show proof of negative Tuberculosis as well as immunizations or immunity to Tetanus, Pertussis, and Diphtheria. Annual flu shots or physician’s exemption from the flu shot are also required prior to volunteering or being employed to work with children.

- Have the ability to pass a background check through the Department of Justice and the Federal Bureau of Investigation prior to employment. Exemptions are granted by the Department of Social Services and the Commission on Teacher Credentialing on an individual basis.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- Provide service in the care, development, and education of children in early care and education settings.
- Supervise assistants and aides as well as work with parents and volunteers in early care and education settings.
- Create a developmentally appropriate learning environment for children in early care and education settings.
- Assess the development of children for the purposes of curriculum planning and implementation; compare and contrast the development of typical children with those with atypical development.
- Demonstrate knowledge of best practices in guidance, curriculum selection, and health and safety for early care and education settings.
- Recognize the importance of early childhood as a unique time in children’s development that requires specialized developmentally appropriate activities, routines, interactions, and guidance.
- Distinguish developmentally appropriate practices from other types of teaching strategies.
- Cite and define the developmental learning outcomes of activities offered to children in their early care and education setting.
- Recognize, respect, and integrate the individualized needs of diverse children and families, including children with special needs, into their early care and education setting.
Career Information

Students with the Early Childhood Education Teacher A.A. Degree are eligible for employment as teachers in early care and education programs. With the addition of an Infant Certificate or a School Age Certificate, they are also able to work with those specific age groups in care and education settings. Additional administration units are required to manage a program. Students are advised to meet with the Early Childhood Education Coordinator during the development of their education plans to learn about the requirements of the California Commission on Teacher Credentialing and the Child Development Permit Process.

Certificates of Achievement

Family Child Care Certificate

This program prepares students to operate early care and education programs within their own homes. The courses listed exceed the course requirements for the Department of Social Services, Community Care Licensing. Students may wish to learn more about specific age groups by enrolling in additional courses focusing on infancy, preschool, or school age children.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>ECE 300</td>
<td>Introduction to Principles and Practices in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 305</td>
<td>Introduction to Family Child Care</td>
<td>1</td>
</tr>
<tr>
<td>ECE 312</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community</td>
<td>3</td>
</tr>
<tr>
<td>ECE 415</td>
<td>Children’s Health, Safety and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ECE 320</td>
<td>Curriculum and Interactions in Early Childhood Education (4)</td>
<td>1 - 4</td>
</tr>
<tr>
<td>or ECE 498</td>
<td>Work Experience in Early Childhood Education (1 -4)</td>
<td></td>
</tr>
<tr>
<td>ECE 322</td>
<td>Promoting Children’s Social Competence (3)</td>
<td>3</td>
</tr>
<tr>
<td>or ECE 400</td>
<td>Children with Exceptional Needs (3)</td>
<td></td>
</tr>
<tr>
<td>A minimum of 3 units from the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECE 342</td>
<td>Constructive Math and Science in Early Childhood Education (3)</td>
<td></td>
</tr>
<tr>
<td>ECE 343</td>
<td>Language and Literacy Development in Early Childhood (3)</td>
<td></td>
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<tr>
<td>ECE 360</td>
<td>Art and Music in Early Childhood (3)</td>
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<tr>
<td>Total Units:</td>
<td>20 - 23</td>
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</table>

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- students should be aware they will need to show proof of negative Tuberculosis as well as immunizations or immunity to Tetanus, Pertussis, and Diphtheria. Annual flu shots or physician’s exemption from the flu shot are also required prior to volunteering or being employed to work with children.

- have the ability to pass a background check through the Department of Justice and the Federal Bureau of Investigation prior to employment. Exemptions are granted by the Department of Social Services and the Commission on Teacher Credentialing on an individual basis.

Student Learning Outcomes

Upon completion of this program, the student will be able to:
• research the feasibility of opening a family child care business in their home.
• design the policy and regulations for their family child care home.
• organize and plan a developmentally appropriate program for the children attending the family child care home.
• operate within the regulations of the Department of Social Services, Community Care Licensing for their family child care home.
• explain and describe to their potential clients the learning outcomes for the children attending their family child care home.
• supervise and guide assistants.

Career Information

Students completing this certificate will have the required units to open and operate a family child care business in their homes. Community Care Licensing requires additional background checks, home inspection, etc. before a provider may become licensed to provide care in their home. These courses are also acceptable for work in licensed centers and count toward the Child Development Permit.

Infant Care and Education Teacher Certificate

This program provides preparation for employment in early care and education settings. The program meets the course requirements for staff at the teacher level working with infants in private early care and education settings licensed by the California State Department of Social Services. Students will also have appropriate units for an Associate Teacher Permit through the California Commission on Teacher Credentialing.

Catalog Date: June 1, 2020

Certificate Requirements

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<thead>
<tr>
<th>COURSE CODE</th>
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<tr>
<td>ECE 300</td>
<td>Introduction to Principles and Practices in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 312</td>
<td>Child Development</td>
<td>3</td>
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<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community</td>
<td>3</td>
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<tr>
<td>ECE 322</td>
<td>Promoting Children’s Social Competence</td>
<td>3</td>
</tr>
<tr>
<td>ECE 331</td>
<td>Care and Education of Infants and Toddlers (3)</td>
<td>3</td>
</tr>
<tr>
<td>or ECE 402</td>
<td>Infants with Atypical Development (3)</td>
<td>3</td>
</tr>
<tr>
<td>ECE 334</td>
<td>Laboratory with Infants and Toddlers (1)</td>
<td>1</td>
</tr>
<tr>
<td>or ECE 419</td>
<td>Healthy Young Children in Group Care (1)</td>
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<tr>
<td>ECE 400</td>
<td>Children with Exceptional Needs (3)</td>
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</tr>
<tr>
<td>or ECE 402</td>
<td>Infants with Atypical Development (3)</td>
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<tr>
<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education</td>
<td>3</td>
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<td>Total Units:</td>
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<td>22</td>
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</table>

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

• students should be aware they will need to show proof of negative Tuberculosis as well as immunizations or immunity to Tetanus, Pertussis, and Diphtheria. Annual flu shots or physician’s exemption from the flu shot are also required prior to volunteering or being employed to work with children.

• have the ability to pass a background check through the Department of Justice and the Federal Bureau of Investigation prior to employment. Exemptions are granted by the Department of Social Services and the Commission on Teacher Credentialing on an individual basis.
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- provide service in the care, development, and education of children in early care and education settings with a special emphasis on working with children from birth to three years of age.
- supervise assistants and aides in private early care and education settings.
- create a developmentally appropriate learning environment for children in early care and education settings.
- assess the development of children for the purposes of curriculum planning and implementation; compare and contrast the development of typical children to those with atypical development.
- demonstrate knowledge of best practices in guidance, curriculum selection, and health and safety for early care and education settings.
- recognize the importance of early childhood (emphasis on infancy) as a unique time in children’s development that requires specialized developmentally appropriate activities, routines, interactions, and guidance.
- distinguish developmentally appropriate practices from other types of teaching strategies and explain and define the developmental learning outcomes of activities offered to children in their care.
- distinguish the unique needs of children less than three years of age from those older in areas of health, safety, environmental design, curriculum design, and social and emotional development.
- show appreciation and support for parents of diverse cultures in the parent/child relationship and for the parent’s knowledge of child development and care.

Career Information

Students with the Infant Care and Education Teacher Certificate are eligible for employment as teachers with infants in private early care and education programs. Students are advised to meet with the Early Childhood Education Coordinator during the development of their education plan to learn about the requirements of the California Commission on Teacher Credentialing and the Child Development Permit Process.

School-Age Care and Education Teacher Certificate

This program provides preparation for employment in school-age care and education settings in before and after school programs. The program meets the course requirements for staff at the teacher level in private school-age care and education settings licensed by the California State Department of Social Services. There is an alternative degree in Education Studies for students working to transfer for a teaching credential.

Catalog Date: June 1, 2020

Certificate Requirements

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<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>ECE 312</td>
<td>Child Development</td>
<td>3</td>
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<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community</td>
<td>3</td>
</tr>
<tr>
<td>ECE 322</td>
<td>Promoting Children’s Social Competence (3)</td>
<td>3</td>
</tr>
<tr>
<td>or ECE 400</td>
<td>Children with Exceptional Needs (3)</td>
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<tr>
<td>ECE 350</td>
<td>Introduction to Elementary Teaching with Field Experience (3)</td>
<td>3 - 4</td>
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<td>or ECE 320</td>
<td>Curriculum and Interactions in Early Childhood Education (4)</td>
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<tr>
<td>ECE 419</td>
<td>Healthy Young Children in Group Care</td>
<td>1</td>
</tr>
<tr>
<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 360</td>
<td>Working with the School-Age Child</td>
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A minimum of 3 units from the following: 3
<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>ECE 320</td>
<td>Curriculum and Interactions in Early Childhood Education (4)</td>
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<tr>
<td>ECE 321</td>
<td>Advanced Practicum in Early Childhood Education (4)</td>
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<tr>
<td>ECE 322</td>
<td>Promoting Children's Social Competence (3)</td>
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<tr>
<td>ECE 342</td>
<td>Constructive Math and Science in Early Childhood Education (3)</td>
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<tr>
<td>ECE 343</td>
<td>Language and Literacy Development in Early Childhood (3)</td>
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<td>Art and Music in Early Childhood (3)</td>
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<td>ECE 400</td>
<td>Children with Exceptional Needs (3)</td>
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<tr>
<td>ECE 415</td>
<td>Children's Health, Safety and Nutrition (3)</td>
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</table>

Total Units: 22 - 23

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- students should be aware they will need to show proof of negative Tuberculosis as well as immunizations or immunity to Tetanus, Pertussis, and Diphtheria. Annual flu shots or physician’s exemption from the flu shot are also required prior to volunteering or being employed to work with children.

- have the ability to pass a background check through the Department of Justice and the Federal Bureau of Investigation prior to employment. Exemptions are granted by the Department of Social Services and the Commission on Teacher Credentialing on an individual basis.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- provide service in the care, development, and education of children in school-age care and education settings.
- supervise assistants and aides in private school-age care and education settings.
- create a developmentally appropriate learning environment for children in school-age care and education settings.
- assess the development of children for the purposes of curriculum planning and implementation; compare and contrast the development of typical children to those with atypical development.
- demonstrate knowledge of best practices in guidance, curriculum selection, and health and safety for school-age care and education settings.
- recognize the importance of childhood as a unique time in children’s development that requires specialized developmentally appropriate activities, routines, interactions and guidance.
- distinguish developmentally appropriate practices from other types of teaching strategies, cite and define the developmental learning outcomes of activities offered to children in their school-age care and education setting.
- recognize and respect the diversity of the cultures of children and families in early care and education programs.
- integrate the activities of before or after-school programs with the activities and academic work of the children’s school day.

Career Information

Students with the School-Age Care and Education Teacher Certificate are eligible for employment as teachers in private school-age care and education before and after school programs. Students are advised to meet with the Early Childhood Education Coordinator during the development of their education plan to learn about the requirements of the California Commission on Teacher Credentialing and the Child Development Permit Process. The School-Age Care and Education Teacher Certificate offers opportunities that would be excellent preparation for transfer into a K-12 teacher preparation program or a career in recreation programs for children.
ECE 294 Topics in Early Childhood Education

This course is designed to give students an opportunity to study topics in Early Childhood Education that are not included in current offerings.

Upon completion of this course, the student will be able to:

- investigate topics not available in the curriculum of the department.
- identify and discover timely topics in the field.

ECE 295 Independent Studies in Early Childhood Education

Independent Studies in Early Childhood Education offers students the opportunity to explore topics and interests that are not available through a current semester’s regular course offerings. Students must have a faculty member willing to support and evaluate the student’s progress towards the student’s learning objectives.

Upon completion of this course, the student will be able to:

- identify an area of interest and design a plan of activities to gain knowledge or skills in that area.
- independently follow a proposed plan of study from the design stage to completion.
- evaluate and reflect on personal skills, abilities, and knowledge.

ECE 300 Introduction to Principles and Practices in Early Childhood Education

This course is an introduction to early childhood education, including an overview of the history of the field, evolution of professional practices and ethics, and developmentally appropriate educational principles and practices that support child development from birth through the school-age years. The early education principle of teaching practices based on observation, documentation, and interpretation of children’s behavior will be introduced. The importance of the teacher/child relationship based on positive, culturally relevant, supportive, and mutually rewarding interactions is a foundation of the course. ECE 300 is recommended as the first course for students interested in learning more about the field.

Upon completion of this course, the student will be able to:
• relate historical and current perspectives on childhood, different philosophies of teaching young children, and the historical and cultural contexts influencing early childhood education in the United States.

• identify career paths, certification options, professional associations, and dispositions for working within the early childhood field. Students will be able to identify educational and experiential requirements of their chosen career path.

• choose principles and practices to guide teaching when working with young children, to include the implementation and assessment of developmentally appropriate learning environments, routines that involve children in applying emerging skills, and strategies that support young children’s social competence. This includes positive guidance practices appropriate for children of different developmental stages, including children with special developmental needs and various languages and cultural backgrounds.

• investigate methods of using a play-based, developmentally appropriate curriculum planned from observations of the children’s play as a vehicle for teaching skills, concepts, critical thinking, and assessment in the early childhood classroom with respect to the cultural, linguistic, and developmental differences presented by children.

• define the importance of establishing environments, practices, and curriculum that support all children including those with diverse characteristics such as culture, language, socio-economic status, and special needs.

• identify and assess the developmental needs and differences of children from infancy through school age; become aware of how curriculum needs to change as children develop.

ECE 302 Computer Skills for Educators

3 Units: 
54 hours LEC
None.
CSU
June 1, 2020

This course is designed for educators of early childhood, elementary, and adolescent children. The course provides a comprehensive overview of the use of computer education and technology in the classroom in order to enhance the education advancement of the child and facilitate ease of instruction and administration for the teacher. The course provides hands-on experience in the use of computer applications, educational software, and problem-solving skills through the development of an electronic portfolio process.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• define and describe the key issues in the access, use, and control of computer technology that focuses on early childhood and school age education.

• utilize basic computer systems and operations that specifically relate to applications addressing early childhood and school age programs.

• assess and evaluate developmentally appropriate computer software while also researching current trends for use in an early childhood and/or school age classroom.

• demonstrate the use of representative computer education related applications and programs to complete assignments related to early childhood and school age classroom management, including assessment.

• differentiate the use of critical thinking skills in the use of technology in early childhood and school age programs.

• demonstrate the use of teacher utility programs, such as incorporating applications, including but not limited to, word processing, spreadsheets, presentation software, and databases that enhance the expansion and management in program planning, organization, and curriculum implementation.

• describe the age-appropriate computer skills for young and school age children.

• synthesize, assemble, and produce a developmentally appropriate curriculum /lesson plan for young children using technology.

• present validated research and current trends based on the subject-matter related to the student’s area of interest.

ECE 305 Introduction to Family Child Care

1 Units: 
18 hours LEC
None.
CSU
June 1, 2020
This course examines the operation of a Family Child Care business including developmentally appropriate teaching practices in Early Childhood Education. It includes licensing regulations, business practices, health and safety standards, and appropriate practices and curriculum for children in a family child care setting.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify the components of a successful and developmentally appropriate licensed family child care facility.
- develop a plan for a licensed family child care facility including philosophy, curriculum, policies, routines, guidance practices, as well as for communication and marketing.
- interpret and reference the legal regulations of family child care homes (Title 22), fire code, and other health and safety requirements.

**ECE 312 Child Development**

- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** None.
- **Advisory:** ENGWR 300 with a grade of "C" or better
- **Transferable:** CSU; UC
- **General Education:** AA/AS Area V(b); CSU Area D; CSU Area E1; IGETC Area 4
- **C-ID:** C-ID CDEV 100
- **Catalog Date:** June 1, 2020

This course is designed for students to study the growth and development of children from the prenatal stage through adolescence. For each stage of development, the physical, cognitive, linguistic, social-moral, and emotional aspects of development with attention to both typical as well as atypical development are discussed in each area. Included are the influences of culture, family, and the environment. The material in this course is designed as a foundation for teaching in the elementary school, nursing, early childhood education, and parenting.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate a knowledge of the domains of physical, cognitive, language, and socio-emotional development.
- identify developmental stages in all domains from prenatal through adolescence, including crucial periods such as birth, preschool, elementary school, and puberty.
- describe current and prominent theories of child development, including how research informs developmental theory.
- apply developmental theories to teaching, child rearing practices, and other professional work with children with consideration of the influence of culture, ethnicity, race, family structure and social issues.
- differentiate typical behavior of children and the individual differences and special needs (physical, cognitive, emotional, and social development) with sensitivity to the cultural and family context of individual children.
- evaluate the impact of current issues in education on the development of children including children with typical and atypical development, cultural, racial, gender, and family diversity.

**ECE 314 The Child, the Family and the Community**

- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** None.
- **Advisory:** ENGWR 300 with a grade of "C" or better
- **Transferable:** CSU; UC
- **General Education:** AA/AS Area V(b); AA/AS Area III(b); CSU Area D; CSU Area E1; IGETC Area 4
- **C-ID:** C-ID CDEV 110
- **Catalog Date:** June 1, 2020

This course is an examination of the developing child in a societal context focusing on the interrelationship of family, school, and community and emphasizing historical and socio-cultural factors. Influences on growth and development including media, social class, gender, sexual orientation, racial/ethnic groups, and their relationship to family behavior will be explored.
Upon completion of this course, the student will be able to:

- analyze theories of socialization that address the interrelationship of child, family, and community.
- assess how educational, political, and socioeconomic factors directly impact the lives of children and families.
- synthesize and analyze research regarding social issues, changes, and transitions that affect children, families, schools, and communities.
- appraise strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children’s development and learning.
- analyze their own values, goals, and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.
- critique public policy as it relates to the well-being of children and families.

ECE 320 Curriculum and Interactions in Early Childhood Education

This course offers students the opportunity to integrate theory into practice as they work on planning, implementing, and evaluating classroom activities, assessing individual children's strengths and learning needs, and participating in the routines of an early learning classroom. In this supervised field experience course, students are enrolled in both a lecture and lab section. During weekly in-class meetings with the instructor, students are presented with the developmentally appropriate theory that grounds curriculum and interactions in high quality early childhood education classrooms. Students are required to take this theory into lab where they have the opportunity to apply and practice what they are learning in the lecture. Topics include the teacher’s role in the development of curriculum based on observation and assessment of the individual needs of the children in the program. The teacher’s role in guidance and the development of social competence in children is stressed. The students will be assigned to the campus Child Development Center during specific times of the day for supervised laboratory experiences. Students may also complete up to 50 percent of their lab hours at off campus sites if they are employed at least 20 hours per week at the site. Students completing any hours at off campus sites must be under the direct supervision of a staff person eligible for or holding a Master Teacher Permit or higher level permit. Students may also complete lab under the supervision of a mentor teacher selected by the California Early Childhood Mentor Teacher Program coordinated by Los Rios District Early Childhood Education faculty.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply developmentally appropriate principles and practices to support young children’s optimal development and learning within healthy, safe, respectful, culturally supportive, and challenging learning environments.
- use observation strategies to assess and plan curriculum that meets the variation of children's strengths and needs in an early childhood education classroom. Use observation to document, interpret, and reflect upon curriculum and practices as part of ongoing personal teaching and program evaluation and improvement.
- design, develop, and evaluate play-based learning environments for young children, routines that involve young children in applying emerging ideas and skills, and developmentally appropriate and inclusive learning activities for young children.
- plan, implement, and evaluate experiences that support young children in building a foundation for language and literacy, math and science, social sciences, cooking, and the arts.
- recognize respectful and reciprocal relationships with families, with particular attention to supporting families whose home language is other than English or whose children may have special needs.
- demonstrate the teacher’s role in communication and guidance strategies that support the development of young children’s social competence.
ECE 321 Advanced Practicum in Early Childhood Education

This advanced practicum course provides supervised field experience in an early childhood education program. Students will participate as teachers in a classroom with young children and attend weekly lectures. Students will plan and implement long-term curriculum projects with young children, applying their skills in observation, assessment, documentation, and interpretation of children's work. There is a deeper examination of how young children construct knowledge in literacy, math, science, and how teachers develop curriculum. Students will develop and supervise the overall setting for learning and demonstrate skill in guiding children's behavior, managing groups, and building relationships with children and families. Students will be assigned to the campus Child Development Center or approved programs for supervised field experience practicum. Students may also complete up to 50 percent of their lab hours at off campus sites if they are employed at least 20 hours per week at the site. Students completing any hours at off campus sites must be under the direct supervision of a staff person eligible for or holding a Master Teacher Permit or higher level permit. Students may also complete lab under the supervision of a mentor teacher selected by the California Early Childhood Mentor Teacher Program coordinated by Los Rios District Early Childhood Education faculty.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- integrate the guiding principles and practices of early childhood teaching into their practices, making use of current research and theory in child development to assess and reflect on their own and fellow teachers' experiences.
- design, observe, and evaluate a complete classroom environment wherein children construct knowledge within the context of play, with consideration for children of differing abilities, cultural backgrounds, and developmental needs.
- plan, implement, observe, and evaluate the overall and ongoing curriculum and learning encounters, developing opportunities for children to apply emerging skills in the areas of: language and literacy, math and science, the arts, physical development, and social sciences.
- demonstrate the use of observation, documentation, and interpretation for curriculum planning, assessment of children's learning, and advocacy in regard to sharing with children, family, and the community about children's learning.
- support the development of a climate of care and respect among children, teachers, and families, supporting all in developing social competence, applying strategies for negotiating disputes, fostering caring relations, and sharing responsibility for a learning community that includes the diversity of all the children and families.

ECE 322 Promoting Children's Social Competence

This course is designed for teachers in early education programs to promote positive guidance methods. It is based on supporting children's development of social competence. The course includes strategies for understanding and responding to children's behavior in ways that are congruent with the core values of early childhood education. Concepts of guidance relating to typical and atypical development, culture, and environment will be presented. Parents of young children may also find the course of value.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- integrate knowledge of child development into the understanding of the development of social competence and choice of guidance strategies.
- identify elements of children's and adult's development, culture, dispositions, or experience that influence social and emotional interactions and behavior.
• engage in teaching practices that support children's and staff's development of social competence, emotional regulation, social knowledge, and social understanding.

• recognize and model the ethical principles and educational values that are the foundation for early childhood education and the basis for choosing guidance techniques to support children's social and emotional development.

• identify and practice elements of personal development that support early childhood educational professionals' ability to implement and model respectful relationships with co-workers, families, and children.

• examine children's social, cultural, familial, developmental, and experiential backgrounds, including adverse childhood experiences, when developing plans to support the children's social and emotional development.

ECE 324 Post Practicum Seminar in Early Childhood Education

Units: 1 - 3
Hours: 18 - 54 hours LEC
Prerequisite: ECE 320 and 321 with grades of "C" or better; Employment in the Sacramento City College Child Development Center
Enrollment Limitation: Students must show proof of negative Tuberculosis as well as immunizations or immunity to Tetanus, Diphtheria, Acellular Pertussis (TDAP), measles, and rubella. Annual flu shots, a physician's exemption from the flu shot, or a statement declining the shot are also required prior to participating in the lab.
Transferable: CSU
Catalog Date: June 1, 2020

This course is designed for students who have completed both ECE 320 and 321 and are working in a classroom as staff. The course supports students as they transition into taking responsibility for a classroom including ongoing curriculum development, assessment, guidance, and teaching to the needs of individual children. The course includes strategies for working with families and fellow staff members from diverse cultures and backgrounds.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• design a classroom environment to meet the needs of a specific group of children.

• complete the procedures to prepare a classroom to welcome new children and families, including how to have an open house, prepare cubbies, meet parents/guardians, explain sign in procedures, and organize other classroom paperwork.

• develop curriculum over a period of months to meet and build upon the children's social, emotional, cognitive, and physical development.

• meet with parents/guardians of young children to discuss strategies to deal with behavior and development issues using a culturally sensitive and strength-based approach.

• complete ongoing and required assessments for children in the program.

• understand the complexity of working with staff members from diverse cultural, socio-economic, linguistic, and educational backgrounds to offer a developmentally appropriate program.

ECE 326 Making Learning Visible Through Observation and Documentation

Units: 3
Hours: 54 hours LEC
Prerequisite: ECE 300 and 312 with grades of "C" or better
Transferable: CSU
General Education: AA/AS Area II(b)
C-ID: C-ID ECE 200
Catalog Date: June 1, 2020

This course applies critical and reflective thinking to observation and assessment of young children's development. It prepares teachers of young children to use observation, documentation, and interpretation strategies to improve program quality in early childhood settings. Multiple forms of child assessment and early childhood program assessment are explored.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- compare the purpose, value, and use of formal and informal assessments, including ethical and legal concerns.
- evaluate the strengths and limitations of common assessment tools with respect to children’s diverse cultures, home languages, and developmental capabilities.
- recommend changes to play environments, guidance strategies, curriculum activities, and care routines based on systematically recorded observational data that documents children’s actions, ideas, and feelings.
- demonstrate children’s developmental progress using observational documentation of children’s ideas and behavior.
- analyze the effectiveness of photo documentation in conveying how young children learn within quality early childhood settings.
- identify how observation and documentation can be integrated into communications with families regarding their children’s learning and development.

**ECE 330 Infant and Toddler Development**

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<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>None.</td>
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<tr>
<td>Advisory:</td>
<td>ENGWR 300 with a grade of &quot;C&quot; or better</td>
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<td>Transferable:</td>
<td>CSU</td>
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This course is an examination of the development of children from conception to three years of age. The course includes information on the brain development that occurs during the first three years of life in typically developing infants. The course presents research on physical, social, emotional, cognitive, and language development to assist parents and professionals in understanding the importance of infancy in human development.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- differentiate between typical and atypical development in the areas of motor, cognitive, language, emotional, and social development during the first three years.
- describe and explain the importance and scope of early brain development in the first three years of human life.
- describe the influences of genetics and the environment in development.
- examine developmental research to identify critical issues in the development and care of infants during the prenatal period, birth, and the first three years of life.
- compare and contrast cultural practices surrounding prenatal development, childbirth, and infant care and why and how such practices influence development of the individual child.
- synthesize the role of public policy as related to infant child care, mental health services, and maternal outcomes.

**ECE 331 Care and Education of Infants and Toddlers**

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<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>ECE 330 with a grade of “C” or better</td>
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<tr>
<td>Advisory:</td>
<td>ECE 312 with a grade of “C” or better</td>
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<td>Transferable:</td>
<td>CSU</td>
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This course applies current research in infant development to the teaching and care of infants in group settings. Emphasis is on early childhood education principles and practices as applied to the care and education of infants from birth to three years of age. It includes strategies for designing, implementing, and evaluating group care programs for infants.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:
evaluate and implement infant group care programs using infant development research in program planning, including the principles of primary care, continuity of care, and small groups.

synthesize common infant guidance and interaction techniques and select strategies that support infant social and emotional development.

design routines for feeding, diapering, toileting, and sleeping that reflect respect for individual development and nurture competence and self-esteem in infants.

recognize cultural differences in family values involved in the care and rearing of infants and develop or modify guidelines to respect cultural values as much as possible in caregiving practices.

identify elements of appropriate curriculum for infants and critique curriculum standards, create curriculum that responds to individual infant developmental needs and interests.

assess the operation of group care programs for infants using licensing regulations set forth by the state of California, Infant Environmental Rating Scale, and California Department of Education Infant Toddler Foundations.

review and practice common assessment tools used for developmental assessments of infants, describe strategies working with atypical infants and their families.

ECE 334 Laboratory with Infants and Toddlers

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- participate in group care programs for infants that use current research based practices and operate with the principles of primary care, continuity of care, and small groups.

- compare and contrast common infant guidance and interaction techniques and select strategies that recognize individual temperaments and incorporate multiple strategies to support infant social, emotional, physical, and cognitive development.

- implement routines for feeding, diapering, toileting, and sleeping that reflect respect for individual development and appreciate cultural differences in family values surrounding the care and rearing of infants, as well as develop or modify guidelines to respect cultural values as much as possible while nurturing competence and self-esteem in infants.

- evaluate infant care spaces based on quality criteria (Infant Environmental Rating Scale) and licensing regulations and for activities, feeding, changing, sleeping, and outdoor play that respond to infants developmental needs.

- identify elements of appropriate curriculum (California Department of Education Infant Toddler Foundations) for infants, critique curriculum standards, and create curriculum that responds to infant developmental needs and interests.

- review and practice development assessments using anecdotal observations.

ECE 342 Constructive Math and Science in Early Childhood Education
The course is an introduction to the constructivist approach to teaching mathematics and science in early childhood education. The content and teaching techniques support the perspective that children construct knowledge through a dynamic, interactive process that facilitates their development of working theories relating to math and science. The course introduces concepts aligned with California Preschool Learning Foundations in Mathematics and the California Common Core Curriculum Standards.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define the constructivist approach to teaching in early childhood education.
- connect concepts of the constructivist approach to design and implement curriculum in math and science that supports children's conceptual understanding.
- demonstrate instructional techniques that encourage and support children's active engagement in the development of their comprehension and knowledge in math and science.
- identify key skills and concepts children build throughout early childhood and provide meaningful opportunities for children to apply and master these skills and concepts to develop and identity in math and science.
- integrate, investigate, and imbed into early care and education classrooms, engaging and developmentally appropriate, constructivist curriculum based on statewide standards.
- develop engaging lessons and activities that support the development of children's conceptual understanding of math and science through problem solving, experiments, investigations, and asking questions.
- assess mathematic and science curriculum concepts based on knowledge of relevant research and knowledge of child development.
- distinguish between providing children with opportunities to investigate important concepts and constructing knowledge in mathematics and science from drill and practice worksheets or product driven lessons.
- apply knowledge of the constructivist approach to design curriculum that is culturally respectful and inclusive as well as considerate of children's prior experiences gaining knowledge about the world.

ECE 343 Language and Literacy Development in Early Childhood

- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** None.
- **Advisory:** ECE 300 with a grade of "C" or better
- **Transferable:** CSU
- **Catalog Date:** June 1, 2020

This course prepares early childhood educators to recognize, create, and support developmentally appropriate emergent language and literacy experiences of young children. The knowledge of the stages of development in language and literacy will improve early childhood educators' abilities to support language and literacy in a play based curriculum. The course will address the development of language and literacy for children learning more than one language and children with special needs. The course emphasizes the importance of building a strong foundation in the use of language, both spoken and written prior to first grade.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define the elements of language and emergent literacy development from the earliest communication to use of print and mark making, including children with exposure to more than one language and children with special needs.
- analyze developmental patterns and developmental continuum in early literacy and research-based instructional practices that support children in building a foundation for reading and writing.
- analyze the developmental continuum of reading and writing and use it in developing developmentally appropriate practices, expectations, and goals for young children's achievement in reading and writing.
- create, plan, implement, and evaluate print rich literacy environments for children that offer numerous opportunities for children to experiment with and practice language and literacy skills, use print and symbols to express thoughts and ideas, including oral language and vocabulary development in conversations, narratives, and for the purposes of communication in the context of daily routines and in their self-initiated play activities.
- identify how young children's mark making develops from drawing to the use of letters and make use of this development progression to imitate activities that support and respect children's use of scribbles, symbols, and phonetic or invented spelling as
they use language to express meaning.

- analyze and select quality children’s literature, including the tradition of story telling, and create ways to use quality books, poems, and stories in the classroom in ways that interest and develop positive regard for books and stories in young children
- describe ways of involving families in their young children’s emerging literacy experiences.
- integrate strategies in the classroom for adapting emergent literacy practices for individual and cultural differences, including English language learners, and involving and supporting families in understanding and contributing to their children’s emerging language and literacy interests and skills.

ECE 350 Introduction to Elementary Teaching with Field Experience

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<td>Hours:</td>
<td>36 hours LEC; 54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
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<tr>
<td>Enrollment Limitation:</td>
<td>Current TB clearance is required by state law for all volunteers/teachers in education programs. The livescan background check is required by some local school districts.</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<td>C-ID:</td>
<td>C-ID EDUC 200</td>
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<td>Catalog Date:</td>
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This course provides students an opportunity to explore the field of K-8 teaching and the career of teaching. The requirements and education required to attain a teaching credential will be examined. It includes a supervised structured field placement of three hours weekly (minimum of 45 hours per semester) in a local public elementary school with a college-approved certificated teacher. The weekly class meetings focus on the profession of teaching, career selection, children’s developmental domains and influences on development such as family, community, race, and culture. The students will practice and develop teaching skills in observation, communication, and cultural competency. Students’ field experiences will integrate and apply the course content.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the role and function of the teacher in the public school setting as in the California Standards for Teaching Profession and the state adopted Teaching Performance Expectations.
- define academic requirements and experiences needed to obtain a teaching credential.
- interpret and apply theories related to all domains of child and adolescent development and be able to integrate developmental theory into instructional practices and teaching.
- demonstrate awareness of current social forces and issues in education impacting the public schools and the effect of these on children with diverse developmental needs in order to effectively demonstrate cultural competency in relationships with other teachers, students, and families in an educational setting.
- identify and explain the diversity of the student population and how this diversity relates to issues in education as well as, recognize and describe individual differences among students and identify strategies and accommodations used to address these differences.
- use research and personal observations to identify student's instructional needs to provide differentiated instruction and support for student’s success in state adopted academic content and performance standards.
- make appropriate decisions for instruction, assessment, homework, and classroom management policies, which take into consideration current research, equitable instruction, behavior management and guidance strategies.

ECE 356 Programs for the School-Age Child

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<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>None.</td>
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<tr>
<td>Advisory:</td>
<td>ECE 312 with a grade of &quot;C&quot; or better</td>
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Students will be introduced to the fundamentals of planning, implementing, and evaluating programs for the before- and after-school care of school-age children (K-8). Emphasis will be placed on day-to-day program operation, teaching strategies, developmental levels of the school-age child, and age-appropriate activities. Assignments are incorporated for students to observe and evaluate school-age care programs in our community.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the developmental levels of children in grades K-8.
- recognize the differences in programs for children of preschool age and those of school age.
- design, implement, and evaluate age-appropriate schedules and activities for school-age programs.
- analyze budget, staffing patterns, staff qualifications, and facility management for use in before and after-school child care.
- evaluate a variety of environments for school-age programs.

ECE 358 Activities for the School-Age Child

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
Advisory: ECE 312 and 356 with grades of "C" or better  
Transferable: CSU  
Catalog Date: June 1, 2020

Students will study developmentally appropriate activities for the school-age child (K-8). Topics include conflict management, arts and crafts, diversity, music, movement, science, nature, and drama. Students will explore other topics such as cooperative program planning, environments, guidance techniques, and the importance of positive interpersonal relationships between the adults and the children in a school-age care program.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recall developmental stages and characteristics of children in grades K-8.
- analyze children’s activities, ideas, and interests as sources for developmentally appropriate curriculum planning.
- design and evaluate a variety of activities appropriate for school-age children in group settings.
- evaluate and apply appropriate guidance strategies for school-age children in a group setting.
- demonstrate aspects of positive interactions between adults and the children in the school-age setting.
- discuss the role of the environment in developmentally appropriate curriculum for young children.
- critique school-age child care practices through observation and practical research.

ECE 360 Art and Music in Early Childhood

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
Transferable: CSU  
Catalog Date: June 1, 2020

This course is a study of the use of creative art and music in early childhood education programs. The appropriate use of art materials and music activities for children at different developmental stages will be the focus of the course. Children’s use of visual arts and music to represent their experiences and feelings will be examined as a developmental stage in the use of symbols and the development of literacy. Activities using music and movement to build community, share cultures and traditions, facilitate transitions, and in classroom management will be presented. The integration of art and music across the curriculum and the adaptation of these processes to support young children’s overall development will be emphasized.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the developmental stages of children’s art and music.
recognize the importance of creative art and music in supporting development in the cognitive, physical, social, emotional, and creative domains of development.

design and adapt developmentally appropriate and culturally respectful art and music experiences for children in different stages of development or with differing abilities.

differentiate the value of creative art experiences versus teacher-directed activities in children's development of autonomy and self-esteem.

identify the significant elements of the visual arts and music and how these support children's learning in early childhood and beyond.

establish a repertoire of songs, fingerplays, movement activities, chants, and rhymes to use as strategies for routines, managing behavior, and use in group times and community building.

identify and use culturally diverse music and movement experiences to introduce and involve children in the music traditions of many cultures, including the culture of Early Childhood Education.

ECE 362 Music for Children

This course provides the fundamentals of music for early childhood professionals working with children from infancy through early childhood. Theoretical perspectives are blended with practical classroom applications. The use of music and movement to develop pre-academic skills, in classroom management, for community building, and to facilitate transitions will be presented. The course explores the place of children’s music and movement in various cultures and traditions and teaches how to involve children in the diversity of musical traditions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design and evaluate appropriate music and movement experiences for young children from infancy through early childhood, including children with differing abilities.

- establish a repertoire of songs, fingerplays, movement activities, chants, and rhymes to use in creating a sense of community in the classroom.

- utilize music and movement as a strategy for managing behaviors, routines, and transitions including the spontaneous invention and modification of songs and chants to classroom management.

- describe and explain how music and rhythm support the development of pre-academic skills in patterning, counting, language, and literacy.

- use culturally diverse music and movement experiences to introduce and involve children in the musical traditions of many cultures.

- perform and pass on to children the traditional songs and fingerplays from the culture of early childhood education.

ECE 400 Children with Exceptional Needs

This course is an overview of the developmental issues, characteristics, and learning differences of children from birth through adolescence with exceptional needs, including gifted and talented. Current educational strategies, including assessment and curriculum design will be presented. Community resources, advocacy, and challenges for children with exceptional needs and their families will be examined.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- analyze how children with exceptional developmental needs differ from children with typical development from birth through adolescence.
- explain the legal processes involved in special education, including historical influences and the role of advocacy.
- examine assessment and educational strategies for children with exceptional needs, including the need for special adaptations in the learning environment.
- interpret the ways in which children with exceptional needs impact their families and its members.
- describe support services and community resources available for children with exceptional needs and their families.
- generate activities that meet the unique needs of children with exceptional needs.

**ECE 401 Field Experience in Inclusive Settings**

**Units:** 1  
**Hours:** 54 hours LAB  
**Prerequisite:** ECE 300 and 312 with grades of "C" or better  
**Corequisite:** ECE 400  
**Enrollment Limitation:** Students must show evidence of a negative test or chest X-ray clearance for tuberculosis as well as required immunizations. Students may need to submit to fingerprints as a requirement for entry into a school setting. A fee will be required.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course provides experience working in a school environment with children and youth who have disabilities. It is designed as a laboratory for those who have completed or are concurrently enrolled in ECE 400. The course covers skills for students who want to be general educators, special educators, school and social service providers, and/or community members, who are essential in providing inclusive/integrated environments for differently-abled children and youth. Environmental modifications including classroom, school, agency, and community settings are studied. Classroom modifications in curriculum, assessment, behavior management, and instructional methods are examined. This course meets the requirement for special education in inclusive settings. Students must supply their own transportation to selected elementary school placements.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- synthesize characteristics and behaviors of students with disabilities in terms of program and developmental needs with the role of the classroom educators.
- identify strategies to promote student growth in social, academic, motor, and self-help domains.
- discuss the importance of working collaboratively with professionals from multiple disciplines in meeting educational needs of students with disabilities.
- communicate with other professionals, paraprofessionals, and families.
- work with students with disabilities from diverse cultural and linguistic backgrounds as well as their families.

**ECE 402 Infants with Atypical Development**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Advisory:** ECE 330 and ECE 312 with grades of "C" or better  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course is designed to acquaint the student with the characteristics of atypical infant assessment procedures and techniques for intervention in the developmental areas of sensory stimulation and integration, motor development, cognition, language, social, and self-help skills. The course will explore community services, agencies, career opportunities in fields related to the infant with atypical development.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- synthesize biological, genetic, and environmental factors that impact typical development during the prenatal and infancy periods of development.
- describe early intervention services that are provided to infants and toddlers.
- apply the skills needed to work with diverse families and the infant with atypical development.
- utilize screening assessment and evaluation tools and to follow appropriate intervention techniques as prescribed by professional staff.

**ECE 406 Field Experience Working with Children with Special Needs**

**Units:** 4  
**Hours:** 36 hours LEC; 108 hours LAB  
**Prerequisite:** ECE 300 and 400 with grades of "C" or better  
**Enrollment Limitation:** Students must show proof of clearance for T.B. and required immunizations. Students may be required to pay a fee for fingerprinting.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course provides supervised experience working with children with special needs in an inclusive early care and education setting. Topics include integration strategies, classroom environments, and individualized instructional strategies for children. Emphasis will be on creating modifications, accommodations, or adaptations to the environment. In this supervised field experience course, students are enrolled in both a lecture and lab section. Students are required to attend a lab section each week where they have the opportunity to apply and practice what they are learning in the lecture section. The students will be assigned to the Campus Child Development Center during specific times of the day for supervised laboratory experiences.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- integrate developmentally-appropriate and individually appropriate teaching techniques in a full inclusion early care and education setting.
- synthesize developmentally and individually appropriate practices with theory and practice as they apply to children with special needs.
- interpret and apply assessment techniques and instruments for children with special needs.
- assess one's own teaching experiences to guide and inform practice.
- develop respectful and reciprocal relationships with families.
- develop an understanding of how professionals work in teams to help families negotiate services for children with special needs.

**ECE 415 Children's Health, Safety and Nutrition**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Transferable:** CSU  
**General Education:** AA/AS Area III(b); CSU Area E1  
**C-ID:** C-ID ECE 220  
**Catalog Date:** June 1, 2020

The key components that ensure the health, safety, and nutrition of both children and staff will be identified along with the importance of collaboration with families and health professionals. Students will be introduced to early childhood curriculum, regulations, standards, policies, and procedures related to child health, safety, and nutrition. Course emphasis is placed on integrating and maintaining the optimal health, safety, and nutritional concepts in everyday planning and program development for all children.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:
ECE 419 Healthy Young Children in Group Care

**Units:** 1  
**Hours:** 18 hours LEC  
**Prerequisite:** None  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course covers information necessary for providers to maintain safe and healthy environments for young children in their care. Topics include preventive health practices, infectious disease control, injury prevention, playground safety, prevention of lead exposure, and emergency preparedness. This course meets the requirements of mandated health and safety training for child care providers.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- describe the responsibilities of early care and education providers in supporting safe and healthy program practices for young children.
- demonstrate skills in developing and maintaining standards and program practices that protect children from illness and injury in group care settings.
- recognize symptoms of common infectious diseases in young children and identify practices to prevent and control their spread.
- identify local and online resources and regulations relating to health and safety practices.
- assess practices in early care and education programs for appropriate and proactive health and safety practices.

ECE 420 Administration I: Programs in Early Childhood Education

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ECE 300 and 312 with grades of "C" or better  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This is an introductory course in the elements of program planning, legal requirements, supervision, and personnel administration for early childhood education and care facilities. The emphasis in this course is on privately funded facilities licensed under the Department of Social Services Community Care Licensing, Title 22, Health and Safety Code.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- articulate and apply a personal philosophy of working with children, families, and staff in an early care and education environment.
- reference, interpret, and apply the legal regulations of child care centers (Title 22).
- describe the roles and responsibilities of the early childhood site supervisor and director.
- demonstrate knowledge of the basic principles of program planning; budgets, reports, personnel management, equipping
program, enrollment, staffing, and evaluation.

- formulate operational procedures based on best practices for developmentally appropriate programs.
- develop policies related to program services such as nutrition, health, and safety standards following regulatory requirements.
- interpret and apply a professional code of ethics.

**ECE 422 Administration II: Personnel and Leadership in Early Childhood Education**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ECE 320 or 420 with a grade of "C" or better  
**Advisory:** Students should have at least one year of experience working with children in a child care and development program.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This is an advanced course in the administration and coordination of multi-faceted Child Development Programs. The focus of the course will be programs funded with public funds or administered by a board of directors. Additional emphasis will be on personnel management including teacher classifications under the Child Development Permit Matrix. This course meets the requirements of the Education Code under Title 5 and the Commission for Teacher Credentialing, California Site Supervisor Permit.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- explain the role and responsibilities of the administrator and the the interaction of the administrator with families, volunteers, and the community, including the principles and practices of the code of ethics for early childhood educators as defined by the National Association for the Education of Young Children.
- examine the breadth and scope of publicly funded child development programs in California.
- reference, interpret, and apply the legal regulations of publicly funded child development programs in California (Title 5).
- evaluate the required application of Title 22 legal regulations.
- articulate and design procedures that are characteristic of high quality child care.
- analyze management issues in relation to budgets, grant writing and earnings, working with boards, and supervising agencies.
- examine legal and ethical responsibilities related to the rights of families, rights of children/students, rights of employees.
- describe various evaluation tools in measuring overall program quality.

**ECE 424 Adult Supervision: Mentoring in a Collaborative Learning Setting**

**Units:** 2  
**Hours:** 36 hours LEC  
**Prerequisite:** None.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course is a study of the methods and principles of the collaborative learning approach with emphasis on supervising teachers in early childhood education. Emphasis is on the role of a mentor who functions to guide the teaching team while simultaneously addressing the needs of children, parents, and their staff. This course satisfies the adult supervision requirement for receiving a Supervising Teacher Permit from the California Commission on Teacher Credentialing.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- explain the role and function of a mentor, as a role model, in guiding and evaluating the teaching team.
analyze the developmental stages and learning strategies of teachers and supervisors.
recognize developmentally appropriate environments for young children while fostering the growth of the teaching team.
facilitate respectful interactions between all learners: the children, staff, and parents.
review and analyze the role of the mentor in leadership and advocacy in the field of Early Childhood Education.
describe relationship-based mentoring and communication strategies.

ECE 430 Culture and Diversity in Early Childhood Education

This course covers culturally responsive care and education in early childhood settings. It includes the study of socio-cultural issues as they vary across the diverse cultures represented in the classroom and as they impact a child's development. Included are strategies for interacting with diverse families and helping children negotiate and resolve conflicts caused by cultural differences, with a focus on using an anti-bias approach in the classroom.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• compose rationale and goals for a multicultural, anti-bias early childhood program and describe various techniques teachers can use when responding to children's developing discriminatory behaviors.
• identify stereotypic and biased classroom materials and environments and investigate alternative materials for classroom and student use.
• reflect on and assess on one's own cultural background and upbringing and identify how this experience impacts personal perceptions and interactions with others.
• construct multicultural curriculum that promotes the valuing of diversity and elimination of stereotypic themes, in order to implement care-giving techniques and problem-resolution practices that respond to the diversity of cultures represented in a program, including differences in race, gender roles, socio-economic status, abilities and disabilities, and family structure.
• examine and investigate how children develop an awareness of differences and how prejudice is formed in the early years.
• identify ways in which cultural and family patterns affect children's behavior and learning.

ECE 495 Independent Studies in Early Childhood Education

Independent Studies in Early Childhood Education offers students the opportunity to explore topics and interests that are not available through a current semester's regular course offerings. Students must have a faculty member willing to support and evaluate the student's progress towards the student's learning objectives. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted toward the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
ECE 498 Work Experience in Early Childhood Education

Units: 1 - 4  
Hours: 60 - 300 hours LAB  
Prerequisite: ECE 300, 312, and 314 with grades of "C" or better  
Enrollment Limitation: In order to enroll students must be employed or volunteering in a position related to Early Childhood Education and enrolled in a minimum of 7 units, which may include Work Experience in Early Childhood Education. Students should be aware proof of negative Tuberculosis as well as immunizations or immunity to Tetanus, Diphtheria, Pertussis, measles and rubella are required. Annual flu shots, a physician’s exemption from the flu shot, or a statement declining the flu shot are required.  
Transferable: CSU  
Catalog Date: June 1, 2020

This course provides work experience in early childhood settings, primarily child care and development centers, with opportunities to work with children, infancy through the school age years. By combining volunteer or paid work experience with college training, jobs are used as earning settings. Enrollment is dependent on employment or on availability of voluntary work placement. Course content includes completions of Title 5 Education Code documents (i.e. Student Application, Learning Objectives, Time Sheet, and Evaluation), that document the student's progress and hours spent in the workplace. The student will be required to attend an orientation at the beginning of the course. Students must complete 75 hours of related paid work experience of 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. This course may be taken up to 4 times when there is new or expanded learning on the job for up to 16 units. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use developmentally effective teaching and learning strategies in working with infants, preschool, and school-age children in group settings that support their growth and development.
- compare the day-to-day operation of an infant, preschool, or school-age center to developmentally appropriate practices and guidelines presented in course work.
- gain skills in guidance, curriculum development and implementation, and management of routines while working with a diverse group of children.
- integrate classroom work with solutions to on-the-job problems in their work setting.
Economics is the study of how we work to get the biggest bang for our buck, or how we transform scarce resources into goods and services to satisfy the most pressing of our infinite wants, and how we distribute those goods and services amongst ourselves. Most economists spend at least some of or all of their work day in an office environment, working on projects and research and meeting with clients or coworkers. The stereotype of economists as “stodgy old professors” has undergone an evolution as clients and managers work side-by-side with economists to develop new business opportunities.

Dean
Dr. Deborah L. Saks

Department Chairs
Brian Mom

(916) 558-2481
DcruzM@scc.losrios.edu

Associate Degree for Transfer

A.A.-T. in Economics

The Associate in Arts in Economics for Transfer provides students with a major that fulfills the general requirements of the California State University for transfer. Students who complete an Associate Degree for Transfer and transfer to a similar major at a CSU are guaranteed a seamless pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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<tr>
<td>MATH 400</td>
<td>Calculus I</td>
<td>5</td>
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<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
<td>4</td>
</tr>
<tr>
<td>or STAT 480</td>
<td>Introduction to Probability and Statistics - Honors (4)</td>
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<tr>
<td></td>
<td>A minimum of 6 units from the following:</td>
<td>6</td>
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<tr>
<td>ACCT 301</td>
<td>Financial Accounting (4)</td>
<td></td>
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<tr>
<td>ACCT 311</td>
<td>Managerial Accounting (4)</td>
<td></td>
</tr>
</tbody>
</table>
Economics (ECON)

ECON 100 Introduction to Economics

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
General Education: AA/AS Area V(b)  
Catalog Date: June 1, 2020

This course introduces the purpose, terminology, and basic concepts of economic theory, examines the fundamental economic problem of scarcity and describes how our society is organized to deal with scarcity. Core concepts in supply, demand, and markets will be presented. Coverage will include ways economic policy can mitigate problems associated with unemployment, inflation, poverty, national debt, and pollution.
Upon completion of this course, the student will be able to:

- examine ways in which individuals, societies, businesses, and nations deal with the reality of scarcity, that people must make decisions and face tradeoffs, and analyze the consequences associated with choice and cost.
- interpret a market supply and demand model and identify market failures and externalities.
- describe price elasticities of demand and supply and the effects of price controls.
- define costs (fixed, variable, marginal, short-run) and their impact on the firm in various markets (competition and monopoly).
- calculate gross domestic product and its impact on the economy’s business cycle, unemployment, and inflation; using gross domestic product formulate recommendations for a government’s role in achieving full employment in an economy.

ECON 302 Principles of Macroeconomics

Units: 3
Hours: 54 hours LEC
Prerequisite: MATH 100 or MATH 104 with a grade of "C" or better; or through the assessment process.
Transferable: CSU; UC
General Education: AA/AS Area V(b); CSU Area D2; IGETC Area 4B
C-ID: C-ID ECON 202
Catalog Date: June 1, 2020

This course describes the interaction among households, business, government, and the foreign sectors of the economy. It analyzes the linkage between money, interest rates, government expenditure, and taxation, in determining the levels of output, employment, prices, incomes, national debt, and balance of trade.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the way individuals, societies, businesses, and nations deal with the reality of scarcity, how people make decisions and face tradeoffs, and the consequences associated with choice and cost.
- evaluate and explain the role supply and demand have in a market economy and the importance of markets in achieving economic efficiency.
- show how economic entities can be made better off analyze the efficiency of trade and the rationale for and caution against governmental interaction in the economy and markets.
- explain the fact that society faces a short-run tradeoff between unemployment and inflation and the reality that the primary long-run goal is economic growth and that this is determined by the ability in an economy to produce goods and services and operate efficiently.
- examine the major economic issues of the day: unemployment, inflation, interest rates, monetary policy, fiscal policy, the national debt, economic growth, and international trade.
- analyze the costs and benefits of a global economy.

ECON 304 Principles of Microeconomics

Units: 3
Hours: 54 hours LEC
Prerequisite: MATH 100 or MATH 104 with a grade of "C" or better, or placement through the assessment process.
Transferable: CSU; UC
General Education: AA/AS Area V(b); CSU Area D2; IGETC Area 4B
C-ID: C-ID ECON 201
Catalog Date: June 1, 2020

The pricing and allocation of resources under varying market competitive conditions are the focuses of this course. Consideration of the effect government action may have on the efficiency, effectiveness, and equity of market behavior and an investigation of factor markets, including labor markets and also market failure, are included. Other topics may be covered as time permits.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate an understanding that economics concerns decisions and choosing among actions and that decisions have consequences, costs, and benefits.
- apply economic reasoning for optimization in different economic circumstances: profit-maximization for entrepreneurs or utility-maximization for consumers.
- analyze the efficiency of the market mechanism as a way to organize economic activity while demonstrating that there is often an important policy trade-off between efficiency and equity.
- demonstrate an understanding of the production process and cost functions.
- compare and contrast pricing, output, and efficiency under different market conditions from competition through monopoly.
- apply economic reasoning to determine solutions to a wide range of public policy issues: including solutions to the optimal amount of pollution, why government must supply some goods, and wealth redistribution.

**ECON 310 Statistics for Business and Economics**

<table>
<thead>
<tr>
<th>Units</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>MATH 120 or 124 with a grade of &quot;C&quot; or better, or placement through the assessment process; CSU; UC</td>
</tr>
<tr>
<td>Transferable</td>
<td>AA/AS Area II(b); CSU Area B4; IGETC Area 2</td>
</tr>
<tr>
<td>General Education</td>
<td></td>
</tr>
<tr>
<td>Catalog Date</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course covers the collection, presentation, analysis, and interpretation of numerical data. Statistical analysis will include central tendency, variation, probability, sampling, inference, analysis of variance, linear regression, and correlation. Statistical analysis using a computer statistics package or graphing calculator is required. This course focuses on statistical concepts commonly used in economics, business, and other behavioral sciences. This course was formerly known as Economic Statistics.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- interpret data displayed in tables and graphically.
- apply concepts of sample space and probability.
- calculate and interpret probabilities (using normal and t-distributions) and confidence interval estimates.
- identify the basic concept of hypothesis testing including Type I and II errors; formulate hypothesis tests involving samples from one and two populations; select the appropriate technique for testing a hypothesis and interpret the result.
- use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.

**ECON 330 Investments and Financial Management**

<table>
<thead>
<tr>
<th>Same As</th>
<th>BUS 325</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units</td>
<td>3</td>
</tr>
<tr>
<td>Hours</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>BUS 320, ECON 302, ECON 304, or MATH 120 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

Fundamentals of Investment Management and Financial Markets will provide important information that individuals should know before investing their funds or managing investments. The course will be equally valuable to those who have little or no knowledge of investing and financial markets as well as those who are already investors and want to sharpen their skills. The course will provide a blend of the traditional and modern approaches to investment decision making (and financial markets). The traditional approach is largely descriptive, while the modern approach emphasizes quantitative techniques. Credit may be awarded for ECON 330 or BUS 325, but not for both.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate understanding of investment objectives, economic needs, and financial goals and design financial models to achieve them.
• analyze the changing economic and financial environment and formulate strategies to attempt to adapt to this evolution.

• apply economic and financial principles, concepts, and theories to individual financial and investment planning.

• demonstrate understanding of the conceptual basis of various economic tools and models (and the terminology) available to the individual to deal with decision-making in financial markets.

• develop a theory of money, interest rate determination, and the term structure of interest rates.

ECON 495 Independent Studies in Economics

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course is an independent study of an economics topic or research project. It is for students who wish to develop an in-depth understanding in fundamental topics of economics and to learn to work in a collaborative atmosphere with instructors and other students. Instructor approval is required to enroll in this course. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate knowledge of the material to be studied and presented in the course and communicate an understanding of the content matter.

• describe and explain issues related to the topics of the course.

• develop analytical reasoning and critical thinking skills as these relate to the field of economics.

• acquire and interpret data using interpretative and/or quantitative methods.
The Education/Teaching program offers Associate in Arts for Transfer degrees in Child and Adolescent Development as well as Elementary Teacher Education.

Dean

Dennis Lee

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Associate Degrees for Transfer

A.A.-T. in Child and Adolescent Development

The Associate in Arts in Child and Adolescent Development for Transfer is designed to provide a clearly articulated curricular track for Sacramento City College students preparing for seamless transfer in Child Development to pursue an elementary teaching credential at the California State University.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a "C" or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 308</td>
<td>Contemporary Biology (3)</td>
<td>4</td>
</tr>
<tr>
<td>and BIOL 309</td>
<td>Contemporary Biology Laboratory (1)</td>
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<tr>
<td>ECE 312</td>
<td>Child Development</td>
<td>3</td>
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<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community</td>
<td>3</td>
</tr>
<tr>
<td>ECE 350</td>
<td>Introduction to Elementary Teaching with Field Experience</td>
<td>3</td>
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<tr>
<td>PSYC 300</td>
<td>General Principles (3)</td>
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<tr>
<td>or PSYC 480</td>
<td>Honors General Principles (3)</td>
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<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
<td>4</td>
</tr>
<tr>
<td>or STAT 480</td>
<td>Introduction to Probability and Statistics - Honors (4)</td>
<td></td>
</tr>
</tbody>
</table>
The Associate in Arts in Child and Adolescent Development for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- integrate the developmental theories of child development into his or her implementation of teaching practices and curriculum.
- demonstrate a broad understanding of biological, social, cognitive, and cultural factors influencing children’s development and learning.
- incorporate knowledge from areas of general education into his or her knowledge base to facilitate his or her ability to teach in a multiple subject classroom.

Career Information

This Associate in Arts in Child and Adolescent Development for Transfer is designed for students transferring into Child Development with the goal of teaching in the elementary schools of California. It is aligned with the Child Development Elementary Education Pre-Credential Major.

A.A.-T. in Elementary Teacher Education

The Associate in Arts in Elementary Teacher Education for Transfer is designed to meet the introductory content area subject matter for requirements for teaching at the elementary school level. The courses in this degree satisfy general education requirements for graduation at Sacramento City College and transfer. Additional requirements for the Elementary Teacher Education major may vary at each CSU. It is highly recommended that students meet with a counselor to discuss graduation and transfer requirements.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>BIOL 308</td>
<td>Contemporary Biology</td>
<td>3</td>
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<td>BIOL 309</td>
<td>Contemporary Biology Laboratory</td>
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<td>CHEM 330</td>
<td>Adventures in Chemistry (4)</td>
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<td>and PHYS 310</td>
<td>Conceptual Physics (3)</td>
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<td>COMM 301</td>
<td>Introduction to Public Speaking</td>
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<td>COMM 315</td>
<td>Persuasion (3)</td>
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<td>or COMM 316</td>
<td>Advanced Argumentation and Critical Thinking (3)</td>
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<td>or ENGWR 302</td>
<td>Advanced Composition and Critical Thinking (3)</td>
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<td>COURSE CODE</td>
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<tr>
<td>or ENGWR 482</td>
<td>Honors Advanced Composition and Critical Thinking (3)</td>
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<tr>
<td>or SOC 305</td>
<td>Critical Thinking in the Social Sciences (3)</td>
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<tr>
<td>ECE 312</td>
<td>Child Development</td>
<td>3</td>
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<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community</td>
<td>3</td>
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<tr>
<td>ECE 350</td>
<td>Introduction to Elementary Teaching with Field Experience</td>
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<tr>
<td>ENGED 305</td>
<td>Structure of English</td>
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<td>ENGWR 300</td>
<td>College Composition (3)</td>
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<td>or ENGWR 488</td>
<td>Honors College Composition and Research (4)</td>
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<td>ENGWR 303</td>
<td>Argumentative Writing and Critical Thinking Through Literature</td>
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<td>GEOG 320</td>
<td>World Regional Geography</td>
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<tr>
<td>GEOL 305</td>
<td>Earth Science</td>
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<td>HIST 307</td>
<td>History of World Civilizations to 1500</td>
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<td>HIST 310</td>
<td>History of the United States (3)</td>
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<tr>
<td>or HIST 320</td>
<td>History of the United States: African-American Emphasis (3)</td>
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<td>History of the United States - Honors (3)</td>
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<td>MATH 310</td>
<td>Mathematical Discovery (3)</td>
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<td>Introduction to Probability and Statistics (4)</td>
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<td>MUFHL 305</td>
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<td>Introduction to Art (3)</td>
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<td>or TA 300</td>
<td>Introduction to the Theatre (3)</td>
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<td>POLS 301</td>
<td>Introduction to Government: United States (3)</td>
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<td>Introduction to Government: United States - Honors (3)</td>
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<tr>
<td>Total Units:</td>
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The Associate in Arts in Elementary Teacher Education for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- clarify and articulate career goals of becoming an elementary school teacher.
- integrate the attitudes, actions, dispositions, and behaviors required of a professional educator into a teaching skill set.
- apply analytical reading, writing, research, and critical thinking skills to gain knowledge and teach it to others.
- demonstrate the breadth of knowledge necessary for teaching in a classroom with multiple subject areas.

**Career Information**

The Associate in Arts in Elementary Teacher Education for Transfer enables students to transfer to a four-year college or university that accepts the degree and complete the requirements to become a credentialed K-8 Teacher. The liberal studies courses in the degree offer a broad educational foundation useful in many careers.
EDUC 342 Introduction to Bilingual Education

This course is an introduction to the study of the education of English Learners in California and the United States. It includes the history, relevant legislation, first and second language acquisition theories, practices and strategies for the development of English proficiency. The course involves observations and tutoring of English Language Learners using materials and strategies responsive to the students’ primary language and assessed levels of English proficiency. Students must be concurrently enrolled in either ECE 350 or ENGED 320. If students have previously completed ECE 350 they may enroll with consent of instructor.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and explain the historical, political, and legal development of bilingual education in the United States including mandates for English Learners such as California’s Proposition 227 and Proposition 58 and their impact on current practices and provisions for bilingual education.
- analyze linguistic development, first and second language acquisition, and the interconnection of first language literacy to second language development.
- identify and critique different program models of bilingual education instruction and their relationship to state English Language Development and English Language Arts content standards and framework.
- analyze elements of public school curriculum and instruction that effect the achievement of language minority students, including strategies to build on the strengths of bilingual students’ first language, family backgrounds, and experiences.
- identify the assessment measures for English Learners, including the purposes, content and uses of the California English Language Development Standards and English Learner Proficiency Assessment for California (ELPAC).
- appraise the attitudes of policy makers, educators, and the public towards bilingual education as well as examine and discover personal attitudes towards bilingual education and second language learners.

EDUC 360 Working with the School-Age Child

Students will investigate the fundamentals of planning and implementing programs for the before- and after-school care of school-age children (K-6). Emphasis will be placed on day-to-day program planning, instructional strategies, research on developmental levels of the school-aged child, as well as age-appropriate activities. Students will explore topics such as: cooperative learning, STEM/STEAM, problem solving, literacy, and other curriculum content areas.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the developmental levels of children in grades K-6 and implement those concepts into lessons and programs for the school-age child.
- develop schedules and lessons for school-aged child care.
- compare and contrast the differences in programs for children of preschool age and those of school age.
• synthesize the stages and characteristics of the school-aged child into the development of engaging, age appropriate curriculum.

• investigate, analyze, and integrate children’s interests and abilities into developing age-appropriate curriculum planning and implementation of activities.

• evaluate and apply appropriate guidance strategies for school-age children in a group setting.
Electronics Technology
| Sacramento City College

The Electronics Technology Department offers a comprehensive curriculum in Telecommunications Technician, Electronics Facilities Maintenance Technician, Automated Systems Technician, Microcomputer Technician, and Electronics Mechanic. The department offers career certificates and A.S. degrees in each of these disciplines. The Telecommunications, Automated Systems and Facilities Maintenance options are certified training programs for the Federal Aviation Administration Electronic Technician positions.

Dean
Donnetta Webb

Department Chairs
Jonathan Zeh

Phone
(916) 558-2358

Email
ZehJ@scc.losrios.edu

Associate Degrees

A.S. in Automated Systems Technician

The Automated Systems Technician Program consists of courses from basic electronic concepts and safety to courses in computer and smart device controlled systems. It is designed to prepare students for employment in the automated manufacture, assembly, and testing of electronic circuit devices.

Recommended High School Preparation: Courses in electricity, electronics, English, algebra, physics, chemistry, and computers.

Program Costs: In addition to the normal student expenses (for textbooks, personal equipment, and supplies), a laboratory materials fee may be required. Students will be responsible for providing some electronic parts and purchasing a basic electronics tool kit, which is available from the Department. For specific class-required materials and texts, check with the electronics faculty or the College Store. These fees may vary each semester. If these fees create a financial burden, students should consult the Financial Aid Office for possible assistance.

Catalog Date: June 1, 2020

Degree Requirements

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### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate safe work practices for automated systems equipment.
- demonstrate the proper use of basic test equipment to include digital multimeters, oscilloscopes, and digital or analog signal sources.
- use a standard schematic diagram of an automated system to identify its digital or analog parts.
- explain common automated systems terminology for digital and analog devices.
- estimate automated system circuit performance using mathematical tools.
- analyze and compare calculated automated system circuit performance to actual performance.
- measure common automated system parameters using appropriate test equipment.
- set up and install basic automated system equipment.
- design proper preventive maintenance, calibration, and system testing procedures for automated equipment.
- perform proper preventive maintenance, calibration, and system testing on automated equipment.
- diagnose common automated system failures down to the source of the problem.
- solve automated system problems by replacing failed hardware or software parts.
- install, operate, and maintain modern control equipment such as Programmable Logic Controllers (PLC) and robotic controllers.

### Career Information

This program is designed for students pursuing employment in the programming, testing, repair, and maintenance of digital and analog computer controlled systems.

### A.S. in Telecommunications Technician

The Telecommunications Technician Program consists of courses from basic electronic concepts and safety to courses in modern communication systems and telecommunication licensing. The emphasis of this program is on modern digital high-speed communication. It is designed to prepare students for employment as technicians in the wired and wireless communication of electronic information.

Recommended High School Preparation: Courses in electricity, electronics, English, algebra, physics, chemistry, and computers.

Program Costs: In addition to the normal student expenses (for textbooks, personal equipment, and supplies), a laboratory materials fee may be required. Students will be responsible for providing some electronic parts and purchasing a basic electronics tool kit, which is available from the Department. For specific class-required materials and texts, check with the electronics faculty or the College Store. These fees may vary each semester. If these fees create a financial burden, students should consult the Financial Aid Office for possible assistance.

**Catalog Date:** June 1, 2020

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The Telecommunications Technician Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- demonstrate safe work practices for telecommunication equipment.
- demonstrate the proper use of basic telecommunication test equipment to include digital multimeters, oscilloscopes, signal sources.
- use a standard schematic diagram of a telecommunication system to identify and test its parts.
- explain common telecommunication terminology.
- estimate telecommunication system circuit performance using mathematical tools.
- analyze and compare calculated telecommunication system circuit performance to actual performance.
- measure common telecommunication system circuit parameters using appropriate test equipment.
- set up and install basic telecommunication equipment.
- design proper preventive maintenance, calibration, and system testing procedures for telecommunication equipment.
- perform proper preventive maintenance, calibration, and system testing on telecommunication equipment.
- diagnose common telecommunication system failures down to the source of the problem.
- solve telecommunication system problems by replacing failed parts.
- install, operate, and maintain modern control equipment such Programmable Logic Controllers (PLC).
- examine and evaluate telecommunication systems according to FCC rules and regulations.

**Career Information**

This program is designed for students pursuing employment in the calibration, testing, repair, and maintenance of electronic communications equipment.

**Certificates of Achievement**
Automated Systems Technician Certificate

The Automated Systems Technician Program consists of courses from basic electronic concepts and safety to courses in computer and smart device controlled systems. It is designed to prepare students for employment in the automated manufacture, assembly, and testing of electronic circuit devices.

Recommended High School Preparation: Courses in electricity, electronics, English, algebra, physics, chemistry, and computers.

Program Costs: In addition to the normal student expenses (for textbooks, personal equipment, and supplies), a laboratory materials fee may be required. Students will be responsible for providing some electronic parts and purchasing a basic electronics tool kit, which is available from the Department. For specific class-required materials and texts, check with the electronics faculty or the College Store. These fees may vary each semester. If these fees create a financial burden, students should consult the Financial Aid Office for possible assistance.

Catalog Date: June 1, 2020

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<td>ET 492</td>
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</tr>
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<td>Total Units:</td>
<td></td>
<td>36</td>
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</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate safe work practices for automated systems equipment.
- demonstrate the proper use of basic test equipment to include digital multimeters, oscilloscopes, and digital or analog signal sources.
- use a standard schematic diagram of an automated system to identify its digital or analog parts.
- explain common automated systems terminology for digital and analog devices.
- estimate automated system circuit performance using mathematical tools and simulation software.
- analyze and compare calculated automated system circuit performance to actual performance.
- measure common automated system parameters using appropriate test equipment.
- set up and install basic automated system equipment.
- design proper preventive maintenance, calibration, and system testing procedures for automated equipment.
- perform proper preventive maintenance, calibration, and system testing on automated equipment.
- diagnose common automated system failures down to the source of the problem.
solve automated system problems by replacing failed hardware or software parts.
install, operate, and maintain modern control equipment such as Programmable Logic Controllers (PLC) and robotic controllers.

Career Information

This program is designed for students pursuing employment in the programming, testing, repair, and maintenance of digital and analog computer controlled systems.

Telecommunications Technician Certificate

The Telecommunications Technician Program consists of courses from basic electronic concepts and safety to courses in modern communication systems and telecommunication licensing. The emphasis of this program is on modern digital high-speed communication. It is designed to prepare students for employment as technicians in the wired and wireless communication of electronic information.

Recommended High School Preparation: Courses in electricity, electronics, English, algebra, physics, chemistry, and computers.

Program Costs: In addition to the normal student expenses (for textbooks, personal equipment, and supplies), a laboratory materials fee may be required. Students will be responsible for providing some electronic parts and purchasing a basic electronics tool kit, which is available from the Department. For specific class-required materials and texts, check with the electronics faculty or the College Store. These fees may vary each semester. If these fees create a financial burden, students should consult the Financial Aid Office for possible assistance.

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Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate safe work practices for telecommunication equipment.
- demonstrate the proper use of basic telecommunication test equipment to include digital multimeters, oscilloscopes, signal sources.
- use a standard schematic diagram of a telecommunication system to identify and test its parts.
- explain common telecommunication terminology.
ET 140 Smart Computing Device System Repair I

This is an introductory course to smart computing system repair. The course will begin with an overview of the history of computing systems and repair. Information of common computer system repair, nomenclature, diagnostic software, and the theory of computing systems operations will be covered. The course will also introduce the student to the use of the Internet for locating technical repair documentation on the Web.

Upon completion of this course, the student will be able to:

- understand the history of smart computing devices.
- analyze the problem symptoms of a failed smart device.
- install and maintain smart device systems.
- identify and use diagnostic software.
- collect computer repair information through the use of the internet.
- demonstrate current, basic repair techniques used in smart computing systems.

Career Information

This program is designed for students pursuing employment in the calibration, testing, repair, and maintenance of electronic communications equipment.

Electronics Technology (ET)

ET 140 Smart Computing Device System Repair I

<table>
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<tr>
<th>Units:</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>48 hours LEC; 72 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
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This is an introductory course to smart computing system repair. The course will begin with an overview of the history of computing systems and repair. Information of common computer system repair, nomenclature, diagnostic software, and the theory of computing systems operations will be covered. The course will also introduce the student to the use of the Internet for locating technical repair documentation on the Web.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand the history of smart computing devices.
- analyze the problem symptoms of a failed smart device.
- install and maintain smart device systems.
- identify and use diagnostic software.
- collect computer repair information through the use of the internet.
- demonstrate current, basic repair techniques used in smart computing systems.

ET 141 Smart Computing Device System Repair II

<table>
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<tr>
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<tbody>
<tr>
<td>Hours:</td>
<td>36 hours LEC; 54 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>ET 140 with a grade of &quot;C&quot; or better</td>
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This is a second course in a series of two designed to train students in the advanced skills needed in the installation, maintenance, and repair of modern computer smart devices and systems.
Upon completion of this course, the student will be able to:

- analyze and classify smart computing device system needs and repair concepts.
- design the steps in the organization, installation, and repair of smart computing devices and systems.
- research and learn troubleshooting philosophies and techniques including system protocols.
- implement problem-solving techniques in a typical industrial, business, or personal setting for smart devices.

**ET 192 Introduction to Robotics**

**Units:** 2  
**Hours:** 18 hours LEC; 54 hours LAB  
**Prerequisite:** None.  
**Catalog Date:** June 1, 2020

This course is an introduction to robotics utilizing various robotic systems. It explores how robots and microcontrollers interface with common electronic applications. It also investigates various applications for robots and microcontrollers. One or two field trips to local manufacturing facility such as Siemens Transportation may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply the rules of electrical safety when working with stamp microcontrollers.
- identify and describe the terminology used when working with stamp microcontrollers.
- assemble a typical robot kit.
- create programs for the stamp microcontroller.
- identify and name the internal components that make up the stamp microcontroller.
- download updated microcontroller software from manufacturers.
- create programs for various robotic tasks.
- create infrared and other navigation systems for robot navigation.
- diagnose robot hardware and software problems.

**ET 210 Applied Mathematics for Electronics**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Catalog Date:** June 1, 2020

This is a basic course for those interested in cabling and installation electronics who do not meet the requirements for ET 314. Units of instruction include DC and AC circuit application mathematics, scientific calculators, powers of ten, and introduction to algebraic concepts as related to electronics.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate an understanding of mathematics directly concerned with application to DC/AC circuits and electronic cabling.
- demonstrate an understanding of electrical concepts related to components in DC/AC circuits.
- demonstrate an understanding of the use of a calculator to calculate solutions to electronic circuit and cabling problems.
ET 220 A Survey of AC and DC Circuit Fundamentals

Units: 5
Hours: 54 hours LEC; 108 hours LAB
Prerequisite: ET 210 and 230 with grades of "C" or better or equivalent.
Catalog Date: June 1, 2020

This course is designed to provide instruction in the basic concepts of AC and DC theory including a study of resistors, capacitors, and inductors in series and parallel circuits. Laboratory use of meters, oscilloscopes, signal generators, and power supplies will be emphasized.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the basic concepts of DC and AC circuit theory.
- demonstrate the application and use of RLC series and parallel circuits.
- demonstrate the proper use and maintenance of laboratory meters, oscilloscopes, signal generators, and power supplies.

ET 230 Laboratory Practices and Techniques

Units: 1
Hours: 54 hours LAB
Prerequisite: None.
Advisory: Concurrent enrollment in ET 210.
Catalog Date: June 1, 2020

This course provides instruction in the language of electronics, safe and efficient use of tools, equipment, and chemical processes used in the laboratory including: high voltage precautions, printed circuit fabrication, equipment panel fabrication silkscreen, and state-of-the-art soldering techniques.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the language of electronics.
- demonstrate safe implementation of high voltage precautions and safe efficient use of tools and equipment.
- demonstrate the proper use of chemical processes used in the laboratory including printed circuit fabrication and equipment panel fabrication silkscreen.
- demonstrate state-of-the-art soldering techniques.

ET 240 A Survey of Semiconductor Theory

Units: 5
Hours: 54 hours LEC; 108 hours LAB
Prerequisite: ET 220 with a grade of "C" or better or equivalent.
Catalog Date: June 1, 2020

This course provides a survey of diodes, transistors, FET's, and linear and digital IC's and how they are installed and used in modern electronic equipment. Laboratory will stress the hands-on manufacturing and troubleshooting of modern electronic equipment.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate a working knowledge of: diodes, power supplies, filters, transistors, transistor amplifiers, FET's, FET amplifiers, IC's, IC circuits.
- troubleshoot each type of circuit.
ET 295 Independent Studies in Electronics Technology

Independent study of an electronic topic or research project. This course is for students who wish to develop an in-depth understanding in fundamental topics of electronics technology and learn to work in a collaborative atmosphere with instructors and other students. Instructor approval is required to enroll in this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to select a suitable topic for investigation and to appreciate its relationship with current developments in the respective subject areas.
- demonstrate the ability to define clear research objectives and to select and review secondary sources that are relevant to the research questions in a structured and organized manner.
- design appropriate primary research projects that address the defined research objectives.
- deduce meaningful conclusions and recommendations from the sources reviewed and research conducted.
- work collaboratively with an instructor or instructors and other students.

ET 305 DC/AC Theory and Circuit Fundamentals

This course is designed to provide instruction in the concepts of DC and AC theory including a study of the composition of matter, circuit fundamentals, voltage, current, resistance in series, parallel, and combination circuit configurations. Laboratory activities provide hands-on projects that include operation and use of electronic equipment used by industry.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the basic concepts of DC and AC circuit theory.
- demonstrate an understanding of electronic components in series and parallel circuits.
- diagnose the proper operation of circuits in the laboratory using meters and power supplies.
- incorporate specialized instruments in a laboratory or workbench environment to demonstrate an understanding of DC and AC circuit parameters.

ET 306 Electronics Fabrication and Soldering Techniques

This course requires 2 units, 18 hours LEC, and 54 hours LAB. The prerequisite is Successful completion of or concurrent enrollment in ET 305.
This course covers the skills needed for identification and the safe and efficient use of hand tools and soldering equipment used in basic electronics repair. Familiarization with fabrication, soldering/de-soldering techniques, electrostatic discharge (ESD), assembly, and safety practices are covered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply all aspects of shop safety.
- identify and describe tools and equipment necessary for electronics repair and assembly.
- formulate techniques and skills required for soldering and desoldering electronics components.
- assemble various cable and test leads.
- recognize the potential associated with electrostatic discharge (ESD).
- apply the skills of soldering in the repair and reworking of printed circuit boards and component assembly.

ET 314 Mathematics for DC/AC Theory and Circuit Fundamentals

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | One year of high school algebra with a grade of "C" or better, or qualifying mathematics assessment test scores or equivalent. |
| Corequisite: | ET 305 |
| Transferable: | CSU |
| General Education: | AA/AS Area II(b) |
| Catalog Date: | June 1, 2020 |

This course focuses on the application of and analysis by algebra and trigonometry to solve electronic problems in DC and AC circuits. This course was formerly known as ET 310 and ET 311.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- formulate an understanding in the application of basic concepts of algebra and use it to solve electronic problems in DC series/parallel circuits.
- calculate problem solutions in DC circuits using computer applications, calculators, and other computing devices related to circuit solutions.
- formulate an understanding in the application of basic concepts of algebra and trigonometry to solve electronic problems in AC series/parallel circuits.
- calculate problem solutions in AC circuits using computer applications, calculators, and other computing devices related to circuit solutions.
- apply the use of powers of ten, logarithms, and other specialized concepts of algebra and trigonometry.

ET 315 Mathematics for Semiconductor Theory

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ET 305, 306, and 314 with grades of "C" or better; or equivalent. |
| Advisory: | Concurrent enrollment in ET 322 and 335. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course provides a detailed study of the mathematics required to solve problems in semiconductor circuit theory. Some of these math functions include: vector algebra, load line plotting, decibel theory and application, common and natural log functions, power supply analysis, calculation of input and output bandwidth characteristics of semiconductor amplifiers, use of rate-of-change functions to study
slope of lines and their relationship to amplifier impedances, and use of network theorems to simplify complex biasing networks for amplifiers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use mathematical concepts necessary to plot load lines of typical amplifiers.
- solve typical bias problems for amplifiers using Nortons and Thevenins theorems.
- solve bandwidth problems of typical amplifiers using logs and decimal numbers.
- demonstrate the proper use of rate-of-change concepts to solve for amplifier parameters.
- solve power supply problems.

ET 322 Semiconductors and Nanotechnology

| Units: | 4 |
| Hours: | 54 hours LEC; 54 hours LAB |
| Prerequisite: | ET 305 with a grade of "C" or better |
| Corequisite: | ET 314; completion of or concurrent enrollment in ET 314 |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course is a detailed study of semiconductor devices and their applications. Semiconductor components - such as diodes, transistors, op-amps, including their use in complex circuits - are covered. Nanotechnology theory and devices, including their present and possible future applications, are studied. One or two field trips may be required. This course was formerly known as ET 320.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare the physical construction and theory of operation of junction diodes, bipolar junction transistors, field effect transistors, and operational amplifiers.
- troubleshoot linear and switch-mode power supplies.
- diagnose amplifier, power supply, and driver circuit problems.
- calculate theoretical operating characteristics and compare to measured results on operating amplifier circuits.
- diagram and label the functional blocks of amplifiers and power supplies.
- interpret schematic diagrams and formulate solutions to problems in electronic circuitry.
- assess data from a variety of test and measurement equipment used in the analysis of power supply and amplifier circuits.
- describe basic nanotechnology building blocks and their possible uses.
- design and simulate circuits in software.
- construct and test circuits on prototyping boards and printed circuit boards.

ET 335 Integrated Circuits with Computer Applications

| Units: | 4 |
| Hours: | 54 hours LEC; 54 hours LAB |
| Prerequisite: | ET 305 with a grade of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course covers integrated circuits (ICs) and applications used in industrial and consumer products. Topics include digital theory and applications from standard transistor-transistor logic (TTL) logic circuits to complex circuits built on programmable logic devices (PLDs). One or two field trips may be required. This course was formerly known as ET 330.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- operate an oscilloscope and various measurement equipment to measure and interpret electrical signals.
- analyze schematic diagrams.
- evaluate a signal through a circuit using a schematic diagram and an oscilloscope.
- investigate basic semiconducting devices
- compare the schematic symbol, truth-table, and theory of operation of the seven basic logic gates.
- generate decoder circuits from logic gates and evaluate the output of decoder circuits.
- convert logic circuits to Boolean equations.
- convert Boolean equations to logic circuits.
- analyze and simplify Karnaugh maps from Boolean equations.
- compare the schematic symbol, truth-table, and theory of operation of the three basic latches.
- design and evaluate decoder display circuits.
- analyze the operation of "divide by n" counter circuits.
- design timer circuits using the 555 timer, capacitive reactance, and RC circuits.
- construct and evaluate analog to digital converters.
- compare the operational characteristics of digital devices.

ET 340 Basic Microprocessors

**Units:** 4  
**Hours:** 54 hours LEC; 54 hours LAB  
**Prerequisite:** None.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This is a beginning course dealing with the circuitry and use of the microprocessor. Peripheral hardware is also considered so that the student may gain an overview of a complete computer system. The scope of the course includes machine language programming in order to provide a base for understanding the dynamic operation of the entire system. Troubleshooting philosophy is emphasized.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop basic central processing unit programs to access input-output devices and peripheral hardware.
- organize, install, and repair a microcomputer.
- implement microprocessor technology in a typical industrial setting.

ET 350 Receiver Circuits

**Units:** 5  
**Hours:** 54 hours LEC; 108 hours LAB  
**Prerequisite:** ET 315, 322, and 335 with grades of "C" or better or equivalent.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course focuses on the principles of radio receivers using AM, FM, and single sideband modulation systems. The course presents associated control circuits and power supply circuitry for receivers.
Upon completion of this course, the student will be able to:

- apply and operate basic radio equipment in the electronics industry.
- assemble an AM/FM radio receiver.
- demonstrate the principles of modern radio receivers.
- demonstrate and practice troubleshooting in the modern radio receiver.
- diagnose and resolve modern radio receiver problems.

ET 360 Electronic Servicing and Calibration Techniques

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | ET 315, 322, and 335 with grades of “C” or better or equivalent. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course focuses on developing familiarization with laboratory and test instruments and techniques of calibration and repair. It is a practical step-by-step approach for the beginning technician in the art of troubleshooting techniques on all the electronic equipment available in the electronics laboratory.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate a functional knowledge of the operation of different types of test equipment.
- perform proper calibration techniques for electronic test equipment.
- demonstrate the operational tests of electronic workbench test equipment.
- diagnose and troubleshoot typical test equipment.

ET 362 Modern Electronic Control Technology

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | None. |
| Corequisite: | ET 305; or prior completion of with a grade of “C” or better. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course introduces the principles and applications of automatic control systems. Topics include general feedback control systems, analog control systems, digital control systems, Programmable logic controller (PLC) systems, sensors, and actuators. One or two field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand the basic principles of automatic control systems.
- design, build, and test analog control circuits using op amps and other electronic devices.
- understand the basic principles of microprocessor-based control systems.
- develop software programs for Programmable Logic Controllers (PLC).
- design and build interface circuits between controllers and sensors.
- design and build interface circuits between controllers and actuators.
• design, build, program, and test a small-scale complete control system using Programmable Logic Controllers (PLC).
• understand the principle of feedback control.

ET 380 Introduction to Electronic Communications

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: ET 314 and 322 with grades of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course covers electronic communications including UHF, VHF, microwave, satellite, and fiber optics. AM and FM transmitters, transmission lines, antennas, and receivers are analyzed down to the component level. Propagation, wave theory, decibels, and signal transmission limitations are also covered. Technician safety and proper test equipment use are stressed throughout the course. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• operate a variety of major electronic circuits used in communication equipment.
• analyze and troubleshoot various problems in electronic communication circuits.
• perform repairs and adjustments to electronic communication systems to operate at factory specifications.
• design and build several common circuits used in electronic communication systems.
• diagnose problems in electronic communication systems.

ET 381 Electronic Communication Regulations

Units: 3
Hours: 54 hours LEC
Prerequisite: ET 322 with a grade of "C" or better
Advisory: ET 380 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course provides an overview of the Federal Communication Commission (FCC) General Radiotelephone license requirements. It also covers the electronics theory and the rules and regulations mandated by the FCC.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• describe the requirements for the FCC General Class Radiotelephone license.
• differentiate maritime and international law and operating procedures.
• apply alternating current (AC) and direct current theory.
• analyze and design basic diode and transistor circuits.
• analyze operational amplifier and digital theory.
• apply receiver and transmitter theory to set up and troubleshoot telecommunication units and systems.
• apply antenna theory.
• investigate aircraft navigation equipment theory and practices.
• apply marine navigation equipment theory.
ET 390 Microprocessor Systems - Troubleshooting

This course will focus on the principles of microprocessor system control and troubleshooting. Study will include measurement transducers, analog-to-digital and digital-to-analog converters, power supplies, and power users. The design, construction, repair, and operation of a semester lab project controlled by a microprocessor, microcontroller, or a smart digital device will be covered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate electrical techniques for the troubleshooting of various physical phenomena measuring devices.
- devise and couple measurement devices into a microprocessor.
- interpret microprocessor output that controls power users such as a motor or heater.
- measure and interpret physical phenomena using a smart device and program designed to autonomously control the phenomena.

ET 400 Microwave Communications Techniques

This course is a study of electromagnetic waves and antennas. The course presents types of microwave generators, microwave communications systems, and antenna guidance systems. The use of lasers and fiber optics in communications systems and as a source of high tech energy control are presented.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of antenna theory and digital and analog communication systems at microwave frequencies.
- demonstrate measurement techniques used in finding standing wave ratios, reflection coefficients, and power losses.
- assemble and demonstrate a functional fiber optics communications link.
- diagnose changes to a fiber optics communications link with changes in power, fiber, and length used in digital and analog communications link system.
- demonstrate an understanding and proper use of lasers in digital and analog communication systems.

ET 410 Transmitter Fundamentals

This is a fundamental course in AM/FM and single side-band transmitters. The course will present students with preparation for employment in the communications industry. It will include instruction in adjustment and tuning of transmitters. Students are presented with symptoms of malfunctions and remedies in troubleshooting transmitters.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate a familiarization with modulation methods employed in AM, FM, and pulse transmitters.
- distinguish among the different sections of transmitters.
- measure characteristic parameters of each subsection of a transmitter and assemble a diagnostic characteristic chart.
- synthesize the steps needed to test a transmitter circuit.
- compile a list of standard, generic troubleshooting techniques used in transmitters.
- assemble a functional radio frequency antenna.
- measure antenna characteristics and assemble a final antenna report.

ET 491 Electronics Projects Laboratory I

Units: 2
Hours: 108 hours LAB
Prerequisite: None.
Corequisite: ET 306; Students may have completed ET 306 previously.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides an opportunity for students to pursue typical electronics projects to learn and practice skills needed in the construction, installation, maintenance, and repair of electronic devices.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze trouble areas in typical electronic equipment.
- operate, maintain, and repair electronic equipment based on specifications and tolerances.
- practice basic skills for fabricating and repairing electronic circuits.
- build and pursue an independent project from development to a successful completion.

ET 492 Electronics Projects Laboratory II

Units: 2
Hours: 108 hours LAB
Prerequisite: None.
Corequisite: ET 306; Students may have completed ET 306 previously.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides an opportunity for students to develop and practice skills necessary for the construction, installation, maintenance, and repair of electronic devices. Students will develop, design, and construct a project under the guidance of the instructor.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze trouble areas in typical electronic equipment.
- operate, maintain, and repair electronic equipment based on specifications and tolerances.
- practice basic skills for fabricating and repairing electronic circuits.
- build and pursue an independent project from development, design, and construction to a successful completion.
- construct, install, maintain, and repair electronic equipment to a level used by the electronic industry.
ET 494 Topics in Electronics Technology

This is a specialized course developed in cooperation with industry to address emerging training needs. Units are awarded on the basis of .5 unit for each 9 hours of lecture or 27 hours of lab.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate analytical and critical thinking skills as they relate to the study of electronics.
- demonstrate an understanding of and apply principles of electronics.
- collect (through research) and interpret data related to the topic area content.

ET 495 Independent Studies in Electronics Technology

Independent study of an electronic topic or research project. This course is for students who wish to develop an in-depth understanding in fundamental topics of electronics technology and learn to work in a collaborative atmosphere with instructors and other students. Instructor approval is required to enroll in this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to select a suitable topic for investigation and to appreciate its relationship with current developments in the respective subject areas.
- demonstrate the ability to define clear research objectives and select and review secondary sources that are relevant to the research questions in a structured and organized manner.
- design appropriate primary research projects that address the defined research objectives.
- deduce meaningful conclusions and recommendations from the sources reviewed and research conducted.
- work collaboratively with an instructor or instructors and other students.

ET 498 Work Experience in Electronics Technology

This course provides students with opportunities to develop or add marketable skills related to their vocational study programs. Course content will include understanding the application of the student’s education to the workforce; the responsibilities of an internship (where applicable); completion of Title V Education Code papers (the student’s Application, Learning Objectives, Time sheet, and Evaluations), which document the student’s progress and hours spent at the work or internship site; and developing workplace (soft) skills identified by the Secretary’s Commission on Achieving Necessary Skills (SCANS) Competencies, as well as by local employers. In addition, the student is required to fulfill 18 hours lecture and 75 hours of related, paid work experience or 60 hours of volunteer work experience for one unit; 75 or 60 hours of related work experience for each additional unit. The program allows the transfer student to...
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply classroom study through application of planned, supervised, on-the-job experience.
- develop practical workplace (soft) skills, acquire knowledge, and build confidence in the workplace.
- evaluate himself/herself in the following Career/Life Planning Process: Self-Awareness; Career Awareness; Decision Making & Goal Setting; Job Search & Workplace Success; Balanced Lifestyle.
- improve the student’s potential for promotion in the workplace.
- develop skills to conduct him/herself in a professional manner in the workplace.
The Engineering Associate in Science degree is designed to meet lower division requirements for various majors in engineering. Completion of the Associate in Science degree should qualify the student to transfer at the upper division level to an engineering program at a four-year institution. The degree has a common engineering core requirement as well as specific field requirements. The specific field requirements do vary depending on the four-year institution to which the student will transfer. Thus, requirements for specific universities should be checked before selecting specific field courses.

Dean
Angelena Lambert

Department Chairs
Eric Wyles
(916) 558-2202
Rebeca.Rodriguez@scc.losrios.edu

Associate Degrees

A.S. in Engineering, Civil Engineering

The Engineering Associate in Science degree is designed to meet lower division requirements for various majors in engineering. Completion of the Associate in Science degree should qualify the student to transfer at the upper division level to an engineering program at a four-year institution. The degree has a common engineering core requirement as well as specific field requirements. The specific field requirements do vary depending on the four-year institution to which the student will transfer. Thus, requirements for specific universities should be checked before selecting specific field courses.

Catalog Date: June 1, 2020

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COURSE CODE | COURSE TITLE | UNITS
---|---|---
PHYS 420 | Electricity and Magnetism | 5

Subtotal Units: 51 - 52

Additional Civil Engineering Requirements (Consult Engineering Department Chair and Counseling)

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Additional Civil Engineering Requirements (Consult Engineering Department Chair and Counseling)
Units: 12

Total Units: 63 - 64

The Engineering, Civil Engineering Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- solve problems by applying knowledge of mathematics including differential and integral calculus, differential equations, and linear algebra.
- solve problems by applying knowledge of science including chemistry and physics.
- use technology to enhance his or her productivity.
- apply knowledge of mathematics, science, and engineering to identify, formulate, and solve basic civil engineering problems.
- demonstrate an understanding of the ethical and professional responsibilities of an engineer and how engineering solutions can impact society.
- communicate thoughts in both written and oral forms to team members and larger audiences.
- seek transfer at the junior level into a Civil Engineering program at a four-year institution.

A.S. in Engineering, Electrical/Computer Engineering

The Engineering Associate in Science degree is designed to meet lower division requirements for various majors in engineering. Completion of the Associate in Science degree should qualify the student to transfer at the upper division level to an engineering program at a four-year institution. The degree has a common engineering core requirement as well as specific field requirements. The specific field requirements do vary depending on the four-year institution to which the student will transfer. Thus, requirements for specific universities should be checked before selecting specific field courses.

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Additional Electrical/Computer Engineering Requirements (Consult Engineering Department Chair and Counseling)

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The Engineering, Electrical/Computer Engineering Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- solve problems by applying knowledge of mathematics including differential and integral calculus, differential equations, and linear algebra.
• solve problems by applying knowledge of science including chemistry and physics.
• use technology to enhance his or her productivity.
• apply knowledge of mathematics, science, and engineering to identify, formulate, and solve basic electrical/computer engineering problems.
• demonstrate an understanding of the ethical and professional responsibilities of an engineer and how engineering solutions can impact society.
• communicate thoughts in both written and oral forms to team members and larger audiences.
• seek transfer at the junior level into an Electrical/Computer Engineering program at a four-year institution.

A.S. in Engineering, General

The Engineering Associate in Science degree is designed to meet lower division requirements for various majors in engineering. Completion of the Associate in Science degree should qualify the student to transfer at the upper division level to an engineering program at a four-year institution. The degree has a common engineering core requirement as well as specific field requirements. The specific field requirements do vary depending on the four-year institution to which the student will transfer. Thus, requirements for specific universities should be checked before selecting specific field courses.

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Additional General Engineering Requirements (Consult Engineering Department Chair and Counseling)

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The Engineering, General Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- solve problems by applying knowledge of mathematics including differential and integral calculus, differential equations, and linear algebra.
- solve problems by applying knowledge of science including chemistry and physics.
- use technology to enhance his or her productivity.
- apply knowledge of mathematics, science, and engineering to identify, formulate, and solve basic engineering problems.
- demonstrate an understanding of the ethical and professional responsibilities of an engineer and how engineering solutions can impact society.
- communicate thoughts in both written and oral forms to team members and larger audiences.
- seek transfer at the junior level into an Engineering program at a four-year institution.

**A.S. in Engineering, Mechanical/Aeronautical Engineering**

The Engineering Associate in Science degree is designed to meet lower division requirements for various majors in engineering. Completion of the Associate in Science degree should qualify the student to transfer at the upper division level to an engineering program at a four-year institution. The degree has a common engineering core requirement as well as specific field requirements. The specific field requirements do vary depending on the four-year institution to which the student will transfer. Thus, requirements for specific universities should be checked before selecting specific field courses.

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<td>MATH 420</td>
<td>Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 410</td>
<td>Mechanics of Solids and Fluids</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 420</td>
<td>Electricity and Magnetism</td>
<td>5</td>
</tr>
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</table>

Subtotal Units: 51 - 52

Additional Mechanical/Aeronautical Engineering Requirements (Consult Engineering Department Chair and Counseling)

<table>
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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
<td>MATH 410</td>
<td>Introduction to Linear Algebra</td>
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<tr>
<td>PHYS 430</td>
<td>Heat, Waves, Light and Modern Physics (5)</td>
<td>5</td>
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<tr>
<td>or CHEM 401</td>
<td>General Chemistry II (5)</td>
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</tbody>
</table>

Additional Mechanical/Aeronautical Engineering Requirements (Consult Engineering Department Chair and Counseling) Units: 8

Total Units: 59 - 60

The Engineering, Mechanical/Aeronautical Engineering Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- solve problems by applying knowledge of mathematics including differential and integral calculus, differential equations, and linear algebra.
- solve problems by applying knowledge of science including chemistry and physics.
- use technology to enhance his or her productivity.
- apply knowledge of mathematics, science, and engineering to identify, formulate, and solve basic mechanical/aeronautical engineering problems.
- demonstrate an understanding of the ethical and professional responsibilities of an engineer and how engineering solutions can impact society.
- communicate thoughts in both written and oral forms to team members and larger audiences.
- seek transfer at the junior level into a Mechanical/Aeronautical Engineering program at a four-year institution.
Engineering (ENGR)

ENGR 300 Introduction to Engineering

Units: 1  
Hours: 18 hours LEC  
Prerequisite: None.  
Transferable: CSU; UC  
Catalog Date: June 1, 2020

This course provides an introduction to the different engineering disciplines and careers, the role of the engineer in society, the engineering approach to problem solving, the design process, and engineering ethics. The development of effective communication and study skills required of engineers is emphasized. This course is required of most engineering majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate professional engineering careers and educational requirements.
- examine the ethics, design process, and the importance of computer applications in engineering.
- formulate a plan for implementing academic skills such as priority/time management, study techniques, study groups, and communication skills (written, oral, and listening) for successful pursuit of an engineering degree.

ENGR 310 Engineering Survey Measurements

Units: 4  
Hours: 54 hours LEC; 54 hours LAB  
Prerequisite: MATH 335 with a grade of "C" or better  
Advisory: Completion of or concurrent enrollment in a basic drafting course such as ENGR 312.  
Transferable: CSU; UC  
C-ID: C-ID ENGR 180  
Catalog Date: June 1, 2020

This course covers the basic fundamentals of surveying for engineers. This includes the theory and practice of measurements for distance, elevations and angles, analysis and adjustment of errors (systematic and random), and traverse calculation and adjustments. Additional topics include discussions on profiles and cross-sections, horizontal curves, and vertical curves. This course has an indoor lecture component as well as a required outdoor field component. This course is designed for engineering students and is usually required for civil engineering majors depending on the transfer institution.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- operate and compare surveying equipment typically encountered by engineers.
- interpret, evaluate, and perform calculations to solve engineering problems related to surveying.
- construct a neat, well organized, logical presentation of problems and their solutions.
- demonstrate the ability to work effectively with others in typical field tasks.

ENGR 312 Engineering Graphics

Units: 3  
Hours: 36 hours LEC; 72 hours LAB  
Prerequisite: MATH 335 with a grade of "C" or better  
Advisory: It is expected that the student has experience and knowledge of the use of a personal computer.  
Transferable: CSU; UC  
C-ID: C-ID ENGR 150  
Catalog Date: June 1, 2020

This course provides fundamental training in the use of hand-drawing instruments and Computer Aided Design/Drafting (CADD) software to analyze, interpret, and solve engineering problems. Topics covered include elements of drafting, descriptive geometry, multi-view...
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- draw fully dimensioned orthographic projection drawings of objects by hand and using CADD software.
- construct multi-view, oblique, and isometric drawings.
- construct sectional and auxiliary views of objects.
- use scales to determine the true: length, grade, and bearing of drawn objects.
- generate an engineering design plan by following the engineering design process steps.
- formulate an engineering design problem solution that includes working drawings.

ENGR 400 Introduction to Electrical Circuits and Devices

This course provides the engineering student with the basic fundamentals of DC and sinusoidal electrical circuit theory and analysis. The following circuit elements are covered: resistors, capacitors, inductors, independent sources, and dependent sources. Topics that are covered include circuit analysis techniques, sinusoidal analysis, phasors, Thevenin and Norton equivalence, natural and step response of first-and second-order circuits, three-phase analysis, complex power, and operational amplifiers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze DC and AC circuits and determine the voltage and current response as well as the power delivered or absorbed by a circuit element.
- evaluate different circuit analysis techniques, choose the appropriate technique to use for a particular circuit, and implement it to solve for the desired quantity.
- analyze circuits that contain independent sources and calculate the Thevenin and Norton equivalent.
- analyze three-phase circuits and calculate voltages, currents, and power.
- analyze basic operational amplifier circuits using their ideal characteristics as well as a simplified model of an operational amplifier.

ENGR 405 Engineering Problem Solving

This course provides an introduction to the use of computers in solving engineering problems using MATLAB. Students will learn to use basic programming techniques including program control, relational and logical operators, selection scripting, and file management while implementing computational solutions.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- apply the mathematical principles that form the foundation of engineering, including complex numbers, curve fitting, differentiation, integration, interpolation, linear algebra, phasors, polynomials, and statistics.
- apply basic science, mathematics, and engineering principles to solve computational problems, including defining the problem, describing input and output variables, mathematical modeling, and the design, development, and testing of the algorithm.
- develop solutions to problems in which the problem statement is only partially defined, including describing and defining the problem, defining specifications, designing and implementing an algorithm to meet the specifications, testing the algorithm, and redesigning the algorithm as needed through an iterative process.
- design, implement, and debug an algorithm in MATLAB to solve an engineering problem and interpret the results.

ENGR 412 Properties of Materials

- **Units:** 4
- **Hours:** 54 hours LEC; 54 hours LAB
- **Prerequisite:** CHEM 400 and PHYS 410 with grades of "C" or better
- **Transferable:** CSU; UC
- **C-ID:** C-ID ENGR 140B
- **Catalog Date:** June 1, 2020

This course covers atomic and crystal structures and mechanical, electrical, and magnetic properties of engineering materials. Also covered are steady and non-steady state diffusion, phase diagram analysis, heat treatment of metals, and corrosion. Laboratory exercises cover both destructive and non-destructive testing of materials.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the crystalline structure of metals and correlate the characteristics of the structure with the material properties.
- describe the major types of imperfections that may occur in crystalline structures and compare how they affect material properties.
- calculate rates of diffusion using Fick’s Laws.
- perform tensile, compression, shear, hardness, and impact tests on materials and evaluate the results.
- describe and compare the effects of material strengthening methods.
- identify and describe failure mechanisms.
- interpret phase diagrams to determine phase equilibrium and microstructure development.
- predict the properties of ceramics, polymers, and composites by assessing their structures.
- evaluate large scale composites based on the ability to mix, pour, and test concrete.
- identify components of various corrosion mechanisms and select appropriate methods of preventing corrosion.
- describe the components of semiconductors and electrical conduction mechanisms in semiconductors.

ENGR 422 Engineering Mechanics, Statics

- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** MATH 401 and PHYS 410 with grades of "C" or better
- **Advisory:** Completion of a drafting course prior to enrolling in this course will facilitate the analysis of statics problems.
- **Transferable:** CSU; UC
- **C-ID:** C-ID ENGR 130
- **Catalog Date:** June 1, 2020

This is the first course in engineering mechanics. Topics in this course include two and three dimensional force system analysis using vector techniques, moments and couples in two and three dimensions, centroids and moment of inertia, friction, forces in beams, and truss analysis. This course is required for Mechanical, Civil, Aeronautical engineering transfer students and by some electrical engineering programs. Contact an engineering instructor and/or the transfer center for specific transfer institution requirements.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- solve engineering problems by applying vector mathematical principles.
- formulate equations for the analysis of static equilibrium of two and three dimensional systems involving forces and moments.
- formulate equations for the analysis in both two and three dimensions of static quantities such as centroids, friction, and moments of inertia.
- evaluate trusses and generate equations based on the method of joints and the method of sections to determine the external forces acting on the individual members of the truss.
- assess the impact of external forces acting on beams and determine the resulting axial forces as well as generate resulting shear and bending moment diagrams.

ENGR 495 Independent Studies in Engineering

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate competence in the skills essential to master the major discipline of study that are necessary to accomplish the independent study.
- summarize the concepts learned through the independent study in a written and/or oral report.
Engineering Design Technology
| Sacramento City College

The Engineering Design Technology Department teaches courses in (1) building architectural, mechanical, electrical, plumbing and piping design and drafting for residential and commercial buildings and (2) CAD programs such as AutoCAD, REVIT, and CREO (Pro/E) software for work in any industry which utilizes CAD.

After completing the EDT Program, students can (1) work as designers and drafters in the fields of Architecture and Engineering with a two-year degree or (2) enhance their skills and knowledge of building design prior to transfer to a four-year institution to continue work toward an architectural or engineering degree (3) work in any industry where Computer-Aided Drafting (CAD) is used.

Dean
Donnetta Webb

Department Chairs
Kenneth Fitzpatrick

(916) 650-2758

FitzpaK@scc.losrios.edu

Associate Degrees

A.S. in Architectural/Structural Design

This degree is designed for students pursuing employment or upgrade in employment in the fields of building Architectural design utilizing CAD design and drafting applications in architectural, engineering, manufacturing, or construction related offices.

Some students may also pursue four-year degrees in Architecture, Engineering, Manufacturing, Construction, or Project Management.

Engineering Design Technology is studied in lecture and drafting practice classes. Mathematics, science, and engineering fundamentals, which are all related to the content of this program, are studied in the Engineering Design Technology program or through recommended elective courses.

Program Costs: Normal student expenses for textbooks, personal equipment, and supplies are required. These expenses may vary each semester. If these expenses create a financial burden, students should consult the Financial Aid Office for possible assistance.

Recommended High School Preparation: Completion of English and general mathematics. It is desirable, but not required, that a student complete courses in drafting, industrial arts shop courses, one year of algebra, plane geometry, general science, and introduction to computers.

The program is open to all students. For information call (916) 650-2758 or (916) 558-2491.

Catalog Date: June 1, 2020

Degree Requirements

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<td>Technical Graphics With CAD II</td>
<td>3</td>
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<td>EDT 317</td>
<td>REVIT-MEP</td>
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<td>EDT 318</td>
<td>Beginning 3D Modeling-CREO</td>
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<td>Architectural/Structural Drafting</td>
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<td>EDT 332</td>
<td>Building Mechanical Design Documents (3)</td>
<td>3</td>
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<tr>
<td>EDT 336</td>
<td>Building Mechanical Systems Design (3)</td>
<td>3</td>
</tr>
<tr>
<td>EDT 340</td>
<td>Plumbing and Piping Systems Design I (3)</td>
<td>3</td>
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<td>Plumbing and Piping Systems Design II (3)</td>
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<td>Building Electrical Design Documents (3)</td>
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<td>Building Electrical Systems Design (3)</td>
<td>3</td>
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<td>EDT 498</td>
<td>Work Experience in Engineering Design Technology (1 - 4)</td>
<td>1 - 4</td>
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<tr>
<td>MATH 335</td>
<td>Trigonometry with College Algebra (5)</td>
<td>5</td>
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<tr>
<td>SURVY 300</td>
<td>Elementary Surveying (4)</td>
<td>4</td>
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<tr>
<td>SURVY 310</td>
<td>Survey Map Production (4)</td>
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<td>Total Units:</td>
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</table>

The Architectural/Structural Design Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- prepare architectural plans for buildings using CAD software that conform with current industry standards.
- demonstrate the process of architectural design by applying design principles to building design projects.
- demonstrate application of CAD software programs used by industry in the design process.
- demonstrate proficiency in CAD software programs (AutoCAD, REVIT, and CREO) by preparing 3D computer engineering and architectural models.

Career Information

Depending on their technical field of interest and capabilities, students who complete the program may find employment in any of the following types of jobs: Engineering Aide I, Engineering Aide II, Drafting Aide I, Drafting Aide II, Junior Drafter, Architectural Drafter, Mechanical Drafter/Designer, Electrical Drafter/Designer, Structural Drafter/Designer, Topographical Drafter/Designer, General Construction Drafter/Designer, General Construction Estimator, Computer Aided Drafter, or Technical Sales representatives. Some students may also pursue four-year degrees in Architecture, Engineering, Manufacturing, Construction, or Project Management.

A.S. in Electric (Power-Lighting Systems)

This degree is designed for students pursuing employment or upgrade in employment in the fields of (1) building Electrical power and lighting systems design or (2) mechanical component design utilizing 2D and 3D CAD design and drafting software applications in architectural, engineering, manufacturing, or construction related offices.

Some students may also pursue four-year degrees in Architecture, Engineering, Manufacturing, Construction, or Project Management.

Engineering Design Technology is studied in lecture and drafting practice classes. Mathematics, science, and engineering fundamentals, which are all related to the content of this program, are studied in the Engineering Design Technology program or through recommended elective courses. General Education courses complete the recommended classes for the Engineering Design Technology curriculum.

Program Costs: Normal student expenses for textbooks, personal equipment, and supplies are required. These expenses may vary each semester. If these expenses create a financial burden, students should consult the Financial Aid Office for possible assistance.

Recommended High School Preparation: Completion of English and general mathematics. It is desirable, but not required, that a student complete courses in drafting, industrial arts shop courses, one year of algebra, plane geometry, general science, and introduction to computers.
Degree Requirements

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<td>EDT 320</td>
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The Electric (Power-Lighting Systems) Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- perform design calculations and prepare electrical plans for building electrical systems that conform with current industry and ANSI standards.
- demonstrate the process of electrical design by applying design principles to building design projects.
- demonstrate proficiency in CAD software programs (AutoCAD, REVIT and CREO) by preparing 3D computer engineering and architectural models.
- demonstrate the processes of rapid prototyping of components represented by 3D computer engineering and architectural models.

Career Information

This program is designed for students pursuing entry level employment in architectural, electrical, and mechanical engineering, and commercial construction drafting fields. Some students may also pursue four-year degrees in Architecture, Engineering, Construction, or Project Management. Depending on their technical field of interest and capabilities, students who complete the program may find employment in any of the following types of jobs: Engineering Aide I, Engineering Aide II, Drafting Aide I, Drafting Aide II, Junior Drafter, Architectural Drafter, Mechanical Drafter/Designer Trainee, Electrical Drafter/Designer Trainee, Structural Drafter/Designer Trainee, Topographical Drafter/Designer Trainee, General Construction Drafter/Designer Trainee, General Construction Estimator Trainee,
A.S. in Engineering Design Technology

This degree is designed for students pursuing employment or upgrade in employment in the fields of component design or building design utilizing CAD drafting applications in architectural, engineering, manufacturing, or construction related offices.

Some students may also pursue four-year degrees in Architecture, Engineering, Construction, or Project Management.

Engineering Design Technology is studied in lecture and drafting practice classes. Mathematics, science, and engineering fundamentals, which are all related to the content of this program, are studied in the Engineering Design Technology program or through recommended elective courses. General Education courses complete the recommended classes for the Engineering Design Technology curriculum.

Program Costs: Normal student expenses for textbooks, personal equipment, and supplies are required. These expenses may vary each semester. If these expenses create a financial burden, students should consult the Financial Aid Office for possible assistance.

Recommended High School Preparation: Completion of English and general mathematics. It is desirable, but not required, that a student complete courses in drafting, industrial arts shop courses, one year of algebra, plane geometry, general science, and introduction to computers.

The program is open to all students. For information call (916) 650-2758 or 558-2491.

Transfer Students: Students who, after completing this program, are planning to continue specialization in this field by transferring to a four-year college, should consult the Requirements of Transfer Institutions section in this catalog and the engineering or related major sections of the specific catalog for the institution to which they wish to transfer. Consultation with an SCC counselor is advised.

Catalog Date: June 1, 2020

Degree Requirements

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</tbody>
</table>

The Engineering Design Technology Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- prepare architectural, mechanical, and electrical plans for buildings that conform with current industry and ANSI standards.
- demonstrate the processes of building architectural, mechanical, and electrical design by applying design principles to building design projects.
- demonstrate proficiency in CAD software programs (AutoCAD, REVIT, and CREO) by preparing 3D computer engineering and
architectural models.

- demonstrate the processes of rapid prototyping of components represented by 3D computer engineering and architectural models.

Career Information

This program is designed for students pursuing entry level employment in Architecture, Electrical and Mechanical Engineering, and commercial construction drafting fields. Depending on their technical field of interest and capabilities, students who complete the program may find employment in any of the following types of jobs: Engineering Aide I, Engineering Aide II, Drafting Aide I, Drafting Aide II, Junior Drafter, Architectural Drafter, Mechanical Drafter/Designer Trainee, Electrical Drafter/Designer Trainee, Structural Drafter/Designer Trainee, Topographical Drafter/Designer Trainee, General Construction Drafter/Designer Trainee, General Construction Estimator Trainee, Computer Aided Drafter, or Technical Sales representatives. Some students may also pursue four-year degrees in Architecture, Engineering, Construction, or Project Management.

A.S. in Mechanical (HVAC/Piping/Plumbing Systems)

This degree is designed for students pursuing employment or upgrade in employment in the fields of (1) building Mechanical design (Heating, Ventilation, and Air Conditioning HVAC, Plumbing and Piping or (2) mechanical component design utilizing 2D and 3D CAD design and drafting software applications in architectural, engineering, manufacturing, or construction related offices.

Some students may also pursue four-year degrees in Architecture, Engineering, Manufacturing, Construction, or Project Management.

Engineering Design Technology is studied in lecture and drafting practice classes. Mathematics, science, and engineering fundamentals, which are all related to the content of this program, are studied in the Engineering Design Technology program or through recommended elective courses. General Education courses complete the recommended classes for the Engineering Design Technology curriculum.

Program Costs: Normal student expenses for textbooks, personal equipment and supplies are required. These expenses may vary each semester. If these expenses create a financial burden, students should consult the Financial Aid Office for possible assistance.

Recommended High School Preparation: Completion of English and general mathematics. It is desirable, but not required, that a student complete courses in drafting, industrial arts shop courses, one year of algebra, plane geometry, general science, and introduction to computers.

The program is open to all students. For information call (916) 650-2758 or (916) 558-2491.

Catalog Date: June 1, 2020

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<tr>
<td>EDT 320</td>
<td>Architectural/Structural Drafting (4)</td>
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<tr>
<td>EDT 352</td>
<td>Building Electrical Design Documents (3)</td>
<td></td>
</tr>
<tr>
<td>EDT 356</td>
<td>Building Electrical Systems Design (3)</td>
<td></td>
</tr>
</tbody>
</table>
The Mechanical (HVAC/Piping/Plumbing Systems) Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

---

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- perform design calculations and prepare mechanical and plumbing plans for building mechanical and plumbing systems that conform with current industry and ANSI standards.
- demonstrate the processes of mechanical and plumbing design by applying design principles to building design projects.
- demonstrate proficiency in CAD software programs (AutoCAD, REVIT, and CREO) by preparing 3D computer engineering and architectural models.
- demonstrate the processes of rapid prototyping of components represented by 3D computer engineering and architectural models.

### Career Information

This program is designed for students pursuing entry level employment in architecture, electrical and mechanical engineering, and commercial construction fields. Depending on their technical field of interest and capabilities, students who complete the program may find employment in any of the following types of jobs: Engineering Aide I, Engineering Aide II, Drafting Aide I, Drafting Aide II, Junior Drafter, Architectural Drafter, Mechanical Drafter/Designer Trainee, Electrical Drafter/Designer Trainee, Structural Drafter/Designer Trainer, Topographical Drafter/Designer Trainee, General Construction Drafter/Designer Trainee, General Construction Estimator Trainee, Computer Aided Drafter, or Technical Sales representatives. Some students may also pursue four-year degrees in Architecture, Engineering, Construction or Project Management.

### A.S. in Surveying/Geomatics

The curriculum provides the student with instruction in survey theory and fundamentals of office and field practice. The objective is to prepare students for employment as described above. Material is sufficient, when coupled with the legally required experience, to prepare the student for the State licensing examinations conducted by The Board of Registration for Professional Engineers. There are numerous specialties in survey employment, and early counseling is suggested to help select the proper optional classes.

Recommended High School Preparation: Courses in algebra, trigonometry, physics, and geography.

**Catalog Date:** June 1, 2020

### Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>SURVY 300</td>
<td>Elementary Surveying</td>
<td>4</td>
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<tr>
<td>SURVY 320</td>
<td>Advanced Survey</td>
<td>4</td>
</tr>
<tr>
<td>SURVY 330</td>
<td>Special Surveying Projects</td>
<td>4</td>
</tr>
<tr>
<td>SURVY 340</td>
<td>Basics of Photogrammetry</td>
<td>3</td>
</tr>
<tr>
<td>SURVY 350</td>
<td>Boundary Control and Legal Principles</td>
<td>4</td>
</tr>
<tr>
<td>SURVY 352</td>
<td>Evidence and Procedures for Boundary Location</td>
<td>4</td>
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A minimum of 3 units from the following:

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>SURVY 310</td>
<td>Survey Map Production (4)</td>
<td>3</td>
</tr>
<tr>
<td>SURVY 360</td>
<td>Survey Business Practices (3)</td>
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Total Units: 26

The Surveying/Geomatics Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- operate all surveying measurement instruments commonly in use within the profession.
- demonstrate a knowledge of the techniques and methodology of surveying measurement.
- select appropriate survey measuring instruments to accurately complete a variety of surveying projects.
- list specific requirements of local agencies for approval and filing of survey maps such as, record of surveys, parcel maps, subdivision maps, preliminary and final maps, and also improvement plans.
- demonstrate an understanding of boundary surveying and photogrammetric surveys, theory of geodetic and control surveys, Global Positioning Systems, Geographic Information System and electronic surveys.
- demonstrate knowledge of statutory and common law regulating the surveying industry.
- discuss various types of land ownership and classify effects and intent of various land transfers and transactions.
- prepare and interpret different forms of legal descriptions of land ownership and transfer.

**Career Information**

Students may find employment in field jobs as surveyor assistants to do specific jobs as rod, chain, level, and instrument person and notekeeper. In office jobs, students may do survey computations, draw maps of property lines, topographic maps and profiles of construction sites, and compute acreage. Employers are private survey and engineering firms and government agencies throughout the United States. Job titles are Boundary, Technicians, Survey Technicians, Engineering Technicians, Engineering Aide, and Survey Aide.

**Certificates of Achievement**

**Architectural/Structural Design Certificate**

This Certificate of Achievement is designed for students pursuing employment or upgrade in employment in the fields of building Architectural design utilizing CAD design and drafting applications in architectural, engineering, manufacturing, or construction related offices.

Engineering Design Technology is studied in lecture and drafting practice classes. Mathematics, science, and engineering fundamentals, which are all related to the content of this program, are studied in the Engineering Design Technology program or through recommended elective courses.

Program Costs: Normal student expenses for textbooks, personal equipment, and supplies are required. These expenses may vary each semester. If these expenses create a financial burden, students should consult the Financial Aid Office for possible assistance.

Recommended High School Preparation: Completion of English and general mathematics. It is desirable, but not required, that a student complete courses in drafting, industrial arts shop courses, one year of algebra, plane geometry, general science, and introduction to computers.

The program is open to all students. For information call (916) 650-2758 or (916) 558-2491.

**Catalog Date:** June 1, 2020

**Certificate Requirements**
<table>
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<tbody>
<tr>
<td>EDT 310</td>
<td>Technical Graphics With CAD I</td>
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<tr>
<td>EDT 312</td>
<td>Technical Graphics With CAD II</td>
<td>3</td>
</tr>
<tr>
<td>EDT 316</td>
<td>REVIT-Architectural</td>
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<tr>
<td>EDT 317</td>
<td>REVIT-MEP</td>
<td>3</td>
</tr>
<tr>
<td>EDT 318</td>
<td>Beginning 3D Modeling-CREO</td>
<td>3</td>
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<tr>
<td>EDT 320</td>
<td>Architectural/Structural Drafting</td>
<td>4</td>
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<td></td>
<td>A minimum of 6 units from the following:</td>
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<tr>
<td>EDT 332</td>
<td>Building Mechanical Design Documents (3)</td>
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<tr>
<td>EDT 336</td>
<td>Building Mechanical Systems Design (3)</td>
<td></td>
</tr>
<tr>
<td>EDT 340</td>
<td>Plumbing and Piping Systems Design I (3)</td>
<td></td>
</tr>
<tr>
<td>EDT 342</td>
<td>Plumbing and Piping Systems Design II (3)</td>
<td></td>
</tr>
<tr>
<td>EDT 352</td>
<td>Building Electrical Design Documents (3)</td>
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</tr>
<tr>
<td>EDT 356</td>
<td>Building Electrical Systems Design (3)</td>
<td></td>
</tr>
<tr>
<td>EDT 498</td>
<td>Work Experience in Engineering Design Technology (1 - 4)</td>
<td></td>
</tr>
<tr>
<td>MATH 335</td>
<td>Trigonometry with College Algebra (5)</td>
<td></td>
</tr>
<tr>
<td>SURVY 300</td>
<td>Elementary Surveying (4)</td>
<td></td>
</tr>
<tr>
<td>SURVY 310</td>
<td>Survey Map Production (4)</td>
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</tr>
<tr>
<td>Total Units:</td>
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<td>25</td>
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</table>

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- prepare architectural plans for buildings using CAD software that conform with current industry standards.
- demonstrate the process of architectural design by applying design principles to building design projects.
- demonstrate application of CAD software programs used by industry in the design process.
- demonstrate proficiency in CAD software programs (AutoCAD, REVIT, and CREO) by preparing 3D computer engineering and architectural models.

**Career Information**

This program is designed for students pursuing entry level employment in architectural, electrical and mechanical engineering, and commercial construction drafting fields. Depending on their technical field of interest and capabilities, students who complete the program may find employment in any of the following types of jobs: Engineering Aide I, Engineering Aide II, Drafting Aide I, Drafting Aide II, Junior Drafter, Architectural Drafter, Mechanical Drafter/Designer Trainee, Electrical Drafter/Designer Trainee, Structural Drafter/Designer Trainer, Topographical Drafter/Designer Trainee, General Construction Drafter/Designer Trainee, General Construction Estimator Trainee, Computer Aided Drafter, or Technical Sales representatives.

**CAD Technology Certificate**

This certificate is designed for students pursuing employment or upgrade in employment in fields that utilize CAD software to perform design, modeling, and drafting, including but not limited to: architecture, engineering, manufacturing, research and construction.

Program Costs: Normal student expenses for textbooks, personal equipment, and supplies are required. These expenses may vary each semester. If these expenses create a financial burden, students should consult the Financial Aid Office for possible assistance.

Recommended High School Preparation: Completion of English and general mathematics. It is desirable, but not required, that a student complete courses in drafting, industrial arts, one year of algebra, plane geometry, general science, and introduction to computers.
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<tbody>
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<td>EDT 310</td>
<td>Technical Graphics With CAD I</td>
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<tr>
<td>EDT 312</td>
<td>Technical Graphics With CAD II</td>
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<tr>
<td>EDT 315</td>
<td>Beginning 3D Modeling-SolidWorks</td>
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<td>EDT 316</td>
<td>REVIT-Architectural</td>
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<td>REVIT-MEP</td>
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<td>EDT 318</td>
<td>Beginning 3D Modeling-CREO</td>
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<td>Advanced 3D Modeling/Rapid Prototyping</td>
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<td>Total Units</td>
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<td>21</td>
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</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- use CAD and modeling software to the fields of architecture and engineering design, modeling, manufacturing, and construction.
- utilize CAD and modeling software to prepare computer models and design drawings of architectural and engineering related projects.

Career Information

This certificate is designed for students pursuing entry-level employment or upgrade in employment in fields that utilize CAD software to perform design, modeling and drafting, including but not limited to: Architecture, Engineering, Manufacturing, Research, and Construction. Depending on their technical field of interest and capabilities, students who complete the certificate may find employment in any of the following types of jobs: Engineering Aide I, Engineering Aide II, Drafting Aide I, Drafting Aide II, Junior Drafter, Architectural Drafter, Mechanical Drafter/Designer Trainee, Electrical Drafter/Designer Trainee, Structural Drafter/Designer Trainee, Topographical Drafter/Designer Trainee, General Construction Drafter/Designer Trainee, General Construction Estimator Trainee, Computer Aided Drafter, or Technical Sales representatives.

Electric (Power-Lighting Systems) Certificate

This Certificate of Achievement is designed for students pursuing employment or upgrade in employment in the fields of (1) building Electrical power and lighting systems design or (2) mechanical component design utilizing 2D and 3D CAD design and drafting software applications in architectural, engineering, manufacturing, or construction related offices.

Engineering Design Technology is studied in lecture and drafting practice classes. Mathematics, science, and engineering fundamentals, which are all related to the content of this program, are studied in the Engineering Design Technology program or through recommended elective courses.

Program Costs: Normal student expenses for textbooks, personal equipment, and supplies are required. These expenses may vary each semester. If these expenses create a financial burden, students should consult the Financial Aid Office for possible assistance.

Recommended High School Preparation: Completion of English and general mathematics. It is desirable, but not required, that a student complete courses in drafting, industrial arts shop courses, one year of algebra, plane geometry, general science, and introduction to computers.

The program is open to all students. For information call (916) 650-2758 or (916) 558-2491.

Catalog Date: June 1, 2020
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<td>EDT 310</td>
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<td>EDT 312</td>
<td>Technical Graphics With CAD II</td>
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</tr>
<tr>
<td>EDT 316</td>
<td>REVIT-Architectural</td>
<td>3</td>
</tr>
<tr>
<td>EDT 317</td>
<td>REVIT-MEP</td>
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</tr>
<tr>
<td>EDT 318</td>
<td>Beginning 3D Modeling-CREO</td>
<td>3</td>
</tr>
<tr>
<td>EDT 352</td>
<td>Building Electrical Design Documents</td>
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<tr>
<td>EDT 356</td>
<td>Building Electrical Systems Design</td>
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<td>A minimum of 6 units from the following:</td>
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<tr>
<td>EDT 320</td>
<td>Architectural/Structural Drafting (4)</td>
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<tr>
<td>EDT 332</td>
<td>Building Mechanical Design Documents (3)</td>
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<tr>
<td>EDT 336</td>
<td>Building Mechanical Systems Design (3)</td>
<td></td>
</tr>
<tr>
<td>EDT 340</td>
<td>Plumbing and Piping Systems Design I (3)</td>
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</tr>
<tr>
<td>EDT 342</td>
<td>Plumbing and Piping Systems Design II (3)</td>
<td></td>
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<tr>
<td>EDT 498</td>
<td>Work Experience in Engineering Design Technology (1 - 4)</td>
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</tr>
<tr>
<td>MATH 335</td>
<td>Trigonometry with College Algebra (5)</td>
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<tr>
<td>SURVY 300</td>
<td>Elementary Surveying (4)</td>
<td></td>
</tr>
<tr>
<td>SURVY 310</td>
<td>Survey Map Production (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Units:</td>
<td>27</td>
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</table>

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- perform design calculations and prepare electrical plans for building electrical systems that conform with current industry and ANSI standards.
- demonstrate the process of building electrical design by applying design principles to building design projects.
- demonstrate proficiency in CAD software programs (AutoCAD, REVIT and CREO) by preparing 3D computer engineering and architectural models.
- demonstrate the processes of rapid prototyping of components represented by 3D computer engineering and architectural models.

**Career Information**

This program is designed for students pursuing entry level employment in architectural, electrical and mechanical engineering, manufacturing, or commercial construction fields. Depending on their technical field of interest and capabilities, students who complete the program may find employment in any of the following types of jobs: Engineering Aide I, Engineering Aide II, Drafting Aide I, Drafting Aide II, Junior Drafter, Architectural Drafter, Mechanical Drafter/Designer Trainee, Electrical Drafter/Designer Trainee, Structural Drafter/Designer Trainer, Topographical Drafter/Designer Trainee, General Construction Drafter/Designer Trainee, General Construction Estimator Trainee, Computer Aided Drafter, or Technical Sales representatives.

**Engineering Design Technology Certificate**

This Certificate of Achievement is designed for students pursuing employment or upgrade in employment in the fields of building design utilizing CAD drafting applications in architectural, engineering, manufacturing, or construction related offices.

Engineering Design Technology is studied in lecture and computer-aided drafting practice classes. Mathematics, science, and engineering fundamentals, which are all related to the content of this program, are studied in the Engineering Design Technology program or through recommended elective courses. General Education courses complete the recommended classes for the Engineering Design Technology
Program Costs: Normal student expenses for textbooks, personal equipment, and supplies are required. These expenses may vary each semester. If these expenses create a financial burden, students should consult the Financial Aid Office for possible assistance.

Recommended High School Preparation: Completion of English and general mathematics. It is desirable, but not required, that a student complete courses in drafting, industrial arts shop courses, one year of algebra, plane geometry, general science, and introduction to computers.

The program is open to all students. For information call (916) 650-2758 or (916) 558-2491.

Catalog Date: June 1, 2020

Certificate Requirements

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<tbody>
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<td>EDT 310</td>
<td>Technical Graphics With CAD I</td>
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<tr>
<td>EDT 312</td>
<td>Technical Graphics With CAD II</td>
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<tr>
<td>EDT 316</td>
<td>REVIT-Architectural</td>
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<tr>
<td>EDT 317</td>
<td>REVIT-MEP</td>
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<tr>
<td>EDT 318</td>
<td>Beginning 3D Modeling-CREO</td>
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</tr>
<tr>
<td>EDT 320</td>
<td>Architectural/Structural Drafting</td>
<td>4</td>
</tr>
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</tr>
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<td>EDT 356</td>
<td>Building Electrical Systems Design</td>
<td>3</td>
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<tr>
<td>Total Units:</td>
<td></td>
<td>37</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- prepare architectural, mechanical, and electrical plans for buildings that conform with current industry and ANSI standards.
- demonstrate the process of building architectural, mechanical, and electrical design by applying design principles to building design projects.
- demonstrate proficiency in CAD software programs (AutoCAD, REVIT and CREO) by preparing 3D computer engineering and architectural models.
- explain the processes of rapid prototyping of components represented by 3D computer engineering and architectural models.

Career Information

This program is designed for students pursuing entry level employment in architectural, electrical, mechanical, and commercial construction drafting and design fields. Depending on their technical field of interest and capabilities, students who complete the program may find employment in any of the following types of jobs: Engineering Aide I, Engineering Aide II, Drafting Aide I, Drafting Aide II, Junior Drafter, Architectural Drafter, Mechanical Drafter/Designer Trainee, Electrical Drafter/Designer Trainee, Structural Drafter/Designer Trainee, Topographical Drafter/Designer Trainee, General Construction Drafter/Designer Trainee, General Construction Estimator Trainee, Computer Aided Drafter, or Technical Sales representatives.
Mechanical (HVAC/Piping/Plumbing Systems) Certificate

This Certificate of Achievement is designed for students pursuing employment or upgrade in employment in the fields of (1) building Mechanical design (Heating, Ventilation, and Air Conditioning HVAC, Plumbing and Piping or (2) mechanical component design utilizing 2D and 3D CAD design and drafting software applications in architectural, engineering, manufacturing, or construction related offices.

Engineering Design Technology is studied in lecture and drafting practice classes. Mathematics, science, and engineering fundamentals, which are all related to the content of this program, are studied in the Engineering Design Technology program or through recommended elective courses. General Education courses complete the recommended classes for the Engineering Design Technology curriculum.

Program Costs: Normal student expenses for textbooks, personal equipment, and supplies are required. These expenses may vary each semester. If these expenses create a financial burden, students should consult the Financial Aid Office for possible assistance.

Recommended High School Preparation: Completion of English and general mathematics. It is desirable, but not required, that a student complete courses in drafting, industrial arts shop courses, one year of algebra, plane geometry, general science, and introduction to computers.

The program is open to all students. For information call (916) 650-2758 or (916) 558-2491.

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<td>REVIT-MEP</td>
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<td>Beginning 3D Modeling-CREO</td>
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<td>MATH 335</td>
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<td>SURVY 300</td>
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<td>SURVY 310</td>
<td>Survey Map Production (4)</td>
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</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- perform design calculations and prepare mechanical and plumbing plans for building mechanical and plumbing systems that conform with current industry and ANSI standards.
- demonstrate the processes of mechanical and plumbing design by applying design principles to building design projects.
demonstrate proficiency in CAD software programs (AutoCAD, REVIT, and CREO) by preparing 3D computer engineering and architectural models.

- demonstrate the processes of rapid prototyping of components represented by 3D computer engineering and architectural models.

Career Information

This program is designed for students pursuing entry level employment in Architecture, Electrical and Mechanical Engineering, Manufacturing, and commercial construction fields. Depending on their technical field of interest and capabilities, students who complete the program may find employment in any of the following types of jobs: Engineering Aide I, Engineering Aide II, Drafting Aide I, Drafting Aide II, Junior Drafter, Architectural Drafter, Mechanical Drafter/Designer Trainee, Electrical Drafter/Designer Trainee, Structural Drafter/Designer Trainer, Topographical Drafter/Designer Trainee, General Construction Drafter/Designer Trainee, General Construction Estimator Trainee, Computer Aided Drafter, or Technical Sales representatives.

Surveying/Geomatics Certificate

The curriculum provides the student with instruction in survey theory and fundamentals of office and field practice. The objective is to prepare students for employment as described above. Material is sufficient, when coupled with the legally required experience, to prepare the student for the State licensing examinations conducted by the Board of Registration for Professional Engineers. There are numerous specialties in survey employment, and early counseling is suggested to help select the proper optional classes.

Recommended High School Preparation: Courses in algebra, trigonometry, physics, and geography.

Catalog Date: June 1, 2020

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<tr>
<td>SURVY 320</td>
<td>Advanced Survey</td>
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<tr>
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<tr>
<td>SURVY 340</td>
<td>Basics of Photogrammetry</td>
<td>3</td>
</tr>
<tr>
<td>SURVY 350</td>
<td>Boundary Control and Legal Principles</td>
<td>4</td>
</tr>
<tr>
<td>SURVY 352</td>
<td>Evidence and Procedures for Boundary Location</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
<td>3</td>
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<tr>
<td>SURVY 310</td>
<td>Survey Map Production (4)</td>
<td></td>
</tr>
<tr>
<td>SURVY 360</td>
<td>Survey Business Practices (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Units:</td>
<td>26</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- operate all surveying measurement instruments commonly in use within the profession.
- demonstrate a knowledge of the techniques and methodology of surveying measurement.
- select appropriate survey measuring instruments to accurately complete a variety of surveying projects.
- list specific requirements of local agencies for approval and filing of survey maps such as, record of surveys, parcel maps, subdivision maps, preliminary and final maps, and also improvement plans.
- demonstrate an understanding of boundary surveying and photogrammetric surveys, theory of geodetic and control surveys, Global Positioning Systems, Geographic Information System and electronic surveys.
- demonstrate a knowledge of statutory and common law regulating the surveying industry.
- prepare and/or interpret different forms of legal descriptions of land ownership and transfer.
Career Information

Students may find employment in field jobs as surveyor assistants to do specific jobs as rod, chain, level, and instrument person and notekeeper. In office jobs, students may do survey computations, draw maps of property lines, topographic maps, and profiles of construction sites, and compute acreage. Employers are private survey and engineering firms and government agencies throughout the United States. Job titles are Boundary, Technicians, Survey Technicians, Engineering Technicians, Engineering Aide, and Survey Aide.

Engineering Design Technology (EDT)

EDT 302 Building Trades Blueprint Reading

Units: 2
Hours: 36 hours LEC
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This is a course in blueprint reading and sketching related to building trades. Architectural, structural, electrical and mechanical drawings, details, and specification requirements will be examined in detail for residential, commercial, and industrial construction.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and comprehend symbols and terminology used on architecture and engineering drawings and specifications.
- demonstrate comprehension of architectural and engineering drawing set interrelationships between disciplines.
- demonstrate an understanding of relationships between architectural and engineering plans and specifications.

EDT 310 Technical Graphics With CAD I

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: None.
Transferable: CSU; UC (EDT 310,312 and 314 combined: maximum credit, one course)
Catalog Date: June 1, 2020

This course introduces the process of technical documentation preparation for design, architectural, and engineering students. Topics include basic sketching, scale reading, drafting conventions, industry design terminology, orthographic and pictorial drawings, dimensioning techniques and sections. Computer-assisted drafting (CAD) topics include CAD techniques, software settings, and commands required to produce design drawings that conform to current industry standards. Students prepare a portfolio of their work.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proficiency in sketching, scale reading, orthographic projection and pictorial drawings preparation, dimensioning techniques, sections, auxiliary views, and working drawing development.
- demonstrate proper application of drafting concepts and conventions by using CAD software to create, edit, scale, and plot architectural and engineering drawings.
- demonstrate proper application of CAD commands, techniques, and settings required to produce complete drawings that conform to current architectural and engineering industry standards.
- use the Windows operating system to perform file management tasks related to AutoCAD that are commonly used in a professional architectural and/or engineering design firm.
EDT 312 Technical Graphics With CAD II

This is a second course in technical documentation preparation for design, architectural and engineering students. Topics include auxiliary views, revolutions, patterns, isometric drawings, sections and plan set preparation. Advanced CAD topics include geometric calculator; dimensioning styles and techniques; dynamic and parametric symbols; CAD layer management; filters and selection sets; attributes; data extraction; bill of materials; program customization, preferences and profiles; plotting techniques and scripts. This course offers in-service training and upward mobility training to the professional CAD drafter. Emphasis is on in-office related production skills, advanced commands and program customization. Students prepare a portfolio of their work.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- prepare auxiliary views, sections, revolutions, pattern development, isometric and other advanced orthographic projection drawings.
- apply advanced dimensioning and plotting techniques.
- demonstrate graphic entity data extraction and program integration with other software programs.
- demonstrate speed in operating the AutoCAD program through repetition and program customization.

EDT 314 Advanced Computer Assisted Drafting and Design

This course covers advanced study in computer aided drafting with emphasis on construction related topics. Course topics include, but are not limited to: basic three-dimensional studies, pictorial (isometric) and three dimensional drawings and dimensioning; customization using the AutoLISP programming language; use of database application to integrate drawing and schedule information in project drawing sets; 3D and UCS Coordinate Systems; Spherical and Cylindrical Coordinates; Solids and Primitives; Solid Model Editing 3D Objects; Wireframes; 3D Faces, Rendering; Light Sources and Backgrounds; Raster and PostScript Files, and applications of CAD to drawing development. The concepts also relate to other computer drafting applications.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- prepare pictorial (isometric) and three dimensional drawings using CAD.
- demonstrate understanding of basic concepts of CAD customization using the AutoLISP programming language.
- use a database application to integrate drawing and schedule information in project drawing sets.

EDT 315 Beginning 3D Modeling-SolidWorks

This course provides instruction in the CAD 3D modeling and mechanical design automation software program SolidWorks, and will cover the basics of creating, editing and storing 3D models. Topics include the proper application of design concepts using SolidWorks to create and edit three-dimensional solid parts and assemblies, and orthographic projections from the solid geometry. Rapid prototyping may be
Student Learning Outcomes
Upon completion of this course, the student will be able to:

- apply commands, techniques, and settings required to produce complete drawings that conform to current industry standards.
- apply design concepts using SolidWorks to create, edit, scale, and plot engineering models and drawings.
- analyze the manufacturability of three dimensional models and assemblies.

EDT 316 REVIT-Architectural

This course provides instruction in the AutoDesk software package REVIT with a focus on architecture. Topics covered include but are not limited to: Building Information Modeling (BIM), parametric 3D design, tools for creating and analyzing architectural project designs, and automated tools for documentation.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- properly apply drafting concepts by using REVIT software to create, edit, scale, and plot architectural and engineering drawings.
- properly apply CAD commands, techniques, and settings required to produce complete architectural and engineering drawings that conform to current industry standards.

EDT 317 REVIT-MEP

This course provides instruction in the AutoDesk software package REVIT with a focus on MEP (Mechanical Electrical Plumbing). Topics covered include but are not limited to: Building Information Modeling (BIM), parametric 3D design tools for creating and analyzing HVAC, plumbing and piping systems, and power, lighting, and signal systems.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- properly apply drafting and design concepts by using AutoCAD REVIT software to create, edit, scale, and plot mechanical, electrical, and plumbing engineering drawings.
- properly apply REVIT commands, techniques, and settings required to produce complete mechanical, electrical and plumbing drawings that conform to current industry standards.

EDT 318 Beginning 3D Modeling-CREO

This course provides instruction in the AutoDesk software package CREO, formerly known as Pro/Engineer. Topics covered include but are not limited to: parametric 3D modeling techniques, design of mechanical parts and assemblies, and computer-aided manufacturing (CAM) processes.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- use CREO software to create, edit, scale, and plot mechanical engineering drawings.
- design and manufacture mechanical parts using CREO's parametric modeling capabilities.
- understand the basics of computer-aided manufacturing (CAM) processes.
This course provides an introduction to Creo mechanical design software. Topics covered include, but are not limited to: 3D modeling, parametric design, model relations, tools for creating and analyzing projects, and detail and assembly drawings.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- properly apply design concepts using Creo to create, edit, scale, and plot engineering drawings.
- properly apply commands, techniques, and settings required to produce complete drawings that conform to current industry standards.
- analyze the manufacturability of three dimensional models and assemblies.

**EDT 319 Advanced 3D Modeling/Rapid Prototyping**

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>36 hours LEC; 54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>EDT 318 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course provides advanced study in 3D mechanical design software. Topics covered include, but are not limited to: detailing, Geometric Dimensioning and Tolerancing (GD & T), general tolerancing, wire frame, surfacing, parametric 3D solid modeling model relations, tools for creating and analyzing projects, detail and assembly drawings, 3D printing, an introduction to CNC machining, 3D scanning, laser and other cutting technologies, and Rapid Prototyping.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply advanced design concepts using 3D modeling software (including but not limited to: CREO and/or SolidWorks and/or Inventor) to create, edit, scale, and plot 3D models.
- apply commands, techniques, and settings required to perform advanced 3D modeling and to produce complete drawings that conform to current industry standards.
- design, fabricate, and measure test parts.
- explore Additive Manufacturing process limits as well as appropriate applications of these technologies.

**EDT 320 Architectural/Structural Drafting**

<table>
<thead>
<tr>
<th>Units:</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>36 hours LEC; 108 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>EDT 310 with grades of &quot;C&quot; or better or equivalent (may be taken concurrently with EDT 320).</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course provides instruction in drafting practices involving building construction drawings and specifications and surveying practices related to architectural and engineering construction work.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply basic principles of architectural and structural design, drafting and detailing.
- describe the roles of the various specialized consultants who interface on an architectural design project.
- describe application of California Title 24 Building Code requirements to architectural and structural design and drafting.

**EDT 332 Building Mechanical Design Documents**
This course provides instruction in the preparation of mechanical construction documents for building HVAC, plumbing, and piping systems using computer aided drafting programs. Course work involves applying mechanical design calculations to building mechanical systems. EDT 336 should be taken concurrently with this course.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- prepare mechanical design documents using CAD software for residential and light commercial buildings.
- describe requirements for preparation of mechanical design documents that will meet industry standards.
- apply California Title 24 Building Code requirements to building mechanical design.

**EDT 336 Building Mechanical Systems Design**

This course focuses on the calculations of heat gain and loss in buildings, psychrometric analyses, types of HVAC systems and equipment selection, environmental comfort considerations, energy conservation strategies, equipment and methodologies, and California Title 24 code requirements. EDT 332 should be taken concurrently with this course.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply the language of the building mechanical system design industry, mechanical terminology, and basic mechanical principles.
- apply mechanical heat gain/loss design calculations for residential and light commercial buildings.
- determine psychrometric conditions of outside air, supply air, return air, and mixed air streams of HVAC systems.
- select HVAC equipment based on load calculations and other constraints.
- interpret and apply California Title 24 building code and Good Practice design requirements to mechanical system design for residential and light commercial buildings.

**EDT 340 Plumbing and Piping Systems Design I**

This course provides instruction in the design of domestic water supply, water heating, and gas piping systems for residential, and commercial buildings. Study includes the materials, methods, codes, and practices. EDT 342 should be taken concurrently with this course.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- design plumbing supply systems and domestic water heating systems for residential and light commercial buildings.
EDT 342 Plumbing and Piping Systems Design II

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
Advisory: Concurrent enrollment in EDT 340.  
Transferable: CSU  
Catalog Date: June 1, 2020

This course provides instruction in the design of plumbing waste, vent, storm drainage, and fuel gas piping systems for residential and commercial buildings. Study includes the materials, methods, codes, and practices. EDT 340 should be taken concurrently with this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the design principles for plumbing waste, vent, storm drainage systems and fuel gas systems for residential and light commercial buildings.
- describe the terminology and codes related to the plumbing industry.
- apply Uniform Plumbing Code with California Title 24 Amendments to building plumbing systems.

EDT 352 Building Electrical Design Documents

Units: 3  
Hours: 36 hours LEC; 54 hours LAB  
Prerequisite: EDT 310 with a grade of "C" or better; or concurrent enrollment in EDT 310  
Advisory: EDT 356 with a grade of "C" or better; Concurrent enrollment in EDT 356.  
Transferable: CSU  
Catalog Date: June 1, 2020

This course provides instruction in the preparation of building electrical design documents for residential and light commercial buildings using computer aided drafting programs. Course work involves applying electrical design concepts and calculations to building electrical power wiring, motor, and lighting systems. EDT 356 should be taken concurrently with this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply drafting and design skills to prepare electrical design documents for residential and light commercial buildings.
- use the language of the electrical industry, electrical terminology, symbology, and electrical principles.
- describe requirements of the National Electrical Code with California Amendments as applied to residential and light commercial buildings.

EDT 356 Building Electrical Systems Design

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
Advisory: Concurrent enrollment in EDT 352.  
Transferable: CSU  
Catalog Date: June 1, 2020

This is a basic course on electrical systems for residential and commercial buildings with emphasis on practical industry, materials, methods, and California Title 24 electrical codes. EDT 352 should be taken concurrently with this course.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- appropriately use and apply the language of the building electrical design industry, electrical terminology, symbology, and basic electrical principles.
- correctly use and apply electrical design calculations for residential and light commercial buildings.
- interpret and apply National Electrical Code with California Title 24 amendments and Good Practice design requirements to building electrical design for residential and light commercial buildings.
- apply electrical lighting design techniques for residential and light commercial buildings.

EDT 494 Topics in Engineering Design Technology

Units: 0.5 - 4
Hours: 9 - 36 hours LEC
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This specialized course has been developed in cooperation with industry to address emerging training needs.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply special topics related to Engineering Design Technology.
- demonstrate analytical and critical thinking skills as they relate to the study of Engineering Design Technology.
- apply principles of Engineering Design Technology.
- collect and interpret data related to the topic area content.

EDT 495 Independent Studies in Engineering Design Technology

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course is for students who wish to develop an in-depth understanding in fundamental topics of Engineering Design Technology and to learn to work in a collaborative atmosphere with instructors and other students. Instructor approval is required to enroll in this course. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to select a suitable topic for investigation and to appreciate its relationship with current developments in the respective subject areas.
- demonstrate the ability to define clear research objectives and to select and review secondary sources that are relevant to the research questions in a structured and organized manner.
- design appropriate primary research projects that address the defined research objectives.
- deduce meaningful conclusions and recommendations from the sources reviewed and research conducted.
- work collaboratively with an instructor or instructors and other students.
EDT 498 Work Experience in Engineering Design Technology

This course provides students with opportunities to develop or add marketable skills related to their vocational study programs. Course content will include understanding the application of the student’s education to the workforce; the responsibilities of an internship (where applicable); completion of Title V Education Code papers (the student’s Application, Learning Objectives, Time sheet, and Evaluations), which document the student’s progress and hours spent at the work or internship site; and developing workplace (soft) skills identified by the Secretary’s Commission on Achieving Necessary Skills (SCANS) Competencies, as well as by local employers. In addition, the student is required to fulfill 18 hours lecture and 75 hours of related, paid work experience or 60 hours of volunteer work experience for one unit; 75 or 60 hours of related work experience for each additional unit. The program allows the transfer student to combine practical, paid or non-paid work experience with college training. The course may be taken up to four times when there is new or expanded learning on the job for a total of 16 units. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply classroom study through application of planned, supervised on-the-job experience.
- develop practical workplace (soft) skills, acquire knowledge, and build confidence in the workplace.
- evaluate himself/herself in the following Career/Life Planning Process: Self-Awareness; Career Awareness; Decision Making & Goal Setting; Job Search & Workplace Success; Balanced Lifestyle.
- improve his/her potential for promotion in the workplace.
- develop skills to conduct himself/herself in a professional manner in the workplace.

Surveying (Geomatics) (SURVY)

SURVY 300 Elementary Surveying

This course provides an introduction to the principles and practices of plane surveying. Survey instrumentation and methods of measuring distances, angles, and differences in elevation will be presented. Fundamental surveying methods including traversing, area computations, and use and care of electronic survey equipment will be stressed. Computation methods associated with surveying will be covered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- select appropriate survey equipment for a specific task; operate, maintain, and check it while completing a typical surveying assignment.
- interpret, collect, analyze, and present data needed to complete various types of survey and mapping projects.
- create an orderly formatted, organized, logical presentation of surveying problems and their solutions in accordance with standards of surveying practice.
apply consistently logical and methodical measurement techniques in acquiring and furnishing survey data and measurements.

summarize the survey professions functions and services, and describe its relationship to other industries and society in general.

demonstrate knowledge of statutory authority and responsibilities of a professional land surveyor.

SURVY 310 Survey Map Production

This course provides an exposure to the special procedures and requirements unique to computer-assisted survey mapping. Fundamental survey drafting methods and types of maps will be stressed. Conformance with local agency and State of California mapping requirements will be addressed. Students will work with state of the art computer hardware and software to produce industry standard survey maps.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proficiency using a Computer Assisted Drawing (CAD) work station hardware to produce survey drafting/design work.
- access appropriate AutoCAD commands by using: a.) tool bars; b.) pull-down menus; c.) keyboarding; d.) the mouse; and e.) the mouse.
- define how the AutoCAD program is structured and is adaptable various survey industry mapping procedures.
- identify and employ appropriate construction and positioning commands required for geometric layout and construction of surveying related mapping.
- select appropriate mapping media and textual expression in conformance with current industry standards and statutory mapping standards.
- narrate surveying computational processes to provide and check survey accurate survey information for map creation.
- demonstrate proficiency in using various AutoCAD commands and settings by establishing or creating: a.) units and sheet size; b.) layers, line types, and colors; c.) precise geometric entries; d.) dimensioned drawings; e.) stored drawing elements; f.) saved drawings; g.) plotted drawings.
- outline State and local agency survey mapping standards for production of all types of survey maps in conformance with current industry standards.

SURVY 320 Advanced Survey

This course focuses on real-world surveying applications such as primary control, construction layout and staking, horizontal and vertical curves, above and underground structural staking, subdivision lotting, and street improvement construction. Introduction to boundary surveying and photogrammetric surveys, California State Plane Coordinate System, and theory of geodetic and control surveys. GPS, GIS, and electronic surveys and mapping are also introduced. Students will need a hand-held electronic scientific style calculator equipped with trigonometric capabilities.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- choose correct field and office procedures for control, layout, and boundary surveys.
- assist in complex surveying operations to locate or define horizontal and/or vertical positions, directions of lines and distances.
between points and locate or delineate property boundaries.

- summarize procedures for the basic structure and purpose of the United State Public Lands Survey System.
- apply principles of the basic structure and operation of the California State Plane Coordinate System
- evaluate, analyze, and adjust data obtained from survey operations to assure conformance with project specifications.
- assist in conducting a topographic survey, and generate a topographic map from field data captured by a topographic survey.
- understand and comply with regulations of the California Board of Registration of Professional Engineers and Land Surveyors in pursuing licensure as a Professional Land Surveyor.
- discuss surveys for the location and control of alignment and grade for construction of underground, surface, or aboveground structural facilities, including design and layout of horizontal and vertical highway curves.
- describe basic structure of the the satellite constellation and operation of the Global Positioning System.
- measure and record astronomical data to determine the true meridian for a survey project.

SURVY 324 Global Positioning Surveying (GPS)

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<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>36 hours LEC; 54 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>SURVY 320 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course is an introduction to the methods, techniques, tools, and applications of GPS for use in Land Surveys. It will also present factors of geodesy for surveying, enabling the student to understand and use the mathematical parameters of the earth's shape and effect on survey measurements.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- summarize the development of Global Positioning System Surveying (GPS) and its adaptation by the surveying industry.
- set up and manipulate all types of GPS instrumentation in field settings for navigation and survey grade locations.
- recommend appropriate field procedure for horizontal and vertical control surveys utilizing GPS equipment.
- define and illustrate examples of map projection systems and the parameters associated with them.
- compute and convert geodetic and plane coordinates within the various zones of the California State Plane Coordinate System.
- produce the direction of a line and/or establish a meridian by use of GPS survey equipment.
- summarize various uses of GPS surveying instruments.
- reduce, analyze, and compile GPS field data by utilizing post-processing software.

SURVY 330 Special Surveying Projects

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<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
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<td>Prerequisite:</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course focuses on real world surveying applications, construction control, layout and staking, horizontal and vertical curves, above and underground structural staking, subdivision lotting, and street improvement construction. This course will provide an introduction to boundary surveying and photogrammetric surveys, theory of geodetic and control surveys. Global Positioning Systems (GPS), Geographic Information System (GIS), and electronic surveys and mapping are also included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• correctly select and properly apply procedures for use of surveying equipment for construction layout surveys, control surveys, and boundary surveys.

• evaluate, compile, archive, and disseminate survey data and information through proper written or electronic recording

• act as lead person in complex surveying computation tasks including: determination of horizontal and vertical positions; direction of lines; distances between points; and boundary limits of property ownership.

• define and compute the directions of lines by GPS and/or astronomic methods.

• employ the California State Plane Coordinate System in performing field surveys, data computation, and production of maps.

• under responsible direction, act as lead person in conducting various types of surveys to gather data or locate lines and points.

• under responsible direction, analyze field and record data to prepare a resurvey of public lands.

• under responsible direction and conforming to local agency requirements, prepare a boundary plat from record and measured survey data

• under responsible direction, prepare staking data and a project layout plan for the construction of above and below ground infrastructure.

• pursue certification as a California Land-Surveyor-in-Training.

SURVY 340 Basics of Photogrammetry

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | SURVY 320 with a grade of "C" or better, or equivalent work experience. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course provides an introduction to the theory and practice of Photogrammetry, including image systems and quality, theory of stereo photography, and orientation and design of stereo models. The class will also address design and operating principles of stereo plotting and photogrammetric and orthophoto mapping. This course also focuses on considerations for flight and control planning, control identification techniques, advanced field completion surveys, and property line investigations. Two field trips are required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• define and illustrate the general principles and applications of photogrammetry.

• compile and define the photographic processes pertinent to aerial mapping.

• recognize the various types of optical systems used in aerial cameras.

• determine and calculate appropriate geometry of various focal lengths and elevations of cameras to conform with terrain conditions.

• identify and demonstrate stereoscopy and its applications to aerial mapping.

• identify specific terrestrial objects, man-made and naturally occurring, using aerial photography identification and interpretation techniques.

• assess and correctly utilize appropriate stereo plotting equipment and instruments.

• compile, appraise, and compute survey ground control and demonstrate flight planning for aerial mapping projects.

SURVY 350 Boundary Control and Legal Principles

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course provides instruction in the concepts and legal principles associated with the historic and current practices of surveying and mapping procedures used in locating boundaries and land ownership lines. This course has been developed for those in the fields of surveying, civil engineering, title insurance, and real estate.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- summarize the historical development of boundary systems in California.
- evaluate types of land ownership and their effects on transfers.
- describe concepts of sectionalized lands, sequential conveyances, and simultaneous conveyances.
- interpret various types of legal descriptions for land boundary locations.
- analyze the effects of unwritten and senior rights on property surveys.
- identify the concepts of easements, reversions, and riparian rights.
- describe the responsibilities of the professional land surveyor and the guidelines for performance of boundary work.

SURVY 352 Evidence and Procedures for Boundary Location

This course is designed for those in the fields of engineering, land surveying, land law, real estate, and title insurance.

SURVY 360 Survey Business Practices

The course provides an introduction to surveying business economics; contracts and specifications; organizing, staffing, hiring, training, and supervision of professional/technical personnel; surveyor-client relationships; and ethics of practice.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- summarize the historical development of current common, case, and statutory land law in California and the United States.
- cite concepts, principles, and types of evidence used in boundary determination.
- enumerate types of ownerships and evaluate their effects on transfer of property ownerships.
- interpret and prepare various types of legal descriptions.
- analyze the effects of unwritten title in boundary surveys.
- describe the responsibilities of the professional land surveyor, the court, attorneys, title company, local agencies, and land owners in boundary determination and resolution.
• assess the type of business organization to be used for provision of effective surveying services by a small-medium sized firm.
• prepare a surveying service marketing analysis, marketing plan, strategic plan, and a general business plan.
• apply principles of management and marketing relevant to a surveying business.
• evaluate the importance of records retention along with the attendant legal and ethical implications.
• demonstrate an understanding of organization structures.

SURVY 495 Independent Studies in Surveying

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate the ability to select a suitable topic for investigation and to appreciate its relationship with current developments in the respective subject areas.
• demonstrate the ability to define clear research objectives and to select and review secondary sources that are relevant to the research questions in a structured and organized manner.
• design appropriate primary research projects that address the defined research objectives.
• deduce meaningful conclusions and recommendations from the sources reviewed and research conducted.
• work collaboratively with an instructor or instructors and other students.

SURVY 498 Work Experience in Surveying

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This course provides students with opportunities to develop or add marketable skills related to their vocational study programs. Course content will include understanding the application of the student’s education to the workforce; the responsibilities of an internship (where applicable); completion of Title V Education Code papers (the student’s Application, Learning Objectives, Time sheet, and Evaluations), which document the student’s progress and hours spent at the work or internship site; and developing workplace (soft) skills identified by the Secretary’s Commission on Achieving Necessary Skills (SCANS) Competencies, as well as by local employers. The program allows the transfer student to combine practical, paid or non-paid work experience with college training.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• apply classroom study through application of planned, supervised on-the-job experience.
• develop practical workplace (soft) skills, acquire knowledge, and build confidence in the workplace.
• evaluate himself/herself in the following Career/Life Planning Process: Self-Awareness; Career Awareness; Decision Making & Goal Setting; Job Search & Workplace Success; Balanced Lifestyle.
• improve his/her potential for promotion in the workplace.
• develop skills to conduct himself/herself in a professional manner in the workplace.
The English program prepares students for university programs in English and in other disciplines. Studies in the English Department emphasize reading, writing, and critical thinking skills. This program prepares students for careers in occupations such as teaching, law, technical writing and any profession requiring clear communication skills.

**Dean**  
Dr. Robin Ikegami

**Department Chairs**  
Dr. Maureen Dana

| (916) 558-2326 |
| DanaM@scc.losrios.edu |

**Associate Degrees for Transfer**

**A.A.-T. in English**

The Associate in Arts in English for Transfer degree offers students an opportunity to take courses in literature, composition, and creative writing. This degree prepares students for transfer-level studies in English at a CSU and also readies students for the workforce by emphasizing reading, writing, and critical thinking skills.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a "C" or better in all courses required for the major or area of emphasis.

**Catalog Date:** June 1, 2020

**Degree Requirements**

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<td>ENGCW 431</td>
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<tr>
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<td>ENGLT 327</td>
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<td>ENGLT 331</td>
<td>African-American Literature (1730-1930) (3)</td>
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<tr>
<td>ENGLT 481</td>
<td>World Literature: Seventeenth Century to Present - Honors (3)</td>
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</table>

Total Units: 19

The Associate in Arts in English for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- assess and comprehend texts on a literal level.
- analyze texts on thematic, rhetorical, metaphoric, and symbolic levels.
- discuss authors, forms, and movements of literature in English by employing terms of literary analysis.
- examine literary text in order to demonstrate an understanding of the social and historical context for a work of literature.
- produce and communicate clear and effective arguments and ideas.
- evaluate and integrate research materials to support an original argument by using current Modern Language Association.
Associate Degrees

A.A. in English

A major in English offers students an opportunity to take courses in literature, composition, and creative writing. It prepares students for university-level studies in English or other disciplines and also readies students for the workforce by emphasizing reading, writing, and critical thinking skills.

Catalog Date: June 1, 2020

Degree Requirements

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</table>

The English Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- assess and comprehend texts on a literal level.
- analyze texts on thematic, rhetorical, metaphoric, and symbolic levels.
- synthesize multiple perspectives on a literary text.
- demonstrate an understanding of the social and historical context for a work of literature.
- produce and communicate clear and effective arguments and ideas.

Career Information

A degree in English is a good gateway towards a career in teaching, law, technical writing, creative writing, editing/publishing, marketing, and any occupation requiring clear communication skills.

A.A. in Interdisciplinary Studies: Arts and Humanities

The Interdisciplinary Studies degree is designed for students who seek a greater understanding of disciplines within the arts and humanities. This program is a good choice for students planning on transferring to the California State University or the University of California. The student will be able to satisfy general education requirements and focus on transferable course work that relates to a specific major and/or individual interest.

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

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1Select courses from at least three areas.

The Interdisciplinary Studies: Arts and Humanities Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression.

### Career Information

Students who complete this degree pattern can find career opportunities in the growing film and entertainment industries; in education; in the design and fabrication industries, and as an independent contractor concentrating in the area of their study.

### English - Creative Writing (ENGCW)
ENG CW 400 Creative Writing

This course emphasizes writing of poetry, short fiction, and autobiography. It includes analysis of student work by the instructor and class in a workshop atmosphere. Students explore their creativity through the medium of language and learn the techniques of poetry, fiction, and autobiography while also developing an appreciation of literature by creating it. Students will also learn and apply historical and aesthetic criticism throughout the creative process by reading and evaluating literary work through the ages from various cultures. This analytical work will help students understand the literary arts as part of human history.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and practice the specific skills involved in writing poetry, fiction, and autobiography.
- identify the influence of historical and aesthetic elements throughout the creative process.
- demonstrate an understanding of the use of structural elements of writing poetry, fiction, and non-fiction within the historical tradition of literature.
- analyze the expression of philosophical, religious, and ethical dilemmas throughout history as expressed through the creation of literature.
- apply the structural elements of poetry, fiction, and creative non-fiction to analytical reading.
- synthesize structural elements of poetry, fiction, and creative non-fiction into the creative process.
- compare literary work of professional literary writers and peers.
- evaluate his/her own creative work and that of peers.
- create a portfolio of original writing.

ENG CW 410 Fiction Writing Workshop

This course is designed for students who wish to develop an appreciation for the literary art of fiction. The course will include workshops of student-generated short stories and novel chapters. Through lecture, discussion, assigned reading, and in-class writing exercises, students will examine critically the elements of literary creation and develop criteria of aesthetic judgment. Students will keep journals and prepare portfolios of their original fiction.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and compare works of professional literary fiction using a historical framework.
- demonstrate an understanding of the use of structural elements of writing fiction.
- analyze the expression of philosophical, religious, and ethical dilemmas throughout history as expressed through the creation of literature.
- produce a portfolio of short stories and/or novel chapters.
- practice methods of revision and apply them to his/her own work.
- appraise student fiction in the workshop setting.
ENGCW 420 Poetry Writing Workshop

This is a creative writing course for students who wish to concentrate on poetry writing. Through lecture, discussion, assigned reading, collaborative writing projects, and in-class writing exercises, students will examine literary devices in contemporary poetry and will practice revising and editing. The workshop format will focus on analysis of poetry written by students in the class. Students will create their own work and critique the work of others. Students will prepare a portfolio of original work. In learning to synthesize the history of poetry, they will also read, appraise, and analyze poetry from various eras and cultures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- critically analyze and compare works of professional literary poetry from various genres and historical periods to distinguish approaches and poetic elements and broaden an appreciation for style.
- evaluate and identify structural elements of poetry such as imagery, metaphor, point of view, rhyme, rhythm, alliteration, and fixed forms in the historical context and tradition of poetic literature.
- analyze the expression of philosophical, religious, and ethical dilemmas throughout history as expressed through the creation of poetry.
- appraise and evaluate student poems in a workshop setting.
- examine and appraise the quality of his or her own writing.
- produce and assemble a portfolio of original poetry.

ENGCW 430 Creative Non-Fiction Writing Workshop

This is a creative writing course in creative non-fiction. The class focuses on constructive, in-class analysis of personal essays written by students, as well as critical analysis of literary works of creative non-fiction, including autobiography. Through lecture, discussion, collaborative writing, the study of texts that outline the criteria and traditions of creative non-fiction writing, out of class interviews, and in-class writing exercises, students will critically examine the elements of personal, ecological, multi-cultural, multi-generational, multi-disciplinary and mythological writing. Students will interview family members and other people of personal significance, keep a journal and prepare a portfolio of completed work.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- produce autobiographical essays.
- examine sources of multi-generational writing.
- compile a portfolio of essays.
- critically examine examples of literary autobiography for theme, structure, and style.
- practice methods of revision.
- critically analyze student essays.
- demonstrate an aesthetic understanding and ability to make value judgments about autobiography from a variety of cultures and historical time periods.
ENG CW 431 Autobiography Writing Workshop

3 units
54 hours LEC

Prerequisite: ENGWR 101 with a grade of “C” or better, or placement through the assessment process.

Transferable: CSU, UC

General Education: AA/AS Area I

Catalog Date: June 1, 2020

This is a creative writing workshop in autobiography and creative non-fiction. The class focuses on constructive, in-class analysis of personal essays written by students, as well as critical analysis of literary works in autobiography and creative non-fiction. Through lecture, discussion, collaborative writing, the study of texts that outline the criteria and traditions of autobiographical writing, out-of-class interviews, and in-class writing exercises, students will critically examine the elements of personal, ecological, multi-cultural, multi-generational, multi-disciplinary, and mythological writing. Students will interview family members and other people of personal significance, keep a journal, and prepare a portfolio of completed work.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- produce autobiographical essays.
- examine sources of multi-generational writing.
- compile a portfolio of essays.
- critically examine examples of literary autobiography for theme, structure, and style.
- practice methods of revision.
- critically analyze student essays.
- demonstrate an aesthetic understanding and ability to make value judgments about autobiography from a variety of cultures and historical time periods.

ENG CW 433 Writing as a Healing Art

3 units
54 hours LEC

Prerequisite: None.

Transferable: CSU

Catalog Date: June 1, 2020

This course emphasizes journal writing as a model for creative writing projects and as a vehicle for healing using the Amherst Writers and Artists method of journal writing. Students will write extensively in journals throughout the semester and then turn some of those writings into finished pieces of poetry, fiction, and creative nonfiction. Students will prepare a portfolio of original work.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use the Amherst Writers and Artists method of therapeutic journal writing and critiquing.
- create first drafts of poems, short stories, and autobiographical essays from journal entries.
- apply editing techniques about creative writing style to refine drafts of poems, short stories, or autobiographical essays.
- analyze his/her own and peers’ writing to see if it meets criteria established in class (fresh language, original metaphors and similes, a well-developed character, etc.) for what makes a good poem, short story, and autobiographical essay.
- demonstrate critical listening skills while evaluating peers’ writing.
- evaluate his/her own writing as well as peers’ writing for mechanics, proofreading, and concision.
- produce a portfolio of his/her journal writings and pieces of creative writing.
- demonstrate the ability to write to facilitate psychological process.
- recognize the psychological value of therapeutic writing and incorporate it into his/her life.
• demonstrate an understanding of the psychological theory behind therapeutic writing.

ENGCW 450 College Literary Magazine

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 101 with a grade of “C” or better, or placement through the assessment process.
Advisory: ENGCW 400, 410, or 420; with a grade of “C” or better.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides instruction in techniques and experience in editing and structuring the college literary magazine, Susurrus. Students will select and edit manuscripts in the genres of poetry, short fiction, and creative non-fiction. A field trip is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• analyze and apply writing process in a literary magazine.
• compose publicity to solicit writing and visual art from the college community.
• generate criteria for literary excellence and evaluate creative writing based on those criteria.
• analyze and appraise the history and tradition of literary publication.
• apply critical thinking skills: identifying and defining issues related to editing and production; analyze and evaluate literary pieces.

ENGCW 451 College Literary Magazine: Production

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 101 with a grade of “C” or better, or placement through the assessment process.
Advisory: ENGCW 450; with a grade of “C” or better.
Transferable: CSU
Catalog Date: June 1, 2020

The course provides experience in producing the college literary magazine, Susurrus, from selecting and editing manuscripts to formatting and readying the entire text for publication. Discussions span from text and art layout to website applications and management. Students will plan and present a college literary reading.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate an understanding of the production process from creation of manuscript to design and publication of a magazine.
• identify and define issues related to editing and production; collaborate to analyze and evaluate literary pieces and other information related to production; synthesize and develop conclusions.
• create, design, and produce (through collaboration with entire staff) a large, multi-faceted public literary reading.

ENGCW 495 Independent Studies in English - Creative Writing

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU; UC
Catalog Date: June 1, 2020

Independent study allows a student or small group of students to work directly with an instructor independent of a structured class or course. The instructor and student(s) typically develop a contract together, outlining the course of study. Variable units enable maximum
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- produce a portfolio of creative work.
- create drafts and revisions.
- express appreciation for the craft of creative writing.

English - Education (ENGED)

ENGED 305 Structure of English

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ENGWR 300 with a grade of "C" or better |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

This course is a study of the structure of English grammar systems, especially as they relate to writing. It includes the study and practice of traditional and transformational grammar and standard usage, with emphasis on the relationship of grammar to writing (2,000 word writing requirement); it also includes the study of the history of the English language and varied methods of language acquisition within the culturally diverse population of California schools with emphasis on the Common Core. It is designed for those who plan to teach or who are especially interested in grammar as it relates to writing. One hour per week practicum is also required; this is met by tutoring in an English approved setting (15 hours total).

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine the history and structure of English.
- compare and contrast the methods of language acquisition, including acquisition of English among culturally diverse populations.
- analyze and apply principles of phonology and orthography.
- apply the principles of traditional and transformational English grammars as those principles relate to writing.
- apply knowledge of standard usage and differentiate between standard and non-standard usage in writing.
- employ critical thinking skills in making appropriate rhetorical choices based on grammatical considerations.
- apply techniques such as sentence diagramming and combining to explain relationships between grammar and writing.
- demonstrate an understanding of the scope and sequence of the Common Core Language Standards

ENGED 320 Service Learning: Tutoring Elementary Students in Reading

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | Students must show proof of a negative TB test and have background check and fingerprinting completed prior to beginning work in the schools. |
| Advisory: | ENGRD 110 with a grade of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course offers students an opportunity to learn and practice basic methods of tutoring elementary children in reading. Students will meet on campus for the first part of the semester to be trained and then will be assigned to an elementary school where they will have in-
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify word analysis techniques.
- evaluate reading skills by analyzing a variety of assessments.
- manage time effectively in the preparation and implementation of lesson plans.
- design and implement lesson plans incorporating appropriate activities for improving reading skills, while individualizing instruction to adapt to various learning styles.
- analyze the ways in which a reader’s interactions with the text impact reading ability.
- apply principles of motivation, behavior modification, and memory enhancement for effective instruction.
- analyze areas of reading deficiency and implement effective remediation strategies.
- demonstrate appropriate interpersonal communication skills when interacting with students from diverse ethnic and socioeconomic groups.

ENGED 326 Teaching Reading Strategies Across the Curriculum

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ENGRD 310, ENGRD 312, or ENGWR 300 with a grade of "C" or better, or placement through the assessment process. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course addresses reading and critical thinking strategies to prepare students to become fluent, independent readers in K-12 and college-level courses across the disciplines. Application of the California Common Core Standards is also included. This course is recommended for future educators, K-12 teachers, and community college instructors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe and apply the process of reading across disciplines.
- apply teaching tools for assessing student needs and strengths.
- describe and teach strategies for critical reading and elements of comprehension.
- demonstrate effective teaching strategies for vocabulary development.
- analyze and apply effective digital literacy practices.
- teach students to implement strategic study strategies and test taking techniques.

ENGED 495 Independent Studies in English - Education

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

Independent study allows a student or small group of students to work directly with an instructor independent of a structured class or course. The instructor and student(s) typically develop a contract together, outlining the course of study. Variable units enable maximum flexibility in creating this course of study. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC
campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate increased knowledge of educational strategies in the English classroom.

English - Laboratory (ENGLB)

ENGLB 55 Individualized Reading and Writing Skills

| Units: | 0.5 - 2 |
| Hours: | 27 - 108 hours LAB |
| Prerequisite: | None. |
| Catalog Date: | June 1, 2020 |

This course provides individualized, self-paced instruction of reading and writing skills. Students meet with an instructor for diagnosis of reading and writing needs, and an agreed-upon prescription is determined. Students are awarded units based on successful completion of assigned work, required time, and conferences with their lab instructor. Students are highly encouraged to enroll for one-half unit but may earn up to one unit per semester by completing 27 hours of work for each half unit. This course may be taken for a maximum of 2 units over multiple semesters, with each course constructed to assist students in their needs for that semester. The course is designed for students enrolled in a reading or writing course, but is open to any students who wish to work on their individual reading and writing skills for college. Students may register until the end of the ninth week of the semester and as space allows. The course is graded on a Pass/No Pass basis.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate reading and vocabulary skills by following a diagnostic prescriptive methodology.
- build vocabulary base and employ vocabulary development techniques.
- demonstrate literal and inferential comprehension.
- demonstrate general reading abilities that will lead to success in college-level reading tasks.
- evaluate their writing to identify the elements and concepts that they must address in assigned reading and writing.
- evaluate their writing projects in terms of main ideas, development, organization, sentence structure, and grammar.
- demonstrate and apply knowledge of the writing process to different types of written assignments.

English - Literature (ENGLT)

ENGLT 301 Introduction to Literature in Hip-Hop Culture

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGWR 300 and LIBR 318 |
| Transferable: | CSU |
| General Education: | AA/AS Area I |
| Catalog Date: | June 1, 2020 |

This course surveys the literature that exists within Hip-Hop culture. Students will learn to apply critical literary analysis skills while exploring literature across multiple genres within Hip-Hop culture (including poetry, memoir, song, and film). The course will explore how the historical, cultural, racial, social and political context of Hip-Hop literary works shape the creative process and products. Students will also explore the evolution of Hip-Hop as a complex culture with various creative outputs, not just a musical genre.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of various forms of Hip-Hop literature.
- apply critical methods in analyzing and evaluating Hip-Hop works.
- assess and examine Hip-Hop literature analyzing the role of regional, social and historical context.
- synthesize ideas and themes from original Hip-Hop works and secondary sources.

ENGLT 303 Introduction to the Short Story

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ENGWR 101 with a grade of "C" or better, or placement through the assessment process. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C2; IGETC Area 3B |
| Catalog Date: | June 1, 2020 |

This course is designed to introduce students to the art of the short story. It will provide a history of the short story and distinguishing characteristics of the genre. The emphasis will be on the connection between literature and the human experience. The purpose will be to help students develop an appreciation, understanding, and knowledge of literature.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze short stories written in English (and other stories translated into English).
- apply critical analysis, evaluate and support conclusions, write clear papers, and engage in analytical verbal discussions around the texts.
- appraise structural elements of short fiction (such as character, plot, point of view, symbolism, etc.) in discussions and writing about short fiction.
- compile, analyze, synthesize, and cite secondary sources in analyses of short stories.
- determine philosophical influences on a given work and have an awareness of the historical and social significance of a writer and her/his work.
- create and defend value judgments based on your knowledge of the text, structural elements of literature, and literary criticism around a given text.
- examine the conflicts and issues presented in short fiction as emblematic of the historical period in which the stories were produced.
- distinguish the connections between literary themes and life experiences.

ENGLT 304 Introduction to Poetry

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ENGWR 101 with a grade of "C" or better, or placement through the assessment process. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C2; IGETC Area 3B |
| Catalog Date: | June 1, 2020 |

Designed to introduce students to the art of poetry, ENGLT 304 includes analysis and appreciation of poems by a wide variety of traditional and contemporary poets. This course focuses on how to respond as a reader and how to help give poetry meaning in the light of one’s accumulated feelings, interests, and ideas. Work in the course includes writing at least four analytical essays, including in-class exams and out-of-class assignments.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
ENGLT 310 English Literature I

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGW 300 with a grade of "C" or better, or placement through the assessment process.
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
C-ID: ENGL 160
Catalog Date: June 1, 2020

This course surveys significant works in the English language from Beowulf through the works of Alexander Pope. This course requires critical reading of poetry, novels, essays, and plays, as well as written analysis and significant research about these texts or authors. Students will also examine the historical and cultural environments in which the literature was created. Other works and writers include Sir Gawain and the Green Knight, Geoffrey Chaucer, Edmund Spenser, William Shakespeare, Christopher Marlowe, John Milton, John Donne, Renaissance lyric poets, Aphra Behn, and Jonathan Swift.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess the contributions of major writers to the development of English literature.
- analyze the literature critically and draw inferences about the texts assigned.
- integrate relevant literary criticism into oral and written discussions of the literature.
- evaluate literary works by examining the historical and cultural environments in which they were written.
- write paragraphs and essays that interpret, analyze, and evaluate the literature and successfully incorporate quoted and paraphrased passages into the student’s own writing.

ENGLT 311 English Literature II

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGW 300 with a grade of "C" or better, or placement through the assessment process.
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
C-ID: ENGL 165
Catalog Date: June 1, 2020

This course surveys significant works in the English language from Romanticism in the 18th Century to post colonialism in the 20th century. Students will read poetry, novels, plays, and nonfiction prose by a variety of authors, including Wordsworth, Coleridge, Blake, the Brownings, Tennyson, Dickens, Yeats, Joyce, Woolf, Ezekiel, and Walcott.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the significant writers, works, and ideas contributing to the development of English literature from Romanticism to the present.
- formulate and develop critical interpretations and analyses of various literary and critical texts.
- compare literary and historical periods, movements, authors, and texts.
- evaluate major literary theories and apply them to texts in writing.
- produce literary analyses that are well written and adequately researched and demonstrate some sophistication and insight.
ENGLT 317 The English Bible as Literature

This course introduces students to some of the literary forms found in the Bible: the poems, proverbs, short stories, wisdom literature, drama, epics, and epistles that are the bases of some of the most enduring symbols and allusions in the literature of the Western world. At the same time, it introduces them to the major Bible characters on whose lives these poems, short stories, wisdom literature, drama, epistles, and epics are centered. Additionally, the course traces the influence of the Bible on the works of selected authors. It is not a study of Jewish or Christian doctrine, nor is it a Bible study course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of biblical literary genres.
- identify biblical poems, parables, short stories, drama, and epics.
- analyze selected characters and issues raised in the poems, parables, short stories, drama, and epics in the Bible.
- recount the plots, characters, and issues found in the biblical poems, parables, short stories, drama, and epics.
- formulate written responses to some of the poems, parables, short stories, drama, and epics contained in the Bible.
- summarize selected poems, parables, short stories, drama, and epics found in the Bible.
- critique the rich body of poems, parables, short stories, drama, and epics covered in the course.
- identify in Western literary works those plots, symbols, and allusions that are biblical in origin.
- match selected characters and themes in Western literary works with the biblical characters and themes they reference.
- locate biblical allusions and metaphors in Western literary works.

ENGLT 320 American Literature I

This course surveys representative works in American literature from approximately 1492-1865. Readings and discussion will highlight the multicultural nature of American literature and society. Texts include Native American myths, writing of the colonial period and the American Revolution, slave narratives, Romantic fiction, and poetry from the seventeenth to the mid-nineteenth century. Students will read a variety of stories, novels, autobiographical narratives, and poetry by such authors as Edgar Allan Poe, Nathaniel Hawthorne, Fredrick Douglass, Anne Bradstreet, Washington Irving, Harriet Jacobs, Herman Melville, and Phillis Wheatley.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the significant authors and literary developments of the United States up through the American Civil War.
- formulate and develop critical interpretations and analyses of various literary and critical texts.
- analyze and evaluate literary texts in the historical, cultural, social, and political contexts in which they were written.
- produce essays and other written responses that interpret, analyze, and evaluate the literature and successfully incorporate quoted and paraphrased material into his or her own writing.
ENGLT 321 American Literature II

This course surveys representative works in American literature from approximately 1865 to the present. Readings and discussion will highlight the multicultural nature of American literature and society. Students will read a variety of stories, novels, plays, and poetry by such authors as Mark Twain, Henry James, Kate Chopin, Ernest Hemingway, F. Scott Fitzgerald, Langston Hughes, Zora Neal Hurston, Black Elk, Richard Wright, Toni Morrison, Sandra Cisneros, and Maxine Hong Kingston.

Upon completion of this course, the student will be able to:

- identify the significant authors and literary developments of the United States from the American Civil War to the present.
- critically analyze and develop comparisons between individual texts, interpretations, and literary movements.
- evaluate the literature in relation to its cultural contexts as well as contemporary literary theories.

ENGLT 327 Literature of California

This course examines the literature of California in the context of its ethnic, social, political, and geographical history. The course will examine a wide range of literature (fiction, non-fiction, poetry, memoirs, and essays) including but not limited to Native American legends, early California exploration accounts, prose and poetry from the California heartland, childhood memoirs, and more, with emphasis on what makes the California experience unique.

Upon completion of this course, the student will be able to:

- demonstrate an appreciation of the richness and diversity of California through its literature.
- demonstrate the ability to read analytically and critically to discover the ethnic and cultural diversity of California.
- examine California-generated literature, comparing and contrasting the authors' multi-cultural values.
- analyze and evaluate in written and oral form the literature of California.
- recognize the connections between California literature of the past and present to issues/concerns faced by Californians today.

ENGLT 328 Literature and The Environment

This course is an introduction to literature with an emphasis on American environmental literature. Study will include major figures, themes, and historical periods; different cultural perspectives on the relationship between humans and the natural nonhuman world; the role women have played in the development of the genre; and the relationship between environmental literature and emerging...
Upon completion of this course, the student will be able to:

- define environmental literature as a genre.
- identify and read selected major figures in environmental literature and analyze their contribution to the genre.
- compare and contrast the ways in which the human relationship to the nonhuman world has been imagined in literature from two or more cultures.
- critique some aspects of contemporary U.S. culture from an ecological perspective.
- assess the contribution of literary texts to the emerging culture of environmental concern.

### ENGLT 331 African-American Literature (1730-1930)

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ENGWR 101 with a grade of "C" or better, or placement through the assessment process.  
**Advisory:** LIBR 318 with a grade of "C" or better  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B  
**Catalog Date:** June 1, 2020

ENGLT 331 is a study of major African-American authors and their literature from 1730 to 1930. This course includes critical reading of slave narratives, autobiographies, essays, novels, plays, short stories, poetry, and folklore. The course examines the cultural, political, and historical contexts for the readings and the connections between the literature and the experiences that inspired them. Some of the writers studied include Lucy Terry, Jupiter Hammon, Frederick Douglass, Phillis Wheatley, William Wells Brown, Frances Harper, Booker T. Washington, W. E. B Du Bois, Charles Chesnutt, Alain Locke, Zora Neale Hurston, and many others. One field trip may be required.

### ENGLT 332 African-American Literature (1930-Present)

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ENGWR 101 with a grade of "C" or better, or placement through the assessment process.  
**Advisory:** LIBR 318 with a grade of "C" or better  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B  
**Catalog Date:** June 1, 2020

ENGLT 332 is a study of major African-American authors and their literature from 1930 to the present. This course includes critical reading of essays, novels, plays, short stories, poetry, and folklore. The course also examines the cultural, historical, and political contexts for the
Some of the writers studied include Richard Wright, Ann Petry, Gwendolyn Brooks, Amiri Baraka, Owen Dodson, August Wilson, Rita Dove, J. California Cooper, Bebe Moore Campbell, Mari Evans, Ralph Ellison, Maya Angelou, Toni Morrison, Alice Walker and many others. One field trip may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess the literary contributions of major African American authors from 1930 to the present.
- evaluate African American authors and their works.
- identify literary techniques and terms.
- interpret African American literature critically.
- evaluate African American cultural experiences in light of broader U.S. culture and the effects of racism.
- analyze African American literature's cultural, sociohistorical, and political frameworks, including comparisons to the emerging European-American literary canon.

ENGLT 334 Asian-American Literature

- Units: 3
- Hours: 54 hours LEC
- Prerequisite: ENGWR 101 with a grade of "C" or better, or placement through the assessment process.
- Transferable: CSU; UC
- General Education: AA/AS Area I; AA/AS Area VI; CSU Area C2; CSU Area D3; IGETC Area 3B
- Catalog Date: June 1, 2020

This course surveys fiction, drama, poetry, and memoirs written by Asian Americans. The course focuses on works written by Americans of Chinese, Filipino, Japanese, Korean, and Vietnamese descent but also includes the work of other Pan-Asian American writers. Students explore the ways in which the experience of being Asian in America has shaped the literature and examine the differences and similarities of these experiences across cultures, generations, and genders. Optional field trips may be included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate Asian American literature within its social/historical context.
- analyze the effects of Asian American writers' cultures on their works.
- apply critical methods in analyzing Asian American works.
- create responses that critique Asian American literature in meaningful ways.

ENGLT 335 Latino, Mexican-American, and Chicano Literature

- Units: 3
- Hours: 54 hours LEC
- Prerequisite: ENGWR 101 with a grade of "C" or better, or placement through the assessment process.
- Transferable: CSU; UC
- General Education: AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B
- Catalog Date: June 1, 2020

This course surveys U.S. literature (prose, poetry, drama, creative non-fiction) authored by Latino, Mexican-American, and Chicano writers. Emphasizing the historical and cultural roots of this body of literature, the course examines the contested meanings of such concepts as: Latino, Mexican-American, and Chicano identity; the relationship between social/political activism and literary expression; immigration and the border; and gender relations and sexuality within the many Latino communities. Special attention will be paid to literary forms such as the corrido, the testimonio, and the Chicano theater movement. Knowledge of some Spanish is helpful, but not required. Optional field trips may be included.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate knowledge of various Latino, Chicano, and Mexican-American literatures in the U.S.
- relate Latino culture to literary production.
- assess and examine Latino literature in social/historical context.
- evaluate Latino cultural experiences in light of broader U.S. culture and the effects of racism.
- synthesize ideas and themes from original texts and secondary sources.

ENGLT 345 Mythologies of the World

| Units:     | 3 |
| Hours:     | 54 hours LEC |
| Prerequisite: | ENGWR 101 with a grade of "C" or better, or placement through the assessment process. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B |
| Catalog Date: | June 1, 2020 |

This course offers a thematic and regional approach to mythology and legend from a variety of cultures, stressing the following types of stories: beginnings of the world, creation of living creatures, explanation of natural phenomena, relationships between gods and mortals, deeds of superhumans, the archetypal hero, and destruction, death, and afterlife.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare the myths and legends of various cultures and time periods.
- recognize the interrelated nature of human concern with the mythic and divine.
- illustrate the similarities in myths and legends across different cultures and time periods.
- evaluate archetypal elements in myths and legends from ancient times to the present.
- draw connections between literary texts and larger socio-cultural and historical contexts.
- analyze various literary and critical sources.
- produce well-written literary and historical analyses.

ENGLT 346 Latin American Literature

| Units:     | 3 |
| Hours:     | 54 hours LEC |
| Prerequisite: | ENGWR 101 with a grade of "C" or better, or placement through the assessment process. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B |
| Catalog Date: | June 1, 2020 |

This course introduces students to the literature of Latin America. The course is taught in English, and the texts will be read in translation. Beginning with pre-Columbian literature, the course examines the relationship of history and culture to literary production. Literary movements will be studied, for example, the Boom, the New Latin American Cinema, and magical realism. Major authors may include Nobel Prize winners Pablo Neruda, Gabriel Garcia Marquez, Rigoberta Menchu, and Octavio Paz. The course may examine both literary texts and films. Knowledge of some Spanish is helpful, but not required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of various Latin American national literatures.
- relate Latin American culture to literary production.
- assess and examine Latin American literature in social/historical context.
ENGLT 360 Women in Literature

This course surveys literature by and/or about women. It emphasizes American and British writers and the multicultural nature of the women’s canon. Readings may include literature from any nation, culture, or historical period and focus on a comparative analysis of gender issues. Possible authors include Jane Austen, Charlotte Bronte, Virginia Woolfe, Harriet Jacobs, Zora Neale Hurston, Sylvia Plath, Flannery O’Conner, Maxine Hong Kingston, Sandra Cisneros, Leslie Marmon Silko, Toni Morrison, Jhumpa Lahiri and others.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the contribution of women writers to the literary tradition.
- analyze the changing relationship of women writers to culture and society throughout various time periods.
- recognize the multicultural nature of the women’s literary canon.
- demonstrate an awareness of the complex interaction of gender, race, and class as it is reflected in women’s literature.
- analyze the diverse issues and themes evident in texts written by women.
- identify the wide range of cultures and ethnic groups that form the body of women’s literature.
- apply feminist literary theory to texts.

ENGLT 365 Introduction to Gay, Lesbian, Bisexual and Transgender Literature

This class will survey representative literature concerning gay, lesbian, bisexual, and transgender (GLBT) themes and issues as written by or about GLBT people from ancient times to the present day. The comprehensive literary study includes analysis of significant historical and cultural influences.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate a basic knowledge of GLBT literature and the cultural and intellectual trends it represents.
- analyze the literature critically.
- apply critical thinking skills in class discussion and in written analytical essays.
- identify the contributions of GLBT writers to mainstream literature and the GLBT subculture.
- incorporate an awareness of the effects of GLBT literature into textual analysis.
- compare and contrast GLBT issues at work in literature over the course of several historical periods.
ENGLT 370 Children and Literature

Units: 3  
Hours: 54 hours LEC  
Prerequisite: ENGWR 101 with a grade of "C" or better, or placement through the assessment process.  
Transferable: CSU  
General Education: AA/AS Area I; CSU Area C2  
C-ID: C-ID ENGL 180  
Catalog Date: June 1, 2020

This course is a genre-based survey of the best literature, past and present, created for children, and of the criteria for selecting, evaluating, and discussing children’s literature. It includes discussion of the history of children’s poetry, short fiction, long fiction, and drama, and of current issues such as censorship, literacy, and multicultural diversity. This course is intended for prospective teachers, early childhood education (ECE) majors, librarians, and anyone who is or will be in frequent contact with children. It includes reading to children in a formal group situation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify literature available for children in a variety of genres, including poetry, short fiction, longer fiction, and drama.
- analyze and apply criteria for evaluating children's literature in each of the genres.
- evaluate principles for selecting children's literature in each of the genres.
- assess the contribution of outstanding authors, illustrators, and critics of children’s literature.
- recognize the diverse values that literature holds for children.
- identify the cultural connections literature offers children.

ENGLT 380 Introduction to Shakespeare

Units: 3  
Hours: 54 hours LEC  
Prerequisite: ENGWR 101 with a grade of "C" or better, or placement through the assessment process.  
Transferable: CSU; UC  
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B  
Catalog Date: June 1, 2020

"All the world’s a stage, and all the men and women merely players." This course will guide the student through interpretation of several of Shakespeare's most popular plays and sonnets by taking a close look at his language, themes, and values to illustrate Shakespeare's relevance in today's world. By bringing their own perspectives to the texts, students will appreciate the vitality and universality of Shakespeare's works.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and identify primary characters and thematic elements in plays and sonnets of Shakespeare.
- discuss the role of Elizabethan culture and politics in Shakespearean drama.
- explicate passages from Shakespeare's plays and sonnets to uncover meaning and guide interpretation.
- define the major dramatic modes (comedy, tragedy, etc.), relating them to Shakespeare’s plays.
- evaluate Shakespearean texts in terms of both Elizabethan and contemporary theatrical approaches.
- apply contemporary methods of literary analysis and criticism to the works of Shakespeare.
ENGLT 392 Science Fiction and Fantasy

This course introduces students to significant works in science fiction and fantasy literature. Students will explore connections between the literature and concerns about social, ethical, and scientific developments or trends. Authors may include Octavia Butler, William Gibson, Aldous Huxley, Ursula LeGuin, Neal Stephenson, J.R.R. Tolkien, and Kurt Vonnegut.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- critically analyze literary Science Fiction and Fantasy texts.
- compare authors, texts, and themes within Science Fiction and Fantasy.
- produce well-written literary analyses.
- draw connections between literary Science Fiction and Fantasy texts and larger social, ethical, or scientific issues.

ENGLT 400 Introduction to Film

This course explores the artistic, business, and social elements of modern film. It examines the elements that go into making films: acting, directing, cinematography, writing, and editing. It investigates the techniques used to manipulate the audience into fear, laughter, and sadness and compares the commercial box office hit and "movie star" to enduring artistic films and actors. This class will view and analyze films to evaluate filmmaking techniques and the impact of films and the movie business on society. This course is cross-listed with TAFILM 300. It may be taken only once for credit as TAFILM 300 or as ENGLT 400, but not both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze film as a mode of artistic expression and communication.
- analyze cinema's place within a framework of modern culture.
- demonstrate development of aesthetic and perceptual skills to appreciate works of film as explorations of human experience.
- describe technical, artistic, and theoretical elements of cinema.
- analyze and evaluate film in terms of aesthetic and critical factors: technical elements, style, form, context, etc.
- construct criteria for critical approaches to films.
- demonstrate a critical approach to film through written and oral film critiques and/or projects.

ENGLT 401 Women in Film and Literature

This course is designed for students to study the role of women in both film and literature, with an emphasis on exploring themes of gender, power, and identity. It is offered with 3 units of credit and is available for transfer to CSU and UC institutions. The prerequisites include ENGWR 101 with a grade of "C" or better, or placement through the assessment process. It is recommended for students interested in women's studies, gender studies, or the intersection of film and literature.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- critically analyze the representation of women in film and literature.
- compare and contrast the portrayal of women in different countries and cultures.
- understand the historical and cultural contexts that influence the representation of women in these genres.
- engage in critical discussions of gender issues in film and literature.

This course is cross-listed with TAFILM 300. It may be taken only once for credit as TAFILM 300 or as ENGLT 401, but not both.
From its earliest days, Hollywood has played an important role in shaping and reflecting cultural assumptions, myths, and fears. This course examines the underlying messages about race and gender in Hollywood's portrayal of women. The course also compares and contrasts representation of different groups of women, including minority and marginalized, in independent and experimental films. In addition to viewing a variety of film genres, the reading assignments include works of fiction, poetry, and essays from sociology, psychology, and critical theory.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze film and literature and recognize their power to shape reality in both positive and negative ways.
- identify a variety of film and literature genres and the representation of women within those conventions.
- construct images of women from an historical perspective – from the times that produced class literature, to the early years of cinema, to World War II, to the women’s movement in the 70’s, to post-feminism.
- evaluate the historical exclusion and representation of marginalized and/or minority women in film.
- compare and contrast the depiction of minority and marginalized women in both film and literature.
- identify and evaluate the ways in which filmmakers “reinterpret” and modify literary works to fit Hollywood myths.

**ENGLT 403 Film Adaptations**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ENGWR 101 with a grade of "C" or better, or placement through the assessment process.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; CSU Area C1; CSU Area C2; IGETC Area 3A; IGETC Area 3B  
**Catalog Date:** June 1, 2020

This course examines the process, pitfalls, and successes of adapting literary, stage, and previous film material into films. The course will discuss faithful and unfaithful adaptations, reading the original texts and viewing the films with an awareness of their historical and cultural contexts. The course analyzes intention, creative distinctions, and the limits and strengths of each medium.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and apply basic terminology from literary studies and film studies.
- distinguish between the strengths and weaknesses inherent in the genres of short story, novel, drama, and film.
- analyze differences between genres and between media.
- construct criteria for judging adaptations.
- evaluate films based on course concepts.
- evaluate both literature and film in cultural context, as cultural and artistic expressions of people in their historical and social moments.
- demonstrate an understanding of the historical context for each work studied.

**ENGLT 404 Documentary Film Studies**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ENGWR 51 and ENGRD 11 or ESLR 310 and ESLW 310 with grades of "C" or better or placement through the assessment process.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; CSU Area C1; IGETC Area 3A  
**Catalog Date:** June 1, 2020

In this course, students view, discuss, and analyze documentary films. Students will learn about the history of documentary films, viewing
several classics. The course develops a vocabulary of film terminology and helps students to be able view documentaries aesthetically as well as for their content. Documentaries are analyzed as artistic expressions that develop out of their historical and cultural contexts. Students will view and discuss foreign language documentaries, contemporary box office hits, and independent film documentaries.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and recognize important documentary films and filmmakers of the past and contemporary documentary filmmakers.
- analyze films as texts, interpreting and studying the films themselves.
- classify documentary films according to generally accepted categories.
- define and apply the basic terminology of film.
- analyze documentary films both for their artistic expression and for their content.
- interpret documentary films in their social, historical, and cultural context.
- research basic information on films and directors.
- develop aesthetic judgments and understandings of documentary films.

ENGLT 480 World Literature: Antiquity to the Early Modern World - Honors

This course is a comparative study of works that have made important contributions to world literature. Students learn to recognize and explain developmental stages and important themes in representative works written from antiquity to the early modern period and to analyze literary expressions of values, ideas, and multicultural issues typical of major world cultures. An important purpose of the course is to examine significant aspects of culture, social experiences, and contributions of non-western cultures. The class is conducted as a seminar in which students give at least one oral presentation and write a minimum of 6,000 words, including at least one textual analysis and one research paper.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate and compare literary and non-fiction works that have shaped or challenged major world cultures.
- analyze important works in the context of literary traditions and apply this knowledge to other literary traditions.
- identify and discuss significant aspects of culture, social experiences, and contributions of non-western cultures.
- analyze ethnic experience, ethnocentrism, and/or racist or sexist critiques in particular texts.
- synthesize and cite ideas and themes from original texts and secondary sources.

ENGLT 481 World Literature: Seventeenth Century to Present - Honors

This course

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 300 with a grade of "C" or better, or placement through the assessment process.
Enrollment Limitation: Eligibility for the Honors Program.
Transferable: CSU; UC
General Education: AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020
This course is a comparative study of works that have made important contributions to world literature. Students learn to recognize and explain developmental stages and important themes in representative works written from the seventeenth-century to the present and to analyze literary expressions of values, ideas, and multicultural issues typical of major world cultures. An important purpose of the course is to examine significant aspects of culture, social experiences, and contributions of non-western cultures. The class is conducted as a seminar in which students give at least one oral presentation and write a minimum of 6,000 words, including at least two textual analyses and one research paper.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- make a comparative study of literary and non-fiction works that have shaped or challenged major world cultures.
- identify and discuss connections among individual cultures.
- explain important works in the context of literary traditions and apply this knowledge to other literary traditions.
- identify and discuss significant aspects of culture, social experiences, and contributions of non-western cultures.
- analyze ethnic experience, ethnocentrism and/or racist or sexist ideas in particular texts.
- explain the relevance of historical texts for modern readers.
- synthesize ideas and themes from original texts and secondary sources.
- evaluate and interpret extensive research on a topic leading to an oral presentation and a research paper.

ENGLT 494 Topics in Literature

This course is scheduled as needed under a title describing specific content. Students study the works of a significant writer or group of writers or of work on one theme, region, vocation, or human experience. Possible titles: Death in Literature, The Literature of the Occult, The Hero in Fiction, The Love Story, The Literature of War. This course is not recommended as a substitute for genre or survey courses. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine and compare works studied according to theme, author’s style, or genre.
- compose essays and other writings that respond to, evaluate, and analyze literary works.
- analyze the use and effect of literary devices in a variety of works.
- assess poetry, prose, fiction, or drama as a reflection of the authors’ culture and values.

ENGLT 495 Independent Studies in Literature

Independent study allows a student or small group of students to work directly with an instructor independent from a structured class or course. The instructor and student(s) typically develop a contract together, outlining the course of study. Variable units enable maximum flexibility in creating this course of study. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discuss and analyze the literature of the authors, genre, culture, or time period under study.
- demonstrate an understanding of literature of the authors, genre, culture, or time period under study
- develop and pursue a research agenda on an literary topic or set of literary topics.
- demonstrate an understanding of the relevance of the independent study project to the broader discipline.

English - Reading (ENGRD)

ENGRD 10 Basic Reading Skill Development

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None |
| Corequisite: | ENGLB 55 |
| Catalog Date: | June 1, 2020 |

This course provides competency-based instruction for improving literal comprehension, vocabulary development, and dictionary skills.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- build a vocabulary base.
- employ vocabulary development techniques and strategies such as context clues, dictionary skills, and vocabulary study skills.
- identify stated main ideas in paragraphs.
- identify major and minor supporting details in paragraphs.
- develop beginning inferential skills in determining implied main ideas in paragraphs.
- recognize patterns of organization in nonfiction texts.

ENGRD 11 Reading Skill Development

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ENGRD 10 with a grade of "C" or better, or placement through the assessment process. |
| Corequisite: | ENGLB 55 |
| Advisory: | ENGWR 51 with a "C" or better |
| Catalog Date: | June 1, 2020 |

This course provides competency and strategy-based instruction for improving skills basic to all reading. It involves intensive work with literal comprehension, beginning inferential comprehension, vocabulary development, and study skills, including practice with various kinds of reading materials. Completion of ENGLB 55 may be recommended by the instructor.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- expand his/her vocabulary base and employ vocabulary development techniques.
- identify stated main ideas in paragraphs.
- determine implied main ideas in paragraphs.
- identify major and minor details in paragraphs.
make accurate inferences and draw logical conclusions in nonfiction texts.
recognize and differentiate patterns of organization in paragraphs and short articles.
distinguish between fact and opinion in nonfiction texts.
evaluate an author's purpose and tone in various nonfiction texts.
identify an author's stated thesis in a multi-paragraph text.
demonstrate comprehension of fiction at literal and inferential levels.
modify study skills appropriately for the given reading task.

ENGRD 110 Comprehension Strategies and Vocabulary Development For College

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGRD 11 with a grade of "C" or better, or placement through the assessment process.
Corequisite: ENGLB 55
Advisory: ENGW 51 with a grade of "C" or better.
Catalog Date: June 1, 2020

This course is designed to develop efficient reading skills and strategies required of community college students. Areas of concentration include vocabulary development, literal and inferential comprehension skills, and study strategies for reading a variety of college-level texts: fiction and non-fiction essays and articles, novels, and textbooks. ENGLB 55 may be recommended by the instructor for students who need more reading skill practice.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand and utilize vocabulary required for comprehending texts.
- identify, explain, and analyze the stated main idea of a reading selection.
- understand and interpret the implied main idea of a reading selection.
- identify, explain, and analyze the supporting details of a reading selection.
- understand and interpret inferences required for comprehending texts.
- identify, explain, and analyze the stated thesis in a longer reading selection.
- apply reading comprehension skills to articulate a thesis paraphrase of a longer reading selection.
- recognize and explain patterns of organization typically found in college-level texts.
- identify, explain, and analyze facts and opinions of a reading selection.
- recognize and interpret the author's purpose and tone of a reading selection.
- employ a variety of study skills (mapping, paraphrasing, outlining, annotating, etc.) required for understanding college-level texts.

ENGRD 118 Accelerated College Reading

Units: 2
Hours: 36 hours LEC
Prerequisite: ENGRD 11 with a grade of "C" or better, or placement through the assessment process.
Corequisite: ENGRD 310
Catalog Date: June 1, 2020

This course provides intensive instruction and practice in critical reading and thinking skills necessary for success in ENGRD 310. Reading assignments are connected to assignments in ENGRD 310, so that the student might succeed at that course.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- understand and employ vocabulary required for comprehending college-level texts.
- review, identify, and explain the stated main idea of a reading selection.
- understand and interpret the implied main idea of a reading selection.
- identify, explain, and analyze the supporting details of a reading selection.
- paraphrase the thesis of a longer reading selection.
- recognize and explain patterns of organization typically found in college-level texts.
- identify, explain, and analyze facts and opinions in a reading selection.
- recognize and interpret the author’s purpose and tone in a reading selection.
- employ a variety of study skills (e.g., mapping, paraphrasing, outlining, annotating, etc.) required for understanding college-level texts.
- practice critical reading to determine propaganda techniques and logical fallacies.

ENGRD 208 Reading for Academic Achievement

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ENGRD 110 or ESLR 320 with a grade of "C" or better, or placement through the assessment process.  
**Enrollment Limitation:** This course is not open to students who have already completed ENGRD 310: Critical Reading as Critical Thinking or ENGRD 312: Academic Textbook Reading.  
**Catalog Date:** June 1, 2020

This course covers the theory and practice of analytical and speed reading skills and strategies required for proficient and effective reading of college level materials. The class focuses on the following: scaffolding of proficient comprehension skills; analytical evaluation of college level essays; critical reading skills for college level textbooks; using critical reading and thinking skills when reading on the Internet and doing research; vocabulary development; building of a flexible reading rate. These skills will be developed through application in varied reading materials. One or more additional hours in the Reading Lab may be recommended. This course is not open to students who have completed ENGRD 310 or ENGRD 312.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze essays or other printed material as well as electronic materials and apply such analytical reasoning skills as recognizing organizational patterns.
- evaluate use of support, and assess relevancy and adequacy of information.
- evaluate college level reading materials, demonstrating various individual reading skills such as making inferences and interpreting figurative language.
- utilize college level vocabulary.
- apply effective and efficient reading rates for college level materials and use flexibility in assessing an appropriate reading speed for varied materials.
- demonstrate college level reading skills in textbook reading, applying textbook reading and note-taking skills to college level textbooks from various disciplines.
- evaluate use of support, and assess relevancy and adequacy of information.
- distinguish between fact and opinion, making judgments, evaluating for tone and bias, assessing an author’s purpose, and recognizing errors in argument, including logical fallacies.
- write an accurate thesis paraphrase.
- summarize a college-level text.

ENGRD 310 Critical Reading as Critical Thinking
This course covers the theory and practice of advanced critical reading skills and strategies needed for college-level texts with emphasis on the following: critical and analytical evaluation of printed material, vocabulary development, proficient comprehension skills, development of efficient and flexible reading, and application in textbook and nonfiction reading. One or more additional hours per week in the Reading Lab may be recommended.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate proficiency as an effective reader using a variety of skills, including knowledge of advanced vocabulary, a flexible reading rate, and comprehension of advanced texts.
- analyze any text with critical judgment and analytical thinking skills.
- analyze an author's purpose, tone, bias, and point of view in college-level texts.
- evaluate the logic of arguments.
- interpret inferences.
- compose a thesis paraphrase.
- summarize a text succinctly.
- identify and distinguish between patterns of organization and rhetorical modes.
- interpret figurative language.
- recognize and distinguish different types of logical fallacies, propaganda techniques, and emotional appeals.

**ENGRD 312 Academic Textbook Reading**

This course is designed to refine students' ability to read, understand, and respond to textbooks in vocational courses such as nursing, aeronautics, and cosmetology, as well as in transfer-level courses such as business, geology, and psychology. Activities emphasize discipline-based vocabulary; reading strategies; critical thinking; interpretation of figures, facts, and data; and reading rates as they relate to academic success. Students may be recommended by the instructor to complete ENGLB 55.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- choose appropriate study skills for various content-area courses including previewing, annotating, paraphrasing, and reviewing.
- evaluate purpose and structure in college textbooks.
- compose written responses to textbook readings.
- employ college-level, discipline-based vocabulary learning strategies.
- analyze and apply appropriate reading rates to college material.
- outline, summarize, and respond to textbook chapters and topics.
ENGRD 315 Reading Across the Disciplines for Content Courses

This course offers reading skills to students as they apply to various content-area courses. Topics include the principles of the reading process, analysis of discipline-specific reading assignments, strategies for retention, and research strategies particular to the chosen discipline. Students should come to the Reading Across the Disciplines (RAD) Center and meet with a RAD staff member before enrolling. This course is graded Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze lectures, readings, assignments, and handouts to meet course requirements.
- synthesize materials from lectures and reading assignments to create appropriate study tools.
- assess the reading process and materials to employ appropriate critical reading strategies.
- identify the purpose for reading.
- choose reading rate and style based on purpose and material.
- utilize college-level, discipline-based vocabulary.
- develop and employ reading strategies for research.

ENGRD 495 Independent Studies in English - Reading

Independent study allows a student or small group of students to work directly with an instructor independent from a structured class or course. The instructor and student(s) typically develop a contract together, outlining the course of study. Variable units enable maximum flexibility in creating this course of study.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate competence in the skills essential to mastery of the major discipline of study that are necessary to accomplish the independent study.
- discuss and outline a proposal of study (that can be accomplished within one semester term) with a supervising instructor qualified within the discipline.
- prepare a written and/or oral report summarizing the results achieved from the independent study.

English - Writing (ENGWR)

ENGWR 51 Developmental Writing

Units: 4
This course focuses on basic writing skills, emphasizing the connection between writing and reading. It offers individualized and group instruction for students who need to improve their ability to write increasingly complex and varied short essays. Each student writes a minimum of 4,000 words divided into at least five essays (at least three of which will be written entirely in class and some of which may be in response to readings). The course includes principles of basic grammar, effective sentence structure, paragraph development, and analysis of and response to reading. Students will read at least one book-length work. Formerly known as ENGWR 50.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the principles of grammar, spelling, capitalization, and punctuation and apply these in written assignments.
- demonstrate correct and varied sentence structure.
- summarize and evaluate readings.
- write competent paragraphs and essays in response to assigned readings.
- employ critical thinking skills at the sentence, paragraph, and essay levels.
- detect weaknesses or errors in his/her own writing.

ENGWR 52 Developmental Writing Workshop

This basic writing course is designed for students who need intensive instruction in how to write, revise, and edit drafts. Students will write a minimum total of 1,500 words divided among at least six assignments. The course includes principles of basic grammar, spelling, capitalization, punctuation, and sentence structure. This course is graded Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write short, organized essays.
- demonstrate an understanding of the principles of basic grammar, spelling, capitalization, and punctuation.
- compose clear, correct sentences.
- revise and edit drafts.

ENGWR 90 Preparation for English Writing - Success Academy

This course provides an introduction to student learning expectations and the outcomes of higher education. This course has a specific focus on English writing preparation through the implementation of individualized group instruction for students.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• demonstrate increased readiness for the students’ upcoming English Writing course.
• identify areas of further development of skills that will need more focus in the upcoming English Writing course.
• identify an awareness of resources to help with success in the upcoming English Writing course.

ENGWR 101 College Writing

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<tr>
<td>Hours:</td>
<td>72 hours LEC</td>
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<td>Prerequisite:</td>
<td>ENGWR 51 with a grade of &quot;C&quot; or better, or placement through the assessment process.</td>
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<td>Advisory:</td>
<td>ENGLB 55 with a grade of &quot;P&quot; and ENGRD 110 with a grade of &quot;C&quot; or better</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This writing course uses individual and group instruction to help students improve critical thinking and writing skills. Students will be assigned a minimum of 6,000 words including at least two in-class midterms and a departmental final exam. Writing assignments are often based on analysis of readings. The course prepares students for college composition. Formerly known as ENGWR 100.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• compose fully developed, structured, and unified essays.
• demonstrate knowledge of the writing process through pre-writing, drafting, and revision.
• support opinions and conclusions using appropriate evidence.
• demonstrate ability to use varied sentence structures and types.
• construct sentences with precise and appropriate words.
• examine and evaluate writing for errors.
• apply critical reading and reasoning skills.
• analyze and respond to readings and incorporate the ideas of others into writing.
• summarize short articles accurately and correctly.
• demonstrate competence in basic MLA formatting and in-text citing.

ENGWR 108 Accelerated College Writing

<table>
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<tr>
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<tr>
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<tr>
<td>Prerequisite:</td>
<td>ENGWR 51 with a grade of &quot;C&quot; or better, or placement through the assessment process.</td>
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<td>ENGWR 300</td>
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This course provides intensive instruction and practice in the critical thinking and writing skills necessary for success in college composition. Writing assignments are often connected to the students’ assignments in ENGWR 300. The course includes the drafting, revision, and editing processes as well as instruction in grammar, mechanics, and usage.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• employ a recursive writing process that includes pre-writing, drafting, revising, and editing.
• compose fully developed, structured, coherent, and unified essays.
• identify and correct sentence errors (especially sentence fragments, comma-splices and run-on sentences, subject-verb disagreement, incorrect verb tense and form, punctuation, pronoun reference and agreement, and capitalization).
• summarize, analyze, and respond to readings.
• incorporate the ideas of others into writing and demonstrate competence in MLA formatting and in-text citing.
ENGWR 110 College Reading and Writing Skills

This pre-transfer-level course is designed to prepare students for success in ENGWR 300 and other courses that require writing. Students will read primarily transfer-level non-fiction texts of varying length, and write essays responding to and incorporating these readings. The course will focus on reading and writing fundamentals, such as active reading strategies, writing process, thesis development, paragraph structure, logical support, and sentence awareness. A half-unit Reading and Writing Lab (ENGLB 55) is also required to provide more individualized support.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate comprehension of article or book-length works at the literal and inferential levels.
- modify active reading strategies appropriately for a given reading task.
- utilize pre-writing and revision strategies to write competent, college-appropriate essays in response to assigned readings.
- incorporate readings into writing through the use of summary, quoting, and paraphrase.
- utilize the principles of grammar, spelling, capitalization, and punctuation and apply these in written assignments.

ENGWR 157 University Preparatory Writing

This writing course uses individual and group instruction to help students improve critical thinking and writing skills. Each student writes 6,000 words (approximately five to six essays), including at least two in-class essays and one in-class final exam. Writing assignments are largely based on analysis of readings. This course prepares students for university-level writing courses.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose fully developed, structured, and unified essays, support main points using appropriate evidence, and demonstrate knowledge of the writing process through pre-writing, drafting, and revision.
- apply critical reading and reasoning skills through analyzing and responding to readings and incorporating the ideas of others into his or her own writing.
- demonstrate ability to use varied sentence structures and types by constructing sentences with precise and appropriate words.

ENGWR 300 College Composition

This writing course emphasizes reading, writing, and critical thinking skills that are essential for successful completion of a four-year college program. Students write a minimum of 6,500 words divided among 6-8 essays, including at least one research paper and one in-
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose effective college-level essays using a variety of rhetorical strategies and applying appropriate citations and formatting standards.
- research, evaluate, critically analyze, and synthesize complex works to support a thesis.
- apply the conventions of standard written English, employing a variety of sentence structures and college-level diction.

ENGWR 301 College Composition and Literature

Upon completion of this course, the student will be able to:

- analyze literature through various critical approaches.
- evaluate works of literature by applying literary elements, terms, and theoretical concepts.
- compare and contrast artistic and literary movements across a range of time periods as well as the connections between major literary works.
- think and write critically about literary works in a variety of poetic and narrative forms from several periods and various cultures.
- identify premises, both explicitly and implicitly stated.
- distinguish among facts, inferences, assumptions, and implications.
- recognize fallacious reasoning, including but not limited to the standard critical thinking fallacies, in various critical interpretations of literary works (including the students’ own interpretations) and respond to (and correct, if necessary) these fallacies.
- formulate interpretations, conclusions, and judgments based on inferences.
- reason inductively from themes, patterns, and structures to form generalizations.
- reason deductively by recognizing literary and linguistic conventions, whether structural, semantic, or syntactical and draw conclusions about texts based on those conventions.
- assess a variety of perspectives before formulating conclusions.
- propose an argument of interpretation or evaluation (thesis).
- support the thesis with a sufficient number and variety of appropriate examples taking into account alternate and opposing points of view.
- incorporate supporting detail from secondary texts.
- construct logical discourse through order, repetition, and transitional devices.
- use diction appropriate to the audience and the rhetorical purpose of writing.
- use elements of style with increasing complexity (such as absolute phrases or repetition) to achieve coherence.
- demonstrate a knowledge of the four major literary genres (poetry, novel, short story, and drama) including developments and variations within these genres over time.
ENGWR 302 Advanced Composition and Critical Thinking

This course develops composition skills at the advanced level as well as analytical skills through writing, reading, and discussion. It examines methods by which people are persuaded to think, believe, and/or act. It also includes analyzing arguments or expressions of opinions for their validity and soundness and evaluating outside sources. Finally, it focuses on critically assessing, developing, supporting, and effectively expressing opinions on issues. It emphasizes thinking clearly and organizing thought carefully in writing by using principles of logic. This course includes writing a minimum of 6,500 words.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create well supported, well developed arguments and analyses.
- evaluate various types of arguments, including identifying faulty reasoning and other forms of weak argumentation.
- assess and synthesize online and library database research for use in written and oral arguments.

ENGWR 303 Argumentative Writing and Critical Thinking Through Literature

Through the study of complex literary works in all major genres, this course offers instruction in analytical, critical, and argumentative writing; critical thinking; research strategies; information literacy; and proper documentation. Close reading skills and the aesthetic qualities of literature are also studied. A minimum of 6,000 words of formal writing will be required. Attendance at readings, plays, or films may be required. Online students have the option of watching these online.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and interpret literary texts with emphasis on literary devices and key elements of major genres.
- evaluate various types of arguments, including identifying faulty reasoning and other forms of weak argumentation.
- compose thesis-driven arguments that suit a variety of rhetorical situations (including literary), effectively synthesize sources, and use MLA documentation.

ENGWR 330 Writing for Publication

Same As: JOUR 340

This course provides students with the opportunity to develop the skills necessary for writing for publication. Students will write for various audiences and purposes, focusing on effective communication in written and oral forms. They will learn to analyze and synthesize information, develop argumentative and persuasive writing skills, and use appropriate citation styles. This course is designed to prepare students for careers in fields such as journalism, public relations, and corporate communications.
This is an introductory course in writing nonfiction for publication. Emphasis will be on developing a saleable article for magazines, newspapers, or online media sources; finding ideas; analyzing publications; writing a query letter; researching and interviewing; and organizing, writing, and illustrating an article. Credit may be awarded for ENGWR 330 or JOUR 340, but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate writing and marketing skills to successfully write magazine articles and find the most appropriate print or online publications to market them.
- demonstrate ideas with a focus and slant toward a particular print or online publication.
- research sources and develop interview techniques.
- write and edit salable articles for print or online publications.
- analyze both print and online publications for appropriateness and timeliness of proposed articles.

ENGWR 384 Mass Media and Society

This is an interdisciplinary course exploring aspects of communication and the impact of mass media on the individual and society. The survey includes basic communication models, books, magazines, newspapers, recordings, movies, radio, television, advertising, public relations, the Internet, theories of communication, relationships between mass media and business and government, and processes and effects from a social science perspective. Credit may be awarded for only one section of either COMM 351, ENGWR 384, or JOUR 310.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the basic principles of each form of basic communication.
- demonstrate an understanding of mass media and its relationship to the public.
- differentiate among news, opinion, feature writing, and electronic presentations.
- analyze and evaluate each form of media.
- assess the impact of media messages on various audiences.

ENGWR 482 Honors Advanced Composition and Critical Thinking

This course requires eligibility for the Honors Program. Credit may be awarded for only one section of either ENGWR 300, 488, or 489.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the basic principles of each form of basic communication.
- demonstrate an understanding of mass media and its relationship to the public.
- differentiate among news, opinion, feature writing, and electronic presentations.
- analyze and evaluate each form of media.
- assess the impact of media messages on various audiences.
ENGWR 482 is a course in critical reasoning, reading, and writing requiring a high level of competence in English composition. Students will read, discuss, and analyze complex texts (essay and book-length works) reflecting a variety of cultural, historical, and philosophical perspectives. The course includes inductive and deductive reasoning, analysis of fallacious reasoning, and use of persuasive language. The minimum word requirement of 6,500 words will be divided among at least four formal essays, ranging from 1,000-3,000 words each, two of which will include primary and secondary research and MLA format. This course is taught as a seminar; several group and individual class presentations will be required.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- evaluate arguments and rhetorical strategies and identify logical fallacies in professional and student writing.
- summarize and paraphrase accurately texts of various lengths.
- analyze evidence (facts, statistics, various research) and assess its credibility and accuracy.
- formulate appropriate and effective rhetorical strategies in oral and written presentations.
- create arguments that integrate a variety of texts, properly document support, and demonstrate a sophisticated style and vocabulary reflecting advanced critical thinking skills.

ENGWR 488 Honors College Composition and Research

This course offers the honors student a challenging curriculum that will develop skills in composition, critical thinking, and research. Students write a minimum of 6,500 words divided among at least four to six essays, including a significant research paper and at least one in-class essay. In addition to research assignments, students will read at least one full-length, supplemental text. In order to fulfill the honors requirement, students will complete a significant project and/or classroom presentation. This course was formerly known as ENGWR 480. This course is taught as a seminar; several group and individual class presentations/projects will be required.

Students Learning Outcomes
Upon completion of this course, the student will be able to:

- compose transfer level essays that demonstrate competency in organization, development, and unity.
- synthesize multiple outside sources into original essays, demonstrating college competence in critical reading and analysis.
- research using library and online sources and effectively incorporate research into essays.
- exhibit mastery of the conventions of Modern Language Association citations and documentation.
- demonstrate competency in grammar and usage in the writing of transfer level compositions.
- lead in-class discussions and create a significant classroom presentation.

ENGWR 495 Independent Studies in English - Writing

Independent study allows a student or small group of students to work directly with an instructor independent of a structured class or
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate improved writing skills
English as a Second Language (ESL)  
| Sacramento City College

The English as a Second Language (ESL) Department offers language classes at six levels, from beginning to advanced (graduation competency). We serve multilingual students, non-native speakers, long-term residents and international students who need instruction in the English language. Students who speak a language other than English at home are strongly advised to complete the Sacramento City College ESL assessment process in order to place in the appropriate level of instruction. Students can gain certificates at the intermediate and advanced levels of proficiency.

Dean
Dr. Robin Ikegami

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Dr. Duane Leonard

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Certificate of Achievement

Advanced Proficiency in English as a Second Language Certificate

The Advanced Proficiency Program recognizes attainment of English language abilities to an advanced-low level of English in listening, speaking, reading, writing, and grammar skills. It demonstrates achievement of skills used in academic courses at the community college level as well as in the workplace community.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tr>
<td>ESL 114</td>
<td>Career Communication Skills: Intermediate</td>
<td>3</td>
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<tr>
<td>ESL 325</td>
<td>Advanced-Low Integrated Reading and Writing</td>
<td>6</td>
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<tr>
<td>ESLG 320</td>
<td>Advanced-Low Grammar</td>
<td>3</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- recognize cultural practices common to workplace situations in the United States.
- demonstrate communication skills necessary in the workplace.
- employ a variety of active reading strategies and adjust reading speed appropriately to address a full range of reading tasks including reading for inferences and bias.
- analyze and evaluate a variety of texts.
English as a Second Language (ESL)

ESL 34 Novice-High Skills Lab

- **Units:** 0.5 - 1.5
- **Hours:** 27 - 81 hours LAB
- **Prerequisite:** None.
- **Advisory:** Concurrent enrollment in at least one ESL course.
- **Catalog Date:** June 1, 2020

This course develops, expands, and reinforces multiple English language skills at the novice-high level in an independent or small group environment. Coursework includes integrated study topics related to vocabulary and study skills, reading and grammar use, idiomatic language study and application, pronunciation and listening skills, composition and writing, or workplace skills. This is an open-entry open-exit course. Students may register until the end of the ninth week of the semester if space allows. Students may earn up to one-half unit per semester by completing 27 hours of work. This course may be taken for a maximum of 1.5 units, using different modules. This course is not a substitute for other ESL courses. This course is graded Pass/No Pass.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify central meaning when listening to others.
- recognize and use a wider range of words than at the beginning of the semester.
- apply common reading strategies to short, clearly organized texts and answer questions about comprehension and vocabulary.
- write simple and compound sentences.
- use the following verb tenses correctly: present simple and progressive, past simple, and future simple.
- use a limited range of modals, gerunds, and infinitives correctly.

ESL 37 Novice-High Integrated Reading and Writing

- **Units:** 6
- **Hours:** 108 hours LEC
- **Prerequisite:** None.
- **Advisory:** Concurrent enrollment in ESLLAB 30, ESLG 31, and ESLL 31. Advise adult school before taking any novice-high ESL courses.
- **Catalog Date:** June 1, 2020

This course focuses on learning academic reading and writing skills at the novice-high level, with an emphasis on vocabulary, reading comprehension, and the writing process. Students will read and discuss fiction and non-fiction texts. Students will develop simple and compound sentence control and will practice writing short paragraphs with a clear beginning, middle, and end, based on course readings. This course is part of the reading and writing sequence which prepares ESL students to take college courses leading to a certificate, degree, and/or transfer.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- employ a variety of basic reading strategies to understand content and structure of short simple fiction and nonfiction texts.
- write focused paragraphs, of at least 100 words each, using basic topics covered in the course, with a clear beginning, middle, and end relating to fiction and non-fiction topics covered.
- recognize, use, and acquire vocabulary with correct spelling as presented in the course.
ESL 40 ESL Through Computer Technology

Units: 4
Hours: 72 hours LEC
Prerequisite: ESL 37, ESLG 31, or ESLL 31 with a grade of "C" or better, or placement through the assessment process.
Catalog Date: June 1, 2020

The course is designed to introduce students to essential vocabulary and language skills connected with computer usage. It includes use of student e-mail, the Sacramento City College web site, basic word processing, and the Internet. This course is offered as Pass/No Pass only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the parts of the computer and their functions and define essential computer vocabulary; describe the steps for the processes of using e-mail, word processing and the Internet in comprehensible English.
- demonstrate command of vocabulary and skills needed to obtain and use an SCC student e-mail account and communicate with the professor and other students through e-mail with comprehensible and appropriate English.
- demonstrate command of essential vocabulary and skills needed to access information from the Sacramento City College and the English as a Second Language Department Web sites and demonstrate ability to understand and use Sacramento City College student e-Services (e.g. online registration, counseling services, and library searches).
- demonstrate command of essential vocabulary and skills needed to complete basic word processing tasks (e.g. creating, saving, formatting, editing, and printing documents, as well as using spell check, cut and paste, and other tools).
- demonstrate command of essential vocabulary and skills needed to navigate and search the World Wide Web.

ESL 44 Intermediate-Low Skills Lab

Units: 0.5 - 1.5
Hours: 27 - 81 hours LAB
Prerequisite: None.
Advisory: Concurrent enrollment in at least one ESL course
Catalog Date: June 1, 2020

This course develops, expands, and reinforces multiple English language skills at the intermediate-low level in an independent and/or in small group environment. Coursework includes integrated study topics relative to vocabulary and study skills, reading and grammar use, idiomatic language study and application, pronunciation and listening skills, composition and writing, and/or workplace skills. This is an open-entry open-exit course. Students may register until the end of the ninth week of the semester if space allows. Students may earn up to one-half unit per semester by completing 27 hours of work. This course may be taken for a maximum of 1.5 units, using different modules. This course is not a substitute for other ESL courses. This course is graded Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify key information such as main idea and details from listening to others.
- recognize and use a wider range of words than at the beginning of the semester.
- apply common reading strategies to read clearly organized, short, timed readings and answer comprehension and vocabulary-in-context questions.
- write clear simple and compound sentences and basic complex sentences.
- use verbs correctly in the present, past, and future simple and progressive tenses.
- use level-appropriate modals, gerunds, and infinitives correctly.
ESL 47 Intermediate-Low Integrated Reading and Writing

This course focuses on developing academic reading and writing skills at the intermediate-low level with an emphasis on vocabulary, reading comprehension, critical thinking, and the writing process. With the information gathered through readings, students begin to use academic content to supplement their ideas in writing. Students build skills in pre-writing, learn to write strong paragraphs, and construct a variety of sentence types. This course is part of the reading and writing sequence which prepares ESL students to take college courses leading to a certificate, degree, and/or transfer.

Upon completion of this course, the student will be able to:

- employ a variety of reading strategies to understand and analyze the content and structure of short fiction and nonfiction texts.
- recognize, use, and acquire vocabulary with correct spelling as presented in the course.
- apply the writing process to compose, revise, and edit simple summaries, responses, and academic paragraphs of at least 150 words.
- discuss U.S. academic and cultural expectations.

ESL 54 Intermediate-Mid Skills Lab

This course develops, expands, and reinforces multiple English language skills at the intermediate-mid level in an independent and/or in small group environment. Coursework includes integrated study topics relative to vocabulary and study skills, reading and grammar use, idiomatic language study and application, pronunciation and listening skills, composition and writing, and/or workplace skills. This is an open-entry open-exit course. Students may register until the end of the ninth week of the semester if space allows. Students may earn up to one-half unit per semester by completing 27 hours of work. This course may be taken for a maximum of 1.5 units, using different modules. This course is not a substitute for other ESL courses. This course is graded Pass/No Pass.

Upon completion of this course, the student will be able to:

- increase speaking rate, vocabulary, and listening comprehension in rehearsed and impromptu situations.
- initiate and respond to questions and conversations.
- show increased reading speed and comprehension.
- show increased vocabulary and comprehension of idiomatic American English.
- decide meanings of words based on context clues.
- write using a variety of compound and complex sentences with connecting words and phrases.
- correctly use verbs in the present, past, and future in simple, progressive, and perfect tenses.
- use modals and gerunds correctly.
- edit writing for verb tense consistency and errors in verb tense and form.
ESL 55 Intermediate-Mid Integrated Reading and Writing

Units: 6
Hours: 108 hours LEC
Prerequisite: ESL 47 with a grade of "C" or better, or placement through the assessment process.
Advisory: Concurrent enrollment in ESLLAB 50, ESLG 51, and ESLL 51.
Catalog Date: June 1, 2020

This integrated-skills course focuses on developing academic reading and writing skills at the intermediate-mid level. Emphasis is on vocabulary expansion, literal comprehension, inference, and academic writing skills in multi-paragraph essays. Reading and writing topics are integrated; students will practice critical thinking skills to understand, analyze, discuss, and write academic compositions based on ideas expressed in readings.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- employ a variety of strategies to read, understand, and analyze fiction and non-fiction texts.
- summarize and paraphrase basic concepts in readings.
- use vocabulary acquired in the course in discussions and writing assignments.
- write multi-paragraph essays that demonstrate critical thinking and respond to ideas in readings.
- apply level-appropriate grammar and usage patterns to identify and correct errors in writing.
- discuss U.S. academic and cultural expectations.

ESL 94 Intermediate-High Skills Lab

Units: 0.5 - 1.5
Hours: 27 - 81 hours LAB
Prerequisite: ESL 55, ESLL 50, ESLR 50, or ESLW 50 with a grade of "C" or better, or placement through the assessment process.
Advisory: Concurrent enrollment in at least one ESL course.
Catalog Date: June 1, 2020

This course develops, expands, and reinforces multiple English language skills at the intermediate-high level in an independent and small group environment. Coursework includes integrated study topics relative to vocabulary and study skills, reading and grammar use, idiomatic language study and application, pronunciation and listening skills, composition and writing, and workplace skills. This is an open-entry open-exit course. Students may register until the end of the ninth week of the semester if space allows. Students may earn up to one-half unit per semester by completing 27 hours of work. This course may be taken for a maximum of 1.5 units, using different modules. This course is not a substitute for other ESL courses. The course is graded Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- produce clear speech and increase speaking rate, vocabulary, and listening comprehension in rehearsed and impromptu situations.
- summarize extended oral discourse and take lecture notes.
- analyze texts and identify main ideas, supporting details, and patterns of organization.
- show increased vocabulary and comprehension of idiomatic American English.
- deduce meanings of words based on context clues.
- write using a variety of compound and complex sentences with connecting words and phrases.
- apply level-appropriate grammar and usage patterns.
- revise and edit writing for a variety of grammar errors.
ESL 95 Advanced Skills Lab

This course develops, expands, and reinforces multiple English language skills at the advanced levels in an independent and in small group environment. Coursework includes integrated study topics relative to vocabulary and study skills, reading and grammar use, idiomatic language study and application, pronunciation and listening skills, composition and writing, and workplace skills. This is an open-entry open-exit course. Students may register until the end of the ninth week of the semester if space allows. Students may earn up to one-half unit per semester by completing 27 hours of work. This course may be taken for a maximum of 1.5 units, using different modules. This course is not a substitute for other ESL courses. This course is graded Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- choose from a variety of methods to communicate effectively.
- increase speaking rate, vocabulary, and listening comprehension in rehearsed and impromptu situations.
- make notes based on lectures and summarize extended oral discourse.
- evaluate texts and distinguish main ideas, supporting details, and patterns of organization.
- show increased vocabulary and comprehension of academic and idiomatic American English.
- infer meanings of words and passages based on context clues.
- write using a wide variety of structures and phrases appropriate for longer writings.
- research, evaluate, and synthesize information from various sources.
- identify a variety of grammar errors and edit writing for effective communication.

ESL 114 Career Communication Skills: Intermediate

This course gives students the opportunity to develop oral and written communication skills needed for success in job searches and career development. Students discuss cultural practices and learn language patterns applicable to the hiring process in addition to preparing resumes, cover letters, and reference lists.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate high-intermediate level oral, written written (including production of a resume, cover letter, and a list of references), and non-verbal communication skills necessary for successful job searches and interviews.
- demonstrate American English pronunciation skills, including word endings, intonation, word stress, sentence stress and rhythm, and consonant and vowel sounds, with high intermediate accuracy.
- demonstrate a familiarity with verbal and non-verbal communication patterns in American English.
- evaluate career options.
- recognize cultural practices common to job search and workplace situations in the United States, including exploration of various job search sites online.
ESL 315 Intermediate-High Integrated Reading and Writing

This integrated-skills course focuses on strengthening academic reading and writing skills at the pre-college level. The emphasis is on reading comprehension and analysis, vocabulary expansion, and writing in response to readings. This course is part of the reading-writing sequence which prepares ESL students to take college courses leading to a certificate, degree, and/or transfer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use a variety of reading strategies to understand and analyze ideas in fiction and non-fiction readings.
- compose developed, organized, unified essays which show critical thinking and which respond to readings.
- use an expanded variety of academic and idiomatic vocabulary in discussions and in reading and writing assignments.
- apply level-appropriate grammar knowledge and usage to read more complex passages and edit for errors in writing.
- discuss U.S. academic and cultural expectations.

ESL 325 Advanced-Low Integrated Reading and Writing

This course prepares students for ESLW 340, ENGWR 300 and college writing in general. It focuses on college reading strategies and academic writing skills with an emphasis on reading analysis, academic vocabulary, reading-based writing. Students write a minimum of 6,000 words, including in-class essays and a final exam.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and evaluate fiction and non-fiction by using a variety of reading strategies.
- compose thoughtful, original essays integrating outside sources appropriately and applying the writing process to draft, revise, edit, and proofread these essays.
- create an annotated bibliography after completing library research.
- write in-class essays exhibiting acceptable development, coherence, organization, and language control.
- recognize a wide variety of academic and idiomatic vocabulary.
- discuss basic U.S. academic and cultural expectations.

ESL 495 Independent Studies in English as a Second Language

Units: 1 - 3
Hours: 54 - 162 hours LAB

This course is designed for ESL students to conduct independent studies in English as a second language. The course is flexible and can be tailored to meet the individual needs and interests of the student. Students work with an advisor to develop a plan of study that suits their goals and learning objectives.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design and execute a self-directed study plan that aligns with their academic and professional goals.
- apply critical thinking and research skills to their study of English as a second language.
- evaluate and analyze English language resources and materials.
- develop effective communication skills in written and oral English.
- discuss their personal and professional experiences in the context of English language learning.
An independent studies project involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discuss and outline a proposal of study (that can be accomplished within one semester term) with a supervising instructor qualified within the discipline.
- prepare a written and/or oral report summarizing the results achieved from the independent study.

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### English as a Second Language - Grammar (ESLG)

#### ESLG 31 Basic English Grammar

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | Concurrent enrollment in ESL 37 and ESLL 31 or other courses at the appropriate level. Students should attend adult school before taking ESLG 31. |
| Catalog Date: | June 1, 2020 |

This course provides English language learners with an introduction to the basics of English grammar. Students will practice fundamental grammatical structures in statements and questions. This course is part of the grammar sequence that prepares ESL students to take college courses leading to a certificate, degree, and/or transfer.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and use parts of speech, basic singular and plural noun forms, and spelling,
- produce and edit sentences and questions with the present progressive, simple tenses (present, past, and future), and basic modals according to sentence or situational cues.
- use correct word order, sentence parts, and punctuation properly in sentences and paragraphs.

#### ESLG 41 Elements of English Sentences

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ESLG 31 with a grade of "C" or better, or placement through the assessment process. |
| Advisory: | Concurrent enrollment in other ESL 47, ESLL 41, and ESLLAB 41 |
| Catalog Date: | June 1, 2020 |

This course focuses on learning academic grammar skills at the intermediate-low level, with an emphasis on fundamental grammatical structures in statements and questions. This course is part of the grammar sequence that prepares ESL students to take college courses leading to a certificate, degree, or transfer.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use simple, compound, and basic complex sentences; structure questions correctly; apply fundamental spelling and capitalization rules.
- demonstrate skill and accuracy in using verbs in the simple (present, past, and future) and present continuous tenses (regular and
ESLG 50 Intermediate-Mid Grammar

ESLG 51 Grammar for Intermediate ESL Writers

ESLG 310 Intermediate-High Grammar
This course focuses on further practice of the forms, meanings, and usage of grammatical structures of English at the intermediate-high level with an emphasis on verb usage. Students will continue to develop their skills and accuracy in using these grammatical structures in appropriate contexts. Both oral and written activities will focus on verb tenses, noun phrase formation, and clauses.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate skill in using targeted, level-appropriate grammar when speaking and writing.
- generate a wide variety of phrases and sentence types by using parts of speech, word order, and sentence connectors effectively.
- write compositions with skill and accuracy by using verb tenses (including both regular and irregular forms) in the active voice and basic passive forms, in statements, negatives, and questions, and in time and “real” condition clauses.
- employ modals and phrasal modals effectively in present, future, and past tenses, including progressive forms, to express a wide variety of ideas.
- analyze, identify, and correct level-appropriate grammatical errors in writing.

ESLG 320 Advanced-Low Grammar

This course focuses on the forms and meanings of major structures used in writing at the advanced-low level with an emphasis on clause structure. Oral practice reinforces the structures studied. Students practice writing extensively, both in and out of class. Assignments emphasize sentence structure in the context of longer written work.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate skill in using targeted, level-appropriate grammar when speaking and writing.
- choose from a wide variety of phrases, clauses, and sentence types with emphasis on proper sentence combination to express ideas more effectively.
- incorporate multiple verb tenses with skill and accuracy including active and advanced passive forms for more effective communication.
- distinguish hypothetical (unreal) conditions in present and past time using appropriate verb forms and word order.
- use modal verbs and phrasal modals effectively in passive voice, unreal conditionals, and advanced clause structures.
- analyze, identify, and correct level-appropriate grammatical errors in writing.

English as a Second Language - Listening (ESLL)

ESLL 30 Novice-High Listening and Speaking
This is a course in listening comprehension and speaking strategies for students at the Novice-High level who plan to take college courses. Students will increase vocabulary, participate in a variety of listening activities, and discuss a wide variety of topics. Students will learn to recognize and produce the sounds, stress, rhythm, and intonation patterns of American English and will understand basic English.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply basic rules of pronunciation, syllabification, stress, and intonation of standard American English with basic accuracy.
- demonstrate a basic understanding of the connection between spoken and written English.
- identify central meaning in academic spoken discourse when listening to short listening passages and dialogues on familiar topics with an academic focus.
- demonstrate the ability to function in rehearsed and unrehearsed limited listening and speaking situations.
- use a limited variety of presentation strategies effectively to present information in a way that is intelligible to a listener with some effort.

ESLL 31 Listening and Speaking for College Readiness

Upon completion of this course, the student will be able to:

- employ a variety of basic listening strategies to understand content and structure of different short recordings and take simple notes of the main ideas.
- produce intelligible speech and use vocabulary presented in the course during conversations, discussions, and presentations.
- plan, organize, and present in a mostly clear and understandable manner on different class topics.
- discuss basic U.S. academic and cultural expectations in the classroom and college.

ESLL 40 Intermediate-Low Listening and Speaking

This course helps students at the Intermediate-Low Level develop the listening and speaking skills needed to succeed in college courses. Students will focus on developing phrases and sentences to communicate their ideas in familiar situations. The course includes group and individual listening and speaking activities, a review of American English sounds, and practice in stress, rhythm, and intonation.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- apply rules of pronunciation, syllabification, stress, and intonation of standard American English with low-intermediate-level accuracy.
- demonstrate an understanding of the connection between spoken and written English at the low-intermediate level.
- demonstrate understanding of and ability to use vocabulary covered in the course.
- identify central meaning in academic spoken discourse.
- develop the ability to function in academic listening and speaking situations.
- produce short rehearsed and unrehearsed examples of mostly intelligible connected speech.
- use an increasing variety of presentation strategies effectively.

ESLL 41 Listening, Speaking and Presentation Skills for College

Units: 3
Hours: 54 hours LEC
Prerequisite: ESLL 31 with a grade of "C" or better, or placement through the assessment process.
Advisory: Concurrent enrollment in ESLL 90 (ESL Center: Intermediate-Low Listening Skills in ESL). Both ESLL 41 and ESLL 90 are prerequisites for ESLL 50.
Catalog Date: June 1, 2020

This course is part of the listening and speaking sequence that prepares ESL students to take college courses leading to a certificate, degree, and/or transfer. Students focus on developing phrases and sentences to communicate their ideas in academic situations. This course includes group and individual listening and speaking activities including practice in the stress, rhythm, and intonation patterns of standard American English.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- employ a variety of listening strategies to understand main ideas and major details in short academic spoken texts.
- produce intelligible speech and use vocabulary presented in the course during conversations, discussions, and presentations.
- use notetaking techniques to produce organized, accurate notes on information presented in class.
- organize and present information on academic topics clearly and effectively.
- discuss U.S. academic and cultural expectations.

ESLL 50 Intermediate-Mid Listening and Speaking

Units: 4
Hours: 72 hours LEC
Prerequisite: ESLL 90 with a grade of "P" and ESLL 40 with a grade of "C" or better; or placement through the assessment process.
Advisory: Concurrent enrollment in ESLL 91 (ESL Center: Intermediate-Mid Listening Skills in ESL).
Catalog Date: June 1, 2020

This is a course in listening comprehension and speaking strategies for students at the Intermediate-Mid level. Students will be introduced to academic listening and speaking activities, including note-taking skills, and will continue to work on improving their pronunciation and communication skills.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the connection between academic spoken discourse and written English at the intermediate level.
• identify central meaning in and take notes on academic spoken discourse.
• demonstrate ability to function in listening and speaking situations where English is the primary language.
• produce short, unrehearsed examples of mostly intelligible connected speech.
• use a variety of presentation strategies effectively.

ESLL 51 Academic Communication, Notetaking, and College Success Skills

Units: 3
Hours: 54 hours LEC
Prerequisite: ESLL 41 with a grade of "C" or better, or placement through the assessment process.
Advisory: Concurrent enrollment in ESLLAB 51, ESLG 51, and ESL 55.
Catalog Date: June 1, 2020

This is a course in listening comprehension and speaking strategies for students at the intermediate-mid level. Students will be introduced to academic listening and speaking activities, including note-taking, and will work on improving their pronunciation and communication skills.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• employ intermediate-level rules of pronunciation, syllabification, stress, and intonation of standard American English in order to produce short, unrehearsed examples of mostly intelligible connected speech.
• identify central meaning in and take notes on academic spoken discourse.
• demonstrate the ability to function in listening and speaking situations where English is the primary language.
• use a variety of presentation strategies effectively.

ESLL 90 ESL Center: Intermediate-Low Listening Skills in ESL

Units: 0.5 - 1
Hours: 27 - 54 hours LAB
Prerequisite: ESLL 30, ESLR 30, or ESLW 30 with a grade of "C" or better, or placement in level 40 or above through the assessment process.
Advisory: Concurrent enrollment in at least one ESL course
Catalog Date: June 1, 2020

This course provides individualized, self-paced, and/or small group instruction to students. A variety of self-study materials and media are available on such topics as listening, pronunciation, and vocabulary. Coursework is designed to develop and reinforce English language skills at the intermediate-low level. This lab course, together with ESLL 40, serves as a prerequisite for ESLL 50. The course is graded Pass/No Pass and is not a substitute for other English as a Second Language courses. Students may earn 0.5 or 1.0 units and must complete 27 hours of work for each 0.5 unit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• apply a variety of listening strategies to comprehend spoken English at the intermediate-low level.
• recognize and use a greater variety of academic and idiomatic English than at the beginning of the semester.
• recognize and apply key terms and concepts covered in the ESL Listening and Speaking course at the same level.
• demonstrate the use of skills acquired to improve performance in other coursework.
ESLL 91 ESL Center: Intermediate-Mid Listening Skills in ESL

This course provides individualized, self-paced, and/or small group instruction to students. A variety of self-study materials and media are available on such topics as listening, pronunciation, and vocabulary. Coursework is designed to develop and reinforce English language skills at the intermediate-mid level. This lab course, together with ESLL 50, serves as a prerequisite for ESL 114 and ESLL 310. The course is graded Pass/No Pass and is not a substitute for other English as a Second Language courses. Students may earn 0.5 or 1.0 units and must complete 27 hours of work for each 0.5 unit.

Upon completion of this course, the student will be able to:

- apply a variety of listening strategies to comprehend more authentic listening passages at the intermediate-mid level.
- recognize and use a greater variety of academic and idiomatic English than at the beginning of the semester.
- recognize and apply key terms and concepts covered in the Listening and Speaking course at the same level.
- demonstrate the use of skills acquired to improve performance in other coursework.

English as a Second Language - Pronunciation (ESLP)

ESLP 85 Pronunciation

This elective course is designed for students who need to improve their pronunciation. It offers intensive practice in the pronunciation and recognition of American English sounds. Students will practice American English intonation patterns, syllable number and stress, and sentence rhythm and stress.

Upon completion of this course, the student will be able to:

- identify and produce the basic sounds of American English in isolation and in meaningful English sentences and dialogues.
- recognize and produce intonation patterns appropriate to a given situation.
- produce intelligible spoken English by using correct stress patterns, reductions, linking, thought groups, and rhythm.

English as a Second Language - Reading (ESLR)

ESLR 30 Novice-High Reading
This course focuses on reading words, phrases, sentences, and paragraphs in short texts at the novice-high level. Students will learn core vocabulary, associated spelling rules, and grammar necessary to understand short readings.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to read longer readings than at the beginning of the course.
- employ a variety of basic reading strategies to understand and respond to short simple fiction and nonfiction texts.
- recognize and use vocabulary acquired in the course with correct spelling.

### ESLR 40 Intermediate-Low Reading

**Units:** 4  
**Hours:** 72 hours LEC  
**Prerequisite:** ESLR 30 with a grade of “C” or better; or placement through the Los Rios assessment process.  
**Advisory:** Concurrent enrollment in ESLR 90 (ESL Center: Intermediate-Low Reading Skills in ESL). ESLR 40 and ESLR 90 are both prerequisites for ESLR 50.  
**Catalog Date:** June 1, 2020

This course focuses on developing academic reading skills at the intermediate-low level with an emphasis on building vocabulary and literal comprehension and increasing fluency. Students will discuss and write about readings.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate ability to read longer readings than at the beginning of the course.
- employ a variety of reading strategies to understand, analyze, and respond to short fiction and nonfiction texts.
- recognize and use vocabulary acquired in the course in discussions and written work with correct spelling.
- write simple summaries and paraphrases.

### ESLR 50 Intermediate-Mid Reading

**Units:** 4  
**Hours:** 72 hours LEC  
**Prerequisite:** ESLR 90 with a grade of “P” and ESLR 40 with a grade of “C” or better; or placement through the Los Rios assessment process.  
**Advisory:** Concurrent enrollment in ESLR 91. ESLR 50 and ESLR 91 are prerequisites for ESLR 310 and ESL 315.  
**Catalog Date:** June 1, 2020

This course focuses on developing academic reading skills at the intermediate-mid level, with an emphasis on vocabulary expansion, literal comprehension, inference, and dictionary skills. Students will practice critical thinking skills to understand, analyze, discuss, and write responses to ideas expressed in readings.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- read longer and more complex readings than at the beginning of the course.
- employ a variety of reading strategies to understand, analyze, and respond to medium-length fiction and non-fiction readings.
- use vocabulary acquired in the course in discussions and written work with accurate spelling.
- summarize and paraphrase basic concepts from short readings.
ESLR 90 ESL Center: Intermediate-Low Reading Skills in ESL

Units: 0.5 - 1
Hours: 27 - 54 hours LAB
Prerequisite: ESL 30, ESLR 30, or ESLW 30 with a grade of "C" or better or placement in level 40 or above through the assessment process.
Advisory: Concurrent enrollment in at least one ESL course
Catalog Date: June 1, 2020

This course provides individualized, self-paced, and/or small group instruction to students. A variety of self-study materials and media are available on such topics as reading, vocabulary, and study skills. Coursework is designed to develop and reinforce English language skills at the intermediate-low level. This lab course, together with ESLR 40, serves as a prerequisite for ESLR 50. This course is graded Pass/No Pass and is not a substitute for other English as a Second Language courses. Students may earn 0.5 or 1.0 units and must complete 27 hours of work for each 0.5 unit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply a variety of reading strategies to comprehend short texts at the intermediate-low level.
- recognize and use a greater variety of academic and idiomatic English than at the beginning of the semester.
- recognize and apply key terms and concepts in the ESL Reading course at the same level.
- demonstrate the use of skills acquired to improve performance in other coursework.

ESLR 91 ESL Center: Intermediate-Mid Reading Skills in ESL

Units: 0.5 - 1
Hours: 27 - 54 hours LAB
Prerequisite: ESL 40, ESLR 40, or ESLW 40 with a grade of "C" or better or placement in level 50 or above through the assessment process.
Advisory: Concurrent enrollment in at least one ESL course
Catalog Date: June 1, 2020

This course provides individualized, self-paced, and/or small group instruction to students. A variety of self-study materials and media are available on such topics as reading, vocabulary, and study skills. Coursework is designed to develop and reinforce English language skills at the intermediate-mid level. This lab course, together with ESLR 50, serves as a prerequisite for ESLR 310. The course is graded Pass/No Pass and is not a substitute for other English as a Second Language courses. Students may earn 0.5 or 1.0 units and must complete 27 hours of work for each 0.5 unit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply a variety of reading strategies to comprehend lengthier texts on new or unfamiliar topics at the intermediate-mid level.
- recognize and use a greater variety of academic and idiomatic English than at the beginning of the semester.
- recognize and apply key terms and concepts covered in the ESL Reading course at the same level.
- demonstrate the use of skills acquired to improve performance in other coursework.

ESLR 92 ESL Center: Intermediate-High Reading Skills in ESL

Units: 0.5 - 1
Hours: 27 - 54 hours LAB
Prerequisite: ESLL 50, ESLR 50, or ESLW 50 with a grade of "C" or better or placement in level 310 or above through the assessment process.

This course provides individualized, self-paced, and/or small group instruction to students. A variety of self-study materials and media are available on such topics as reading, vocabulary, and study skills. Coursework is designed to develop and reinforce English language skills at the intermediate-high level. This lab course, together with ESLR 60, serves as a prerequisite for ESLR 315. The course is graded Pass/No Pass and is not a substitute for other English as a Second Language courses. Students may earn 0.5 or 1.0 units and must complete 27 hours of work for each 0.5 unit.
This course provides individualized, self-paced, and/or small group instruction to students. A variety of self-study materials and media are available on such topics as reading, vocabulary, and study skills. Coursework is designed to develop and reinforce English language skills at the intermediate-high level. This lab course, together with ESLR 310, serves as a prerequisite for ESLR 320. The course is graded Pass/No Pass and is not a substitute for other English as a Second Language courses. Students may earn 0.5 or 1.0 units and must complete 27 hours of work for each 0.5 unit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply an increasing variety of reading strategies to comprehend long texts on new or unfamiliar topics at the intermediate-high level.
- recognize and use a greater variety of academic and idiomatic English than at the beginning of the semester.
- recognize and apply key terms and concepts covered in the ESL Reading course at the same level.
- demonstrate the use of skills acquired to improve performance in other coursework.

ESLR 93 ESL Center: Advanced-Low Reading Skills in ESL

Units: 0.5 - 1
Hours: 27 - 54 hours LAB
Prerequisite: ESLG 310, ESLR 310, or ESLW 310 with a grade of "C" or better or placement in level 320 or above through the assessment process.
Advisory: Concurrent enrollment in at least one ESL course
Catalog Date: June 1, 2020

This course provides individualized, self-paced, and/or small group instruction to students. A variety of self-study materials and media are available on such topics as reading, vocabulary, and study skills. Coursework is designed to develop and reinforce English language skills at the advanced-low level. This lab course, together with ESLR 320, serves as a prerequisite for ESLR 340. The course is graded Pass/No Pass and is not a substitute for other English as a Second Language courses. Students may earn 0.5 or 1.0 units and must complete 27 hours of work for each 0.5 unit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply an increasing variety of reading strategies to comprehend long texts on new or unfamiliar topics at the advanced-low level.
- recognize and use a greater variety of academic and idiomatic English than at the beginning of the semester.
- recognize and apply key terms and concepts covered in the ESL Reading course at the same level.
- demonstrate the use of skills acquired to improve performance in other coursework.

ESLR 310 Intermediate-High Reading

Units: 4
Hours: 72 hours LEC
Prerequisite: ESLR 91 with a grade of "P" and ESLR 50 with a grade of "C" or better; or ESLR 91 with a grade of "P" and ESL 55 with a grade of "C" or better; or placement through the assessment process.
Advisory: Concurrent enrollment in ESLR 92 (ESL Center: Intermediate-High Reading Skills in ESL). ESLR 310 and ESLR 92 are prerequisites for ESLR 320 and for ESL 325.
Transferable: CSU
Catalog Date: June 1, 2020

This course focuses on developing academic reading skills at the intermediate-high level with an emphasis on vocabulary expansion and comprehension of ideas and introduces students to library use. Students will use critical thinking skills to understand, paraphrase, summarize, and respond orally and in writing to ideas expressed in fiction and non-fiction readings.
ESLR 320 Advanced-Low Reading

This course focuses on refining academic reading skills for students at the advanced-low level with an emphasis on vocabulary expansion and analytical comprehension. Students will expand their skills in using the library to practice research. Students will use critical thinking skills to paraphrase, summarize, and synthesize readings. They will also do extensive discussion and writing based on critical analysis of readings.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- read progressively longer and more complex passages.
- use active reading strategies.
- distinguish main ideas from supporting details and facts from opinions.
- analyze, infer, predict, and respond to ideas in short and long fiction and non-fiction readings.
- summarize and paraphrase important concepts from short and long readings.
- expand academic and idiomatic vocabulary for use in discussions and written responses.
- complete basic library research.

ESLR 340 Advanced Reading Skills Through Literature

This course is designed to improve vocabulary and reading skills for advanced students. Readings include selected essays, poetry, plays, short stories, and novels. Students will read and discuss literature from a variety of cultural perspectives, including non-Western and non-Eurocentric authors and texts. This course develops a critical awareness of the multicultural contributions of, and social experiences of, underrepresented ethnic/racial minority groups in the United States. Throughout the course, students will also juxtapose their own experience, and that of their culture, with the U.S. social experience exposed in the texts. This course emphasizes critical thinking skills and
reading strategies needed for academic performance: (1) vocabulary development, (2) analysis and comprehension skills, (3) flexibility of reading rate. The course also emphasizes the comparison and contrast of universal and metaphorical themes.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, analyze, and compare each text’s social and cultural representations of ethnicity, ethnocentrism, and racism, and examine how they shape and explain the U.S. social experience.
- read, analyze, and discuss a variety of literary genres and vary reading rate according to the demands of the text and the assignment.
- demonstrate comprehension in written responses to literary texts by using literary terms for analysis.
- identify and analyze literary elements.
- use new vocabulary and understand words in context.

English as a Second Language - Writing (ESLW)

ESLW 30 Novice-High Writing

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: | None. |
| Advisory: | Concurrent enrollment in ESLR 30 and ESLL 30 or other ESL courses at the appropriate level. Advise adult school before taking ESLW 30. |
| Catalog Date: | June 1, 2020 |

In this Novice-High writing course, students will learn simple sentences and paragraph structures. This course is an introduction to writing in English for students who plan to take college courses.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the use of basic writing and formatting conventions such as punctuation, capitalization, margins, indentations, and legible handwriting.
- apply fundamental spelling rules.
- write focused paragraphs, of at least 100 words each, using basic topics covered in the course; having a clear beginning, middle, and end; and using standard paragraph format.
- analyze writing to discover and correct errors.
- demonstrate the use of basic grammar: simple present, present continuous, simple past, and simple future tenses; basic parts of speech, basic sentence structure (simple and compound sentences), recognizing subject, verbs, and objects and basic word order; basic modals; comparatives; basic prepositions of time and place.
- apply basic steps in the writing process, including prewriting, writing, editing, and revision.
- demonstrate a basic understanding of American academic expectations.

ESLW 40 Intermediate-Low Writing

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: | ESLW 30 with a grade of “C” or better; or placement through the assessment process. |
| Advisory: | Concurrent enrollment in ESL 44, ESLL 40, and ESLR 40 or other ESL courses at the appropriate level. |
| Catalog Date: | June 1, 2020 |

In this course, students will learn to write multiple drafts of paragraphs with a clear beginning, middle, and end while developing correct
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- generate and organize ideas for writing.
- analyze paragraphs to identify component structures, including main ideas, topic sentences, and supporting details.
- evaluate basic paragraph organization and content.
- write academic paragraphs of at least 150 words each on a variety of familiar topics under time constraints.
- demonstrate ability to use steps in the writing process, including prewriting, revision, and editing of multiple drafts.
- apply level-appropriate English grammar and usage patterns in writing.
- use simple, compound, and basic complex sentences; structure questions correctly; demonstrate skill and accuracy in using verbs in the simple and continuous tenses; modals; singular and plural noun forms.
- identify and use fundamental parts of speech.
- apply fundamental spelling and capitalization rules.

ESLW 50 Intermediate-Mid Writing

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: | ESLW 40 with a grade of "C" or better; or placement through the assessment process. |
| Advisory: | Concurrent enrollment in ESL 50, ESLR 50, and ESLG 50 or other English as a Second Language courses at the appropriate level. ESLW 50 is a prerequisite for ESLW 310 and ESL 315. Enrollment in ESL 54 for extra support is advised. |
| Catalog Date: | June 1, 2020 |

This is a course for students at the Intermediate-Mid Level that focuses on academic writing skills in multi-paragraph essays through guided writing and practice. Students will learn techniques essential to essay writing and continue to develop sentence structure skills.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze readings to get background information and vocabulary and generate ideas for writing.
- write well-developed essays in class of at least 400 words each containing introductions with clear thesis statements, body paragraphs with clear topic sentences and supporting details, and conclusions.
- write essays out of class of at least 500 words each containing introductions with clear thesis statements, body paragraphs with clear topic sentences and supporting details, and conclusions.
- interpret and appropriately respond to writing prompts using the writing process (prewriting, writing, revising, and editing).
- write well-developed compositions in and out of class using selected rhetorical modes, including at least one opinion essay.
- use the writing process, including prewriting, writing, revising, and editing.
- apply level-appropriate grammar and usage patterns in writing, including verb-tense consistency and basic sentence syntax, and identify and correct grammatical errors through editing.
- demonstrate general control of punctuation and capitalization in a variety of sentence types.

ESLW 85 Parts of Speech

| Units: | 2 |
| Hours: | 36 hours LEC |
| Prerequisite: | ESLW 40 and ESLR 40 with grades of "C" or better OR ENGWR 51 with a grade of "C" or better; or for students not previously enrolled in ESL courses within the Los Rios district, placement through the Los Rios assessment process. |
This course covers the most important parts of speech in English. Students will learn to identify and use nouns, pronouns, adjectives, adverbs, verbs, prepositions, and conjunctions in their writing.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the parts of speech and how they function.
- identify word forms, word families, and affixes.
- integrate appropriate parts of speech in simple sentences.
- identify and correct word form errors in simple sentences.

ESLW 86 Spelling

Units: 2
Hours: 36 hours LEC
Prerequisite: ESLW 40 and ESLR 40 with grades of "C" or better OR completion of ENGWR 51 with a grade of "C" or better; or for students not previously enrolled in ESL courses within the Los Rios district, placement through the Los Rios assessment process.
Catalog Date: June 1, 2020

This course is designed for students who need to improve their spelling. It includes an introduction to the basic spelling rules and patterns of English. Students will also learn to recognize and differentiate homophones and to recognize and utilize common affixes and plurals. Students will develop competence in the ability to spell.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and spell phonetic words.
- differentiate between phonetic words and "sight" words.
- apply spelling rules associated with affixes.
- recognize homophones by the context of the sentence.

ESLW 310 Intermediate-High Writing

Units: 4
Hours: 72 hours LEC
Prerequisite: ESLW 50 or ESL 55 with a grade of "C" or better; or placement through the assessment process.
Advisory: Concurrent enrollment in ESL 94, ESLG 310, and ESLR 310, or other ESL courses at the appropriate level
Transferable: CSU; UC
Catalog Date: June 1, 2020

In this course, students at the intermediate-high level will develop their ability to respond to a variety of essay assignments. The writing process will be used to produce developed, organized, and unified essays. Critical thinking skills will be practiced through class discussions and written responses to readings. Students will refine their ability to control a range of grammatical structures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose well-developed, organized, unified essays of 500-600 words written in response to readings.
- compose multi-paragraph essays in a variety of rhetorical modes including persuasion.
- use the writing process to generate ideas, plan, write, revise, and edit.
- employ critical thinking skills in a variety of writing assignments.
analyze and evaluate academic readings to generate ideas for writing.
use basic paraphrasing with signal phrase and reference to the readings for support and development.
apply level-appropriate grammar and usage patterns such as verb tense consistency, simple, compound, complex, and basic compound-complex sentences and punctuation.
detect and correct grammatical errors through editing.

ESLW 320 Advanced-Low Writing

Units: 4
Hours: 72 hours LEC
Prerequisite: ESLW 310 or ESL 315 with a grade of "C" or better; or placement through the assessment process.
Advisory: Concurrent enrollment in ESL 95, ESLG 320, and ESLR 320, or other ESL courses at the appropriate level.
Transferable: CSU; UC
Catalog Date: June 1, 2020

In this course, students will use critical thinking skills and the writing process to produce a variety of focused, developed, and organized essays at the advanced-low level. The course emphasizes the development of ideas in body paragraphs and the analysis and use of readings as a basis for ideas in essays. Sentence variety and the mechanics of English in the context of the essay are also covered in the course. Essays incorporate ideas and quotations from outside sources as well as personal experience.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply critical thinking skills to the writing process.
- compose well-developed, organized, unified essays of 600-700 words response to readings.
- paraphrase, summarize, and use quoted materials correctly.
- use citations in MLA or APA format.
- use a variety of sentence types with sophisticated logical connectors.
- respond to prompts based on readings.
- write on academic topics that go beyond personal experience.
- revise and edit to achieve clarity of ideas and correctness of grammar, punctuation, and mechanics.

ESLW 340 Advanced Composition

Units: 4
Hours: 72 hours LEC
Prerequisite: ESLW 320 or ESL 325 with grades of "C" or better; or, for students not previously enrolled in ESL writing courses within the Los Rios district, placement through the Los Rios assessment process.
Advisory: Completion of ESLG 320 with a grade of "C" or better; concurrent enrollment in an ESL support lab or other ESL courses at the appropriate level; completion of LIBR 318 with a grade of "C" or better; Concurrent enrollment in ESLLAB at the appropriate level.
Transferable: CSU; UC
General Education: AA/AS Area II(a); CSU Area A2
Catalog Date: June 1, 2020

This college composition course emphasizes advanced writing, reading, critical thinking, and research skills essential for successful completion of a college degree. The course focuses on the needs of multilingual writers by addressing specific language and cultural content required for academic success at the college level. Writing assignments include expository and argumentative prose based on the analysis of transfer-level texts that include diverse perspectives. Students write a minimum of 7,000 words divided among six to eight essays, including a fully documented research paper and multiple in-class essays.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and synthesize information from complex readings that represent a diversity of perspectives.
- compose organized and unified argumentative, interpretive, and analytical essays of 700-1,000 words in response to readings.
write well-developed, college-level compositions employing a variety of rhetorical strategies, on topics from assigned readings and/or original research.

- paraphrase, quote, and summarize readings and correctly cite sources in order to integrate credible sources into writing, and to avoid plagiarism.

- research relevant information from multiple academic databases and assess the credibility and/or biases of source material to prepare an documented analytical research paper, using MLA or APA format.

- revise and edit to achieve clarity of ideas and correctness of grammar, punctuation, and mechanics, and appropriate diction for the collegiate level.

ESLW 341 Developing Editing Skills and Advanced Grammar Review for ESL Writers

| Units: | 2 |
| Hours: | 36 hours LEC |
| Prerequisite: | ESLG 320 with a grade of \"C\" or better and either ESL 315 or higher with a grade of \"C\" or better; OR placement through the Los Rios assessment process. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course is designed to help students increase awareness of higher level ESL grammar errors commonly made in the composition process. Reading, writing, and editing assignments focus on improved analysis, the development of self-help strategies, sentence structure, and the English verb system. This course is most beneficial when taken concurrently with an advanced writing course. This course may be taken before or after ESLW 342. ESLW 341 may be taken for a letter grade or for Pass/No Pass grading.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate between global and local errors.
- identify individual patterns of grammar errors in verb tense and sentence structure.
- utilize a variety of self-editing strategies to find and correct errors in verb tense and sentence structure.
- recognize correct English grammar and usage.
- identify and correct errors in writing, especially in verb tense and sentence structure.
- strengthen written communication skills.

ESLW 342 Building Editing Skills and Advanced Grammar Review for ESL Writers

| Units: | 2 |
| Hours: | 36 hours LEC |
| Prerequisite: | ESLG 320 with a grade of \"C\" or better and either ESL 315 or higher with a grade of \"C\" or better; OR placement through the Los Rios assessment process. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course is designed to help students increase their awareness of higher level ESL grammar errors commonly made in the composition process. Reading, writing, and editing assignments focus on improved analysis, the development of self-help strategies, clarity, conciseness, and punctuation. This course is most beneficial when taken concurrently with an advanced writing course. This course may be taken before or after ESLW 341. ESLW 342 may be taken for a letter grade or for Pass/No Pass grading.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate between global and local errors.
- identify individual patterns of grammar errors.
• utilize a variety of self-editing strategies to improve clarity, conciseness, and punctuation.
• recognize correct English grammar and usage.
• strengthen written communication skills.
• identify and correct punctuation errors, tense shifting errors, and areas of wordiness.

English as a Second Language Lab (ESLLAB)

ESLLAB 30 ESL Center: Novice-High Skills in ESL

<table>
<thead>
<tr>
<th>Units:</th>
<th>0.5 - 1.5</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>27 - 81 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Advisory:</td>
<td>Concurrent enrollment in ESL 37.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This lab course offers students practice in reading, formatting/mechanics, writing, and/or grammar skills at the novice-high level. Students confer with the lab instructor to design a study plan to refine basic English language skills. This course provides individualized, self-paced, and/or small group instruction to students. This course is most beneficial when taken concurrently with ESL 37. Students receive a grade of Pass and 0.5 units of credit for the completion of 27 lab hours. Students can only take 0.5 unit of this course per semester. This course may be taken three times for credit using different modules.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• apply a variety of reading, writing, grammar, and/or editing strategies at the novice-high level to comprehend basic readings and write and edit basic sentences and paragraphs.
• recognize and use a greater variety of academic and idiomatic English than at the beginning of the semester.
• recognize and apply key terms and concepts covered in the integrated reading-writing course at the same level.

ESLLAB 31 Novice-High Support in ESL

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>27 - 81 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Advisory:</td>
<td>Concurrent enrollment in ESLG 31 or ESLL 31.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This lab course offers students practice in listening, speaking, pronunciation, oral grammar, and other language skills at the novice-high level. Students confer with the lab instructor to design a study plan to refine basic English oral skills. This course provides individualized, self-paced, and/or small group instruction to students. This course is most beneficial when taken concurrently with ESLL 31. Students receive a grade of Pass and 0.5 units of credit for the completion of 27 lab hours. This course may be taken three times for credit using different modules.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• apply a variety of listening, speaking, pronunciation, and/or grammar strategies at the novice-high level to comprehend basic listening passages and complete basic speaking tasks.
• recognize and use a greater variety of academic and idiomatic English than at the beginning of the semester.
• recognize and apply key terms and concepts covered in the listening-speaking course at the same level.
ESLLAB 40 ESL Center: Intermediate-Low Skills in ESL

Units: 0.5 - 1.5
Hours: 27 - 81 hours LAB
Prerequisite: ESL 37, ESLG 31, or ESLL 31 with a grade of "C" or better, or placement through the assessment process.
Advisory: Concurrent enrollment in ESL 47.
Catalog Date: June 1, 2020

This lab course offers students practice in reading, formatting and mechanics, writing, and grammar skills at the intermediate-low level. Students confer with the lab instructor to design a study plan to refine basic English language skills. This course provides individualized, self-paced, and small group instruction to students. This course is most beneficial when taken concurrently with ESL 47. Students receive a grade of Pass and 0.5 units of credit for the completion of 27 lab hours. Students can only take 0.5 unit of this course per semester. This course may be taken three times for credit using different modules.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply a variety of reading, writing, grammar, and editing strategies to comprehend readings at the intermediate-low level and write paragraphs with a clear beginning, middle, and end while developing correct sentence structure at the intermediate-low level.
- recognize and use a greater variety of academic and idiomatic English than at the beginning of the semester.
- recognize and apply key terms and concepts covered in the integrated reading-writing course at the same level.

ESLLAB 41 ESL Center: Intermediate-Low Support in ESL

Units: 0.5 - 1.5
Hours: 27 - 81 hours LAB
Prerequisite: ESL 31 or ESLL 31 with a grade of "C" or better, or placement through the assessment process.
Advisory: Concurrent enrollment in ESLG 41 or ESLL 41.
Catalog Date: June 1, 2020

This lab course offers students practice in listening, speaking, pronunciation, oral grammar and other language skills at the intermediate-low level. Students confer with the lab instructor to design a study plan to refine intermediate-low English oral skills. This course provides individualized, self-paced, and small group instruction to students. This course is most beneficial when taken concurrently with ESLL 41. Students receive a grade of Pass and 0.5 units of credit for the completion of 27 lab hours. Students can only take 0.5 unit of this course per semester. This course may be taken three times for credit using different modules.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply a variety of listening, speaking, pronunciation, and grammar strategies to comprehend intermediate-low listening passages and complete intermediate-low speaking tasks.
- recognize and use a greater variety of academic and idiomatic English than at the beginning of the semester.
- recognize and apply key terms and concepts covered in the listening-speaking course at the same level.

ESLLAB 50 ESL Center: Intermediate-Mid Skills in ESL

Units: 0.5 - 1.5
Hours: 27 - 81 hours LAB
Prerequisite: ESL 47, ESLG 41, or ESLL 41 with a grade of "C" or better, or placement through the assessment process.
Advisory: Concurrent enrollment in ESLG 41 or ESLL 41.
Catalog Date: June 1, 2020

This lab course offers students practice in writing, grammar, editing, and reading skills at the intermediate-mid level. Students confer with the lab instructor to design a study plan to refine English language skills at the intermediate-mid level. This course provides individualized,
self-paced, and small group instruction to students. It is most beneficial when taken concurrently with another ESL course at the intermediate-mid level and is a prerequisite to ESLW 310. Students may earn up to one-half unit per semester by completing 27 hours of work. Students can only take 0.5 unit of this course per semester. This course may be taken up to three times using different modules. It is not a substitute for other ESL courses. This course is graded Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply a variety of reading, writing, grammar, and editing strategies to comprehend and analyze ideas in various readings, and to write and edit academic essays at the intermediate-mid level.
- recognize and use a greater variety of level-appropriate academic and idiomatic English grammatical structures than at the beginning of the semester.
- recognize and apply key terms and concepts covered in the grammar course at the same level.

ESLLAB 51 ESL Center: Intermediate-Mid Support in ESL

| Units: | 0.5 - 1.5 |
| Hours: | 27 - 81 hours LAB |
| Prerequisite: | ESL 47, ESLG 41, ESLL 41, ESLLAB 40, and ESLLAB 41 with grades of "C" or better, or placement through the assessment process. |
| Advisory: | ESLG 51 and ESLL 51; or concurrent enrollment in ESLG 51 or ESLL 51. |
| Catalog Date: | June 1, 2020 |

This lab course offers students practice in listening, speaking, pronunciation, oral grammar and other language skills at the at the intermediate-mid level. Students confer with the lab instructor to design a study plan to refine intermediate-low English oral skills. This course provides individualized, self-paced, and small group instruction to students. Students receive a grade of Pass and 0.5 units of credit for the completion of 27 lab hours. Students can only take 0.5 unit of this course per semester. This course may be taken three times for credit using different modules.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply a variety of reading, writing, grammar, and editing strategies to comprehend and analyze ideas in various readings, and to write and edit academic essays at the intermediate-mid level.
- recognize and use a greater variety of level-appropriate academic and idiomatic English grammatical structures than at the beginning of the semester.
- recognize and apply key terms and concepts covered in the grammar course at the same level.

ESLLAB 60 ESL Center: Intermediate-High Skills in ESL

| Units: | 0.5 - 1.5 |
| Hours: | 27 - 81 hours LAB |
| Prerequisite: | ESL 55, ESLG 50, ESLR 50, or ESLW 50 with a grade of "C" or better, or placement through the assessment process.; or placement in ENGWR 300. |
| Advisory: | Concurrent enrollment in ESL 315 |
| Catalog Date: | June 1, 2020 |

This lab course offers students practice in reading, grammar, editing, and writing skills at the intermediate-high level. Students confer with the lab instructor to design a study plan to refine essential English language skills. This course provides individualized, self-paced, and small group instruction to students. This course is most beneficial when taken concurrently with ESL 315. Students receive a grade of Pass and 0.5 units of credit for the completion of 27 lab hours. Students can only take 0.5 unit of this course per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
apply a variety of reading, writing, grammar, and/or editing strategies to comprehend and analyze ideas in fiction and non-fiction readings, and to write and edit academic essays at the intermediate-high level.

recognize and use a greater variety of level-appropriate academic and idiomatic English than at the beginning of the semester.

recognize and apply key terms and concepts covered in the integrated reading-writing course at the same level.

ESLLAB 61 ESL Center: Intermediate-High Support in ESL

Units: 0.5 - 1.5
Hours: 27 - 81 hours LAB
Prerequisite: ESL 55, ESLG 50, or ESLL 50 with a grade of "C" or better, or placement through the assessment process.
Advisory: Concurrent enrollment in ESLG 310 or ESL 114.
Catalog Date: June 1, 2020

This lab course offers students practice in listening, speaking, pronunciation, oral grammar, and other language skills at the intermediate-high level. Students confer with the lab instructor to design a study plan to refine essential English oral skills. This course provides individualized, self-paced, and small group instruction to students. This course is most beneficial when taken concurrently with other level-appropriate ESL classes. Students receive a grade of Pass and 0.5 units of credit for the completion of 27 lab hours. Students can only take 0.5 unit of this course per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply a variety of listening, speaking, pronunciation, and/or grammar strategies at the intermediate-high level to analyze, interpret, and respond to listening passages, discussions, and lectures with clear academic oral language.

- recognize and use a greater variety of intermediate-high level-appropriate academic and idiomatic English grammatical structures than at the beginning of the semester.

- recognize and apply key terms and concepts covered in the listening-speaking course at the same level.

ESLLAB 70 ESL Center: Advanced-Low Skills in ESL

Units: 0.5 - 1.5
Hours: 27 - 81 hours LAB
Prerequisite: ESL 315 or ESLG 310 with a grade of "C" or better, or placement through the assessment process.
Advisory: Concurrent enrollment in ESL 325.
Catalog Date: June 1, 2020

This lab course refines students' skills in grammar, editing, reading, and/or writing skills at the advanced-low level. Students meet with the lab instructor to design a study plan to develop and reinforce skills at the advanced-low level. This course provides individualized, self-paced, and/or small group instruction to students. This course is most beneficial when taken concurrently with ESL 325. Students can only take 0.5 units of this course per semester. Students receive a grade of Pass and 0.5 units of credit for the completion of 27 lab hours.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply a variety of reading, writing, grammar, and/or editing strategies at the advanced-low level to analyze, interpret, and comprehend ideas in fiction and non-fiction readings, and to write and edit academic essays at the advanced-low level.

- recognize and use a greater variety of academic and idiomatic English at a more advanced level than at the beginning of the semester.

- recognize and apply key terms and concepts covered in the integrated reading-writing course at the same level.
ESLLAB 71 ESL Center: Advanced-Low Support in ESL

This lab course offers students practice in listening, speaking, pronunciation, oral grammar, and other language skills at the advanced-low level. Students confer with the lab instructor to design a study plan to refine advanced-low English oral skills. This course provides individualized, self-paced, and/or small group instruction to students. Students can take this course for only 0.5 units per semester. Students receive a grade of Pass and 0.5 units of credit for the completion of 27 lab hours.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply a variety of listening, speaking, pronunciation, and/or grammar strategies at the advanced-low level to analyze, interpret, and respond to listening passages, discussions, and lectures using clear academic oral language.
- recognize and use a greater variety of academic and idiomatic English at a more advanced level than at the beginning of the semester.
- recognize and apply key terms and concepts covered in the listening-speaking course at the same level.

ESLLAB 80 ESL Center: Advanced Skills in ESL

This lab course offers students practice in grammar, editing, reading and/or writing skills at the advanced level. Students confer with the lab instructor to design a study plan to refine English language skills. This course provides individualized, self-paced, and/or small group instruction to students. This course is most beneficial when taken concurrently with ESLW 340 or ESLR340. Students receive a grade of Pass and 0.5 units for the completion of 27 lab hours. This course may be taken three times for credit using different modules. Students may take 0.5 units of the total 1.5 units possible per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply a variety of reading, writing, grammar, and/or editing strategies at the advanced level to comprehend advanced readings and write and edit advanced essays.
- recognize and use a greater variety of academic and idiomatic English than at the beginning of the semester.
- recognize and apply key terms and concepts covered in the reading and writing courses at the same level.
Ethnic Studies

Sacramento City College recognizes the need for a more extensive inclusion of minorities in the American educational system. The Ethnic Studies Program at Sacramento City College is, therefore, open to all students and serves as a response to the needs, demands, and experiences of Sacramento’s minority communities. It can be of vital importance to the student because the program makes available a broader perspective on ethnic groups not ordinarily provided in primary and secondary educational institutions. Sacramento City College offers a broad array of courses in African American Studies, Asian American Studies, Mexican American/Chicano Studies, Native American Studies, Gender and Ethnicity, and The European Experience. The program offers a course on the Introduction to Ethnic Studies along with general courses on American ethnic groups in Sociology, Psychology, Anthropology, and History.

Dean

Dennis Lee

Department Chairs

Dominic Cerri

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Associate Degree

A.A. in Ethnic Studies

Sacramento City College recognizes the need for a more extensive inclusion of minorities in the American educational system. The Ethnic Studies Program at Sacramento City College is, therefore, open to all students and serves as a response to the needs, demands, and experiences of Sacramento’s minority communities. It can be of vital importance to the student because the program makes available a broader perspective on ethnic groups not ordinarily provided in primary and secondary educational institutions. Sacramento City College offers a broad array of courses in African American Studies, Asian American Studies, Mexican American/Chicano Studies, Native American Studies, Gender and Ethnicity, and The European Experience. The program offers a course on the Introduction to Ethnic Studies along with general courses on American ethnic groups in Sociology, Psychology, Anthropology, and History.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETHNS 300</td>
<td>Introduction to Ethnic Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A minimum of 18 units from the following:</td>
<td>18</td>
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<tr>
<td>ANTH 481</td>
<td>Honors Cultural Anthropology (3)</td>
<td></td>
</tr>
<tr>
<td>or ANTH 310</td>
<td>Cultural Anthropology (3)</td>
<td></td>
</tr>
<tr>
<td>ETHNS 320</td>
<td>The African American Experience (3)</td>
<td></td>
</tr>
<tr>
<td>ETHNS 330</td>
<td>The Asian American Experience in America (3)</td>
<td></td>
</tr>
<tr>
<td>ETHNS 340</td>
<td>Chicanos/Mexican Americans in the U.S. (3)</td>
<td></td>
</tr>
<tr>
<td>ETHNS 341</td>
<td>The Sociology &amp; Psychology of Mexicans and Latinos in the U.S. (3)</td>
<td></td>
</tr>
<tr>
<td>ETHNS 350</td>
<td>Introduction to Native American Studies (3)</td>
<td></td>
</tr>
</tbody>
</table>
COURSE CODE | COURSE TITLE | UNITS
---|---|---
ETHNS 351 | Native American Culture and the Impact of Federal Policy (3) | 
PSYC 367 | Psychology of Minorities (3) | 
SOC 321 | Race, Ethnicity and Inequality in the United States (3) | 
or SOC 482 | Race, Ethnicity and Inequality in the United States - Honors (3) | 
Total Units: 21

The Ethnic Studies Associate in Arts (A.A.) degree may be obtained by completion of 60 transferable, semester units, including (a) the major or area of emphasis described in the Required Program, and (b) one of the following: the SCC General Education, the Intersegmental General Education Transfer Curriculum (IGETC), or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate critical thinking, communication, and research skills relative to ethnic minorities in the United States.
- evaluate and discuss various interdisciplinary approaches to the study of ethnic minorities in the United States.
- analyze and discuss the social, political, economic, and cultural experience of ethnic minorities in the United States.
- demonstrate an understanding of ethnic minorities relative to history, politics, social sciences, and the humanities.

Career Information

The Ethnic Studies program will prepare students who wish to transfer to an Ethnic Studies program at a four-year institution. Ethnic Studies provides the student with various career opportunities such as equity officer, social worker, diversity director, ethnologist, human relations personnel, and human resources personnel. The program will also provide a background to students hoping to teach in primary or post-secondary school programs.

Ethnic Studies (ETHNS)

ETHNS 300 Introduction to Ethnic Studies

<table>
<thead>
<tr>
<th>Units:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Advisory:</td>
<td>ENGWR 300 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU (Formerly approved for SOCSC 300); UC (Formerly approved for SOCSC 300.)</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area V(b); AA/AS Area VI; CSU Area D; IGETC Area 4</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course uses comparative methods to introduce the diverse institutional, cultural, and historical issues relating to the past and present life circumstances of Asian Americans, Mexican/Hispanic/Chicano/Latino Americans, African Americans, Native Americans, and other recent immigrant groups. The course is designed to introduce students to information presented in upper division courses with ethnic studies content. This course was formerly known as SOCSC 300, Introduction to Ethnic Studies.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast the history and manifold experiences of African Americans, Asian Americans, Mexican/Hispanic/Chicano/Latino Americans, Native Americans, and other recent immigrant groups.
- evaluate current social, political, and economic issues affecting ethnic minorities in the United States.
- explain and apply the concepts of culture, acculturation, assimilation, and cultural pluralism.
- apply important interdisciplinary concepts relating to the study of ethnic groups; discuss the concepts of "race," racism, ethnicity, and ethnocentrism.
• explain the ethnic group experience through their unique voice; determine if and how that ethnic group voice is subordinated, muted, or lost.

ETHNS 320 The African American Experience

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 300 with a grade of "C" or better
Advisory: None.
Transferable: CSU (Formerly approved for SOCSC 320); UC (Formerly approved for SOCSC 320.)
General Education: AA/AS Area V(b); AA/AS Area VI; CSU Area D; IGETC Area 4
Catalog Date: June 1, 2020

This course is an inter-disciplinary overview of the cultural, economic, historic, social, and political issues in the life of African Americans in the United States. It will expose students of all ethnic backgrounds to the issues germane to the experience of African Americans in the United States. This course was formerly known as SOCSC 320, The Socio-Cultural, Economic, and Political Experience of the African-American.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• examine, comprehend, and discuss the origins and general experience of African-Americans in the United States.

• analyze a concrete social issue for exposition from the standpoint of various disciplines, including, but not limited to history, sociology, political science, anthropology, and psychology.

• analyze the African American experience relative to culture, gender, and social development.

• assess the African American experience relative to the experiences of other American minority groups.

ETHNS 330 The Asian American Experience in America

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 300 with a grade of "C" or better
Advisory: None.
Transferable: CSU (Formerly approved for SOCSC 325); UC (Formerly approved for SOCSC 325.)
General Education: AA/AS Area V(b); AA/AS Area VI; CSU Area D; IGETC Area 4
Catalog Date: June 1, 2020

This course is an introduction to and an investigation of the Asian-American’s role in the United States, with emphasis on historical and cultural contributions from the time of immigration to the present day. This course was formerly known as SOCSC 325.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• identify and evaluate the dynamic historical, economic, political, and social forces that lead to the migration of Chinese, Japanese, Filipino, Korean, Pacific Islanders, South and Southeast Asians to the United States.

• assess the Asian American experience within the context of other racial and ethnic experiences in America.

• explain and apply concepts such as ethnocentrism, nativism, xenophobia, race, ethnicity, diversity, and globalization.

ETHNS 340 Chicanos/Mexican Americans in the U.S.

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
This course examines the social, economic, political, organizing, identity, migration, immigration, legal, linguistic, and cultural developments of Chicanas and Chicanos in the United States through a historical perspective. The history of Chicanas/os covers over 500 years and is complicated, varied, and multi-layered. We cannot justly cover all aspects of this historical trajectory. Instead, we will focus on key moments and critical transformations in the Chicana/o historical and contemporary experiences. We will use the themes of “power relations” and “resistance” as experienced by Chicanas/os to gain a better understanding of the complexity and diversity of the Chicano peoples. Additionally, our goal is to comprehend how race and ethnicity, class, gender, region, migration/immigration, and sexuality have shaped Chicana/o identity and history. Topics we will address include (but are not limited to) historical conquests and resistance; cultural contact and conflict; war and manifest destiny; migration, immigration, community formation, and identity; race relations; the Chicano Movement; and personal narratives. This course was formerly known as SOCSC 330.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and explain major social, economic, political, and cultural developments that shaped and impacted Chicana/o experiences and communities.
- critically assess the impact that Chicanas/os have played in shaping the history, politics, economics, and culture of the United States.
- understand familial ties, migration and immigration patterns, and language and cultural ties.

ETHNS 341 The Sociology & Psychology of Mexicans and Latinos in the U.S.

In this course, students will examine the cultural, sociological, and psychological experience of Mexicans and Latinos in the United States. This course will give students the opportunity to analyze the ways in which Mexican and Latino communities are shaped by family dynamics, socio-economic structures, and religious and educational institutions. Complex issues of identity, assimilation, and self-esteem will also be addressed. This course was formerly known as SOCSC 332.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and explain the origins of Mexican and Latino cultural values.
- evaluate the socio-cultural differences between Mexicans and Latinos, and examine how the experience of these groups differs from other ethnic groups in the United States.
- examine the psychological and cultural adjustments required of Mexicans and Latinos in the United States.
- analyze the issues surrounding Mexican and Latino self-image.

ETHNS 350 Introduction to Native American Studies

This course is a survey of traditional cultures of Native American people of North America that focuses on the social, religious, economic,
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and identify the approaches Native Americans have taken in response to racial and ethnic discrimination.
- review, compare, and evaluate recent literature written by, for, and about Native Americans.
- evaluate the intersection of aspects of the Native American experience with those of other ethnic groups.
- comprehend and compare the issues of sovereignty and nationhood relative to Native nations.
- recognize and evaluate the fundamental similarities and differences in the needs of urban and reservation Native Americans.
- critique how the Indian Child Welfare Act affects Native American families.
- examine the effects of minimal physical and mental health services available to Native Americans.
- evaluate the limited opportunities of Native American students to obtain an unbiased education.
- identify and evaluate forms of cultural retention, transmission, and adaptation.

**ETHNS 351 Native American Culture and the Impact of Federal Policy**

Upon completion of this course, the student will be able to:

- identify various Indian nations and describe their cultures and religions.
- assess the impact of the European invasion on Indigenous cultures and religions.
- evaluate the impact of ethnocentric ideas and behaviors and how they influence government policy.
- explain the effect of disease on Indigenous peoples how it impacted religious beliefs.
- evaluate the ways in which institutionalized racism was inherent in the structure of the federal government.
- contribute to the development of empathy among all groups within a multi-ethnic society.
- explain how culture, religion, society, and policy impact one another.

**ETHNS 495 Independent Studies in Ethnic Studies**
An independent studies project involves an individual student or a small group of students in study, research, or activities beyond the regularly offered ethnic studies courses. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- design and discuss a proposal of study with a supervising ethnic studies instructor.
- demonstrate the ability to independently pursue a course of study or project in ethnic studies.
- prepare a final report or project incorporating results of study or activities.
Family and Consumer Science
| Sacramento City College

The Family and Consumer Science Associate in Arts Degree is designed to provide an occupational program of study for students interested in pursuing careers related to Child Development, Early Childhood Education, Family Studies, Fashion, Food Preparation, Interior Design, Gerontology, Life Management, or Nutrition. Courses within the curriculum provide course work to meet state licensing requirements to work with individuals across the age span and provide part of the undergraduate requirements necessary for students wishing to transfer to a four-year institution. Selected courses provide students with lifelong learning skills. Students with Associate in Arts degrees in Family and Consumer Science will have studied the relationship between the physical, social, emotional, and intellectual environment in and of the home and family and the development of individuals, including instruction in the natural and social sciences and humanities in the development of attitudes, knowledge, and ability pertaining to programs in fashion, interior design, life management, child development, family studies, and gerontology, and nutrition, foods, and culinary arts.

Dean
Dennis Lee

Department Chairs
Nadine Kirkpatrick
Amy Strimling

(916) 558-2401
SCC-BSS@losrios.edu

Associate Degrees

A.A. in Family and Consumer Science

The Family and Consumer Science Associate in Arts Degree is designed to provide an occupational program of study for students interested in pursuing careers related to Child Development, Early Childhood Education, Family Studies, Fashion, Food Preparation, Interior Design, Gerontology, Life Management, or Nutrition. Courses within the curriculum provide course work to meet state licensing requirements to work with individuals across the age span and provide part of the undergraduate requirements necessary for students wishing to transfer to a four-year institution. Selected courses provide students with lifelong learning skills. Students with Associate in Arts degrees in Family and Consumer Science will have studied the relationship between the physical, social, emotional, and intellectual environment in and of the home and family and the development of individuals, including instruction in the natural and social sciences and humanities in the development of attitudes, knowledge, and ability pertaining to programs in fashion, interior design, life management, child development, family studies, and gerontology, and nutrition, foods, and culinary arts.

Transfer Students: Students who plan to complete the Bachelor’s degree in Family and Consumer Science or related fields at four-year institutions should consult the Requirements of Transfer Institutions section of this catalog and the related major sections of the catalog for the institution to which they wish to transfer. Consultation with the Family and Consumer Science faculty and with counselors is advised.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community</td>
<td>3</td>
</tr>
<tr>
<td>ECE 322</td>
<td>Promoting Children’s Social Competence</td>
<td>3</td>
</tr>
<tr>
<td>FASHN 310</td>
<td>Fashion Analysis/Clothing Selection</td>
<td>3</td>
</tr>
<tr>
<td>FASHN 320</td>
<td>Textiles</td>
<td>3</td>
</tr>
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# Course Listing

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASHN 351</td>
<td>Applied Apparel Studies / Intermediate Principles of Construction</td>
<td>3</td>
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<tr>
<td>FCS 320</td>
<td>Marriage and the Family (3)</td>
<td>3</td>
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<tr>
<td>or SOC 310</td>
<td>Marriage and the Family (3)</td>
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<tr>
<td>GERON 300</td>
<td>Sociology of Aging (3)</td>
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<td>or SOC 335</td>
<td>Sociology of Aging (3)</td>
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<td>GERON 302</td>
<td>Psychology of Aging: Adult Development and Aging (3)</td>
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<tr>
<td>or PSYC 374</td>
<td>Psychology of Aging: Adult Development and Aging (3)</td>
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<td>NUTRI 300</td>
<td>Nutrition (3)</td>
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<tr>
<td>or NUTRI 480</td>
<td>Nutrition Honors (3)</td>
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<tr>
<td>NUTRI 330</td>
<td>Food Theory and Preparation</td>
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<td>Total Units:</td>
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</table>

The Family and Consumer Science Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

## Student Learning Outcomes

Upon completion of this program, the student will be able to:

- integrate knowledge across a wide range of contexts in the area of Family and Consumer Science.
- locate, evaluate, and use information effectively.
- write with precision and clarity to express complex thought.
- read college-level materials with understanding and insight.
- maintain and transfer academic and technical skills to workplace.
- be life-long learners.
- demonstrate understanding of and tolerance for ethnic, religious, gender, age, and socioeconomic diversity.
- research and evaluate current trends related to content areas.

## Career Information

Opportunities for students with an Associate in Arts Degree in Family and Consumer Sciences would include: Child Development/Resource and Referral Specialist, Early Intervention Assistant, Para-educator, Family Support Service Worker, Community Activity Planner, Community Services Worker, Recreation Specialist, Senior Supportive Services, Human Services Worker, Social Work Assistant, Family Services Worker, Life Skills Counselor, Community Support Worker, Mental Health Aide, Registry Coordinator, and Intergenerational Care Provider. By careful selection of required and elective courses, students can develop a broad major or prepare themselves for advanced study leading to such careers as: Dietitian, Foods Consultant, Market Consultant, Clothing Designer, Family and Consumer Science Educator, Public Utility Field Representative, Interior Designer, Extension Service Advisor, Educator in Child Development and Family Relations, Consultant in Consumer Economics, Researcher in Textiles, Foods, Child Development, and Gerontology.

## A.S. in Nutrition

Sacramento City College’s Family and Consumer Science Department offers a rigorous nutrition degree program that is broad enough to prepare the student for further study in a variety of nutrition areas including: nutrition science research, food science and technology, dietetics, industry, and many other evolving nutrition-related fields.

All students must complete the Required Program plus either the CSU Path or the UC Path.

It is important to note that each four-year college or university has slightly different requirements for transfer so it is critical for students interested in this major to map out their academic plan with a counselor.
## Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>CHEM 400</td>
<td>General Chemistry I (5)</td>
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<tr>
<td>or CHEM 305</td>
<td>Introduction to Chemistry (5)</td>
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<tr>
<td>or CHEM 309</td>
<td>Integrated General, Organic, and Biological Chemistry (5)</td>
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<tr>
<td>NUTRI 300</td>
<td>Nutrition (3)</td>
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<tr>
<td>or NUTRI 480</td>
<td>Nutrition Honors (3)</td>
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<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
<td>4</td>
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<tr>
<td>or STAT 480</td>
<td>Introduction to Probability and Statistics - Honors (4)</td>
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**Subtotal Units:** 12

### CSU Path

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>BIOL 440</td>
<td>General Microbiology</td>
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<tr>
<td>PSYC 300</td>
<td>General Principles (3)</td>
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<tr>
<td>or PSYC 480</td>
<td>Honors General Principles (3)</td>
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</table>

**CSU Path Units:** 7

**Total Units:** 19

### UC Path

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>BIOL 402</td>
<td>Cell and Molecular Biology</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 420</td>
<td>Organic Chemistry I</td>
<td>5</td>
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</tbody>
</table>

**UC Path Units:** 10

**Total Units:** 22

The Nutrition Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

## Student Learning Outcomes

Upon completion of this program, the student will be able to:

- explain the principles of nutrition and their effects on health.
- assess the various sources of nutrition information and demonstrate where to find reliable nutrition information.
- analyze a diet for adequacy, balance, and moderation.
- demonstrate an understanding of the relationships between chemistry, biology, and nutrition.
FCS 294 Topics in Family and Consumer Science

This course is designed to give the students an opportunity to study topics in Family and Consumer Science that are consumer or job oriented and not included in current course offerings. Topic courses may be taken 1 time for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop analytical reasoning and critical thinking skills as they relate to the study of Family and Consumer Science areas.
- understand and apply principles of Family and Consumer Sciences.

FCS 295 Independent Studies in Family and Consumer Science

This is an independent studies course in Family and Consumer Sciences. Related projects will be assigned under the supervision of a Family and Consumer Sciences faculty member.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design and discuss a proposal of study with a supervising Family and Consumer Science instructor.
- demonstrate the ability to independently pursue a course of study or project in family and consumer science.
- prepare a final report or project incorporating results of study or activities.

FCS 320 Marriage and the Family

This course examines the social, psychological, historical, and economic factors relating to changing family, courtship, marriage, and partnership patterns. This course will include examination and analysis of social constructions of childhood, adolescence, and early, middle, and late adulthood. Exploration of changing gender roles, courtship patterns, and parenting will also be included. Emphasis will be placed on diversity of families and family forms. (Credit may be awarded for either SOC 310 or FCS 320 but not both.)

Student Learning Outcomes

Upon completion of this course, the student will be able to:
FCS 324 Human Development: A Life Span

Students will study the physical, cognitive, social, and emotional development of humans from conception through the life span. Emphasis will be placed on the theoretical and practical application of developmental principles including atypical aspects of development. Major developmental theories concerning life span development will be studied. Topics from conception to death will be presented including: conception, prenatal development, including prenatal developmental complications, physical, cognitive, social, emotional developmental, and developmental issues. Included in these broad developmental areas are learning, brain development, personality, morality, and societal influences on development. Atypical development and challenges to optimal development will be included. The course also examines end of life issues and bereavement. This is a foundational course for careers in the educational, social, psychological, and medical fields. Students may receive credit for FCS 324 or PSYC 370, but not both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify developmental factors that are influenced by heredity and environment including factors that lead to atypical and delayed development.
- describe and give examples of how the scientific method can be used to evaluate research in life span development.
- evaluate the research on the influence of nature and nurture.
- compare and contrast how identity is developed and how identity changes during the life span.
- analyze how the concept of gender influences development.
- examine cultural factors that shape development and influence values, attitudes, and beliefs.
- analyze a major life event or time period based on life span theories.

FCS 495 Independent Studies in Family and Consumer Science

Independent Studies in Family and Consumer Education offers students the opportunity to explore topics and interests that are not available through a current semester's regular course offerings. Students must have a faculty member willing to support and evaluate the student's progress towards the student's learning objectives. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- design and discuss a proposal of study with a supervising Family and Consumer Science instructor.
- demonstrate the ability to independently pursue a course of study or project in family and consumer science.
- prepare a final report or project incorporating results of study or activities.
Fashion | Sacramento City College

The Applied Apparel Studies program is designed to provide a program of study for the student interested in pursuing a career in fashion as a cutter-draaper, tailor, pattern drifter, alterationist, or fiber artist in fashion studios or costume work rooms. Selected courses provide students with lifelong learning knowledge and consumer skills. California’s apparel industry is a major success story. It is an important, but often overlooked, contributor to the state’s economy. San Francisco and Los Angeles are the largest centers for apparel manufacturing outside of New York City. One of the largest apparel wholesale markets in the world is the California Mart in Los Angeles. California apparel jobs have steadily grown with the success of the industry. Jobs increased in the 2010’s, a time when the rest of the U.S. lost apparel jobs, and have steadily grown in numbers. This is because the high-end tasks, such as computer aided design and pattern making, size grading, and color setting, are performed in the U.S. as well as the planning and management of off-shore production. Emerging careers in this high growth industry will require state of the art high-tech training.

Dean
Dennis Lee

Department Chairs
Lynne Giovannetti

(916) 558-2401
SCC-BSS@losrios.edu

Associate Degree

A.A. in Applied Apparel Studies

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Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASHN 301</td>
<td>Fundamentals of Apparel Construction</td>
<td>3</td>
</tr>
<tr>
<td>FASHN 320</td>
<td>Textiles</td>
<td>3</td>
</tr>
<tr>
<td>FASHN 330</td>
<td>History of Western World Fashion</td>
<td>3</td>
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<tr>
<td>FASHN 340</td>
<td>Apparel &amp; Fashion Illustration</td>
<td>3</td>
</tr>
<tr>
<td>FASHN 350</td>
<td>Applied Apparel Studies / Premier Level Construction</td>
<td>3</td>
</tr>
<tr>
<td>FASHN 351</td>
<td>Applied Apparel Studies / Intermediate Principles of Construction</td>
<td>3</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
</tr>
<tr>
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</tr>
<tr>
<td>FASHN 355</td>
<td>Applications in Tailoring</td>
<td>3</td>
</tr>
<tr>
<td>FASHN 364</td>
<td>Menswear Pattern Drafting</td>
<td>3</td>
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<tr>
<td>FASHN 367</td>
<td>Stretch I</td>
<td>3</td>
</tr>
<tr>
<td>FASHN 370</td>
<td>Pattern Adjustment and Clothing Alterations</td>
<td>3</td>
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<tr>
<td>FASHN 372</td>
<td>Pattern Making and Design</td>
<td>3</td>
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<tr>
<td></td>
<td>A minimum of 12 units from the following:</td>
<td>12</td>
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<tr>
<td>FASHN 312</td>
<td>Fashion for Film, Television, &amp; Stage (3)</td>
<td></td>
</tr>
<tr>
<td>FASHN 321</td>
<td>Fabric Manipulation (3)</td>
<td></td>
</tr>
<tr>
<td>FASHN 322</td>
<td>Fashion Embellishments (3)</td>
<td></td>
</tr>
<tr>
<td>FASHN 333</td>
<td>Fashion Textiles &amp; History on the Global Stage (3)</td>
<td></td>
</tr>
<tr>
<td>TA 436</td>
<td>Historic Costuming (3)</td>
<td></td>
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<tr>
<td>or FASHN 335</td>
<td>Historic Costuming (3)</td>
<td></td>
</tr>
<tr>
<td>FASHN 352</td>
<td>Applied Apparel Studies / Advanced Couture Construction (3)</td>
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</tr>
<tr>
<td>FASHN 354</td>
<td>Building Corsets (3)</td>
<td></td>
</tr>
<tr>
<td>FASHN 361</td>
<td>Pants; Fit, Style and Construction (3)</td>
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</tr>
<tr>
<td>FASHN 368</td>
<td>Stretch II (3)</td>
<td></td>
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<tr>
<td>FASHN 371</td>
<td>Draping Daywear (3)</td>
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</tr>
<tr>
<td>FASHN 373</td>
<td>Pattern Drafting (3)</td>
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<tr>
<td>FASHN 377</td>
<td>Draping Couture (3)</td>
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<tr>
<td>FASHN 394</td>
<td>Apparel Entrepreneur (3)</td>
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<td>Total Units:</td>
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</tbody>
</table>

The Applied Apparel Studies Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- draw the clothed figure, rendering the sketch in different styles, poses, and fabrications on developed croquis in different media, emphasizing presentation techniques.
- assemble apparel products, applying techniques that meet the standards of quality construction for sewn products.
- integrate proper use, care, and maintenance of sewing machinery, equipment, and notions.
- apply pattern and fabric selection to appropriate designs that develop required sewing skills.
- apply layout and cutting techniques, use of industrial machines, professional pressing techniques, quality control and production procedures, and grading, sorting, and labeling of garments.
- manipulate pattern blocks and develop style changes with the flat pattern method of designing first patterns from a designer's trade sketch for targeted customers.
- use garment industry terminology and procedures for the process of marker making, multiple layer lay up, and use of industrial cutting equipment.
- construct devices to apply the evaluation of fit problems and the ability to solve figure differences in the garment through fitting skills.
- manipulate fabrics on a dress form to create designs without the use of drafted patterns using a variety of fabrics and design concepts.
• study and apply the elements and principles of design as related to apparel for individuals in contemporary western fashion as compared to the influence of past fashions and other cultures.

• analyze and identify textile fibers, yarns, fabrics, dyestuffs, and finishes, and how they relate to performance and serviceability of materials.

• survey the evolution of apparel styles through history and explore the relationship of recurring style trends to contemporary fashions including sociological, technological, economic, and political factors.

• use microcomputers and Computer Aided Design (CAD) software for the apparel design processes used by manufacturers.

• develop basic patterns and sloper blocks utilizing standard and custom body measurements.

• demonstrate personal management skills such as planning, time management, and the ability to work cooperatively with others.

Career Information

Entry-level jobs in this field can be found in apparel production companies, apparel manufacturing plants, designer workrooms, custom sewing workrooms, and theatrical productions. This program can also prepare a student for self-employment or entrepreneurship. Examples of careers in fashion design and production include: assistant designer, CAD technician, computer digitizer, costing engineer, customer services, designer, design room assistant, fashion illustrator, fashion stylist, first pattern maker, grader, manufacturer's sales representative, marker maker, operation manager, piece goods buyer, product specialist, production manager, production pattern maker, quality controller, quick response manager, sales manager, sample maker, sewing room supervisor, showroom assistant, tailor, textile colorist, textile croquis painter, textile designer, textile researcher, textile tester, and trim buyer.

Certificate of Achievement

Applied Apparel Studies Construction Certificate

This certificate consists of four core Applied Apparel Studies courses. Textiles gives students an overview of appropriate fabrics to use for different applications. Premier Level Construction builds upon basic skills and adds fit, alteration, and construction of apparel. Intermediate Construction continues the understanding of fit, fabric selection, and detailed seaming techniques. Advanced Couture Construction lifts the skill level to an advanced placement. These four courses provide students the tools needed for entry-level jobs in multiple subject areas.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASHN 320</td>
<td>Textiles</td>
<td>3</td>
</tr>
<tr>
<td>FASHN 350</td>
<td>Applied Apparel Studies / Premier Level Construction</td>
<td>3</td>
</tr>
<tr>
<td>FASHN 351</td>
<td>Applied Apparel Studies / Intermediate Principles of Construction</td>
<td>3</td>
</tr>
<tr>
<td>FASHN 352</td>
<td>Applied Apparel Studies / Advanced Couture Construction</td>
<td>3</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

• identify names and characteristics of various fibers and weaves.

• choose appropriate fabrics for different project applications.

• layout, cut, fit, and build garments from commercial patterns.

• analyze, assess, and alter commercial patterns.

Career Information
This certificate prepares students for entry level jobs in the apparel industry and costume studios.

**Fashion (FASHN)**

**FASHN 301 Fundamentals of Apparel Construction**

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | None |
| Advisory: | ENGRD 110 and ENGWR 101; or ESLR 320 and ESLW 320 or ESL 114; and LIBR 318; and MATH 34 with grades of "C" or better. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course covers the basic techniques for construction of men’s, women’s, and children’s clothing and home accessories. Students will learn about materials and sewing supplies selection, sewing machine operation, and reading pattern instructions. Students will explore theories and concepts of construction of simple garments and interior use projects. Technical construction techniques are included along with the use and understanding of a sew-thru 1/8” grid ruler, tape measure, and yardstick. Students will calculate and recognize measurements for the purpose of purchasing fabric. This course is designed for the student with little or no previous sewing experience. The cost per student to participate is approximately $30-$50. One field trip is required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze and select patterns, notions, and shaping materials.
- analyze body measurements to determine pattern size and compare to pattern measurements to do simple adjustments to a pattern.
- demonstrate layout, cutting, and marking techniques for construction.
- demonstrate pressing techniques based on fabric type and garment design.
- explain construction techniques that result in professionally appearing and appropriately fitting apparel or sewn products.
- demonstrate basic maintenance on sewing equipment.
- use a 1/8” grid ruler to draft a paper pattern for a project.
- calculate yardage amounts to purchase fabric for simple projects.
- appraise appropriate fabrics for projects, study theories and concepts of garments and interior use projects.
- assess personal body proportions in order to choose appropriate patterns.
- define parts of a sewing machine.
- understand and demonstrate construction techniques.

**FASHN 310 Fashion Analysis/Clothing Selection**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None |
| Advisory: | ENGRD 110 and ENGWR 101; or ESLR 320 and ESLW 320 or ESL 114; and LIBR 318 with grades of "C" or better. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This is an introduction to the socio-psychological aspects of clothing within the U.S. culture. Clothing behaviors, as viewed through economic and political influences on fashion, fashion terminology, and past and present fashion cycles, are contrasted with other contemporary cultures around the world. Essential theories of color perception and applied problems dealing with color interaction, line, design, and texture will be presented. Analysis of wardrobe planning, buying ready-to-wear, and care and maintenance of family clothing are included.
Upon completion of this course, the student will be able to:

- recognize factors affecting clothing choices and psychological needs.
- identify clothing selection behaviors within contemporary western culture and contrast them with past and other contemporary cultures.
- apply line, design, texture, color selection principles in an individual personal analysis.
- develop a wardrobe plan that meets his or hers respective day-to-day needs and builds confidence and acceptance.
- apply techniques of good budgeting, informed buying, and care and maintenance of family clothing.

FASHN 312 Fashion for Film, Television, & Stage

This course exposes the student to the procedures for research, understanding, and creation of fashions for film, television, and stage. This course is based on theory and practicum. Students will create a sketchbook based on three areas of fashion and costume needs. Students will read a script for a film and research time periods, textiles, and styles to include in sketches of their design concepts. Students will examine budgets, organization, and production breakdowns for a television show. Students will also read a script for a theatre production and research the period and design concepts to include in a character study of the correct costume designs. The cost per student to participate will be approximately $35-$50.

Upon completion of this course, the student will be able to:

- research time periods for historically correct productions.
- choose textiles that are appropriate to specific styles of garments for film, television, and stage.
- utilize sketching techniques using a variety of mediums.
- understand the breakdown of a script for fashion and costume needs.
- organize, arrange, and understand production schedules.

FASHN 320 Textiles

This is a consumer-oriented introduction to textiles that includes study of the characteristics of fibers, yarns, and fabric construction, including weaves and fabric finishes. Information will be presented related to consumer satisfaction in selecting and caring for fabrics, apparel, furnishing, and other textile products in daily use. One field trip will be taken.

Upon completion of this course, the student will be able to:

- identify names and characteristics of various kinds of fibers and how they relate to the finished fabric.
- assess the methods of fabrication such as weaving and knitting and the characteristics of each in relation to their use in textile items.
• analyze the qualities necessary for best performance and serviceability of household items and wearing apparel.
• judge the proper care of a given list of fabrics.
• cite legislation that applies to textile labeling and consumer protection.
• deduce the fiber content of unidentified fibers through various lab tests.
• construct models of various types of weaves and knits.

FASHN 321 Fabric Manipulation

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: FASHN 301 or 350 with a grade of "C" or better; or equivalent
Transferable: CSU
Catalog Date: June 1, 2020

This course will give the student the opportunity to explore a variety of different surface manipulations of fabrics. Different techniques will be applied to samples for use on garments that students may create in other fashion courses. The different fabric treatments that will be explored are: fabric manipulation, quilting, and applique. Students will choose and purchase their own materials from a list given at the start of class. The cost of materials per student is approximately $75-$100.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• define, label, and list appropriate textiles for surface manipulation of fabric.
• demonstrate, develop, and produce different surface applications.
• arrange, build, and analyze appropriate tools and stitches for samples.
• incorporate applications into an artistically embellished garment.

FASHN 322 Fashion Embellishments

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: FASHN 301 and 350 with grades of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course will give the student the opportunity to explore surface embellishments. The techniques learned will be used to create sample blocks to be used on garments in other Apparel Construction Studies courses. Topics that make up embellishments are hand and machine embroidery, closures, beading, felting, fabric painting, and fabric staining and de-coloring. The cost to participate per student is approximately $40-$60.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• analyze, collect, and choose appropriate materials for embellishments on garments.
• demonstrate, critique, and execute accurate detailed handwork on garments.
• practice, build, and draft techniques for use on garments.
• define, label, and identify supplies for different types of embellishments.
• explain and transfer patterns to garments.
• produce an embellished full-size or half-scale garment.
FASHN 330 History of Western World Fashion

Students will study dress in Western civilization from ancient times through the present. An interdisciplinary approach is used to examine how clothing communicates values displayed by the individual and functions as a reflection of trends in technology, political events, social ideals, and cultural developments in art and music. Emphasis will be placed on the evolution of apparel design and style through historic development. One field trip is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify periods in history that define specific historic styles of fashion.
- evaluate apparel design details and explain their origins in historic costumes.
- assess the evolution of a garment from one period to another.
- examine how politics, economy, technology, and art affected clothing for a specific period.
- dramatize how clothing communicates values displayed by the individual.
- demonstrate an understanding of cross cultural influences on major fashion trends.
- analyze how fashion has been influenced by major world historical events.
- compare the cultural expression of fashion as it applies to different times and events throughout history.
- compare and contrast historical dress design to contemporary dress.
- demonstrate an understanding of the evolution of technology and natural resources as applied to fashion.
- identify fashion and style features of selected historical periods of the western world from the time of the Egyptians to the present.
- analyze the influences of world trade and the global economy on contemporary western world fashion.
- contrast and compare the contributions of Ancient Rome, Egypt, Far East, and Southeast Asia to the development of western world fashion.
- understand the influence of trade between Native Americans and European settlers on fashion of the era.
- discuss the differences of influence from China, Southeast Asia, and European cultural groups during Vietnam War era.

FASHN 333 Fashion Textiles & History on the Global Stage

This course is offered as a study abroad course in World Class Fashion Centers such as: England, France, Italy, China, Japan, and Vietnam. Students will survey the history of fashion and textiles, period garments, and modern couture collections. The focus is to examine the historical expression of fashion, textiles, and style contained in works of renowned museums and couture collections. In England, the course focuses on two museums, The Victoria & Albert and The Bath. London also offers the Hand & Lock Embroidery School that showcases student work on a global scale. In France, the focus will be in Paris to explore couture collections of fashion houses. In Italy, the focus will be the artistic fashion expressions of textiles in the European fashion capitals of Milan and Florence. China, Japan, and Vietnam offer spectacular textiles and the Kyoto Collection of garments. Also, the students will produce notebooks based on their impressions of specific areas of travel. These notebooks will be incorporated into portfolios for use in employment and/or university reviews. The specific itinerary will be determined at travel time. The cost per student to participate in this course will depend on cost of travel at time of
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate competencies in distinguishing textile weaves of period and modern garments.
- analyze the construction of period garments as related to modern garments.
- understand the differences between couture and ready-to-wear garments.
- examine the original period garments in historically correct settings of a global location.
- explain the elements of couture textiles, construction, and garments from other countries.

FASHN 335 Historic Costuming

The impact of social, political, cultural, and economic issues on costume is explored from the cradle of civilization through modern times. Specific periods of fashion are researched to design and construct historically correct garments. Students will learn how to apply the principles of modern pattern making to various historical styles and use this knowledge to design and create historical costumes. The unique cut and construction of each historical period is covered, from undergarments to accessories, for each fashion period. Students will learn to create necessary adaptations to these garments for successful stage applications. One field trip is required. Credit may be earned for FASHN 335 or TA 436, but not for both courses. The cost per student to participate is approximately $35-$90.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare garments in various time periods.
- select specific fabrics, trims, and accessories to successfully reproduce a period garment.
- integrate techniques required to design and develop a period costume.
- demonstrate construction techniques in building costumes using 1/2-scale and full-scale models.
- discuss the effect of the political, social, and economic influences for each time period.
- evaluate an authentic period garment; discuss adaptations for the garment’s transition to successful stage use.
- evaluate historic costume literature and resources for accuracy of historic costume presentations.

FASHN 340 Apparel & Fashion Illustration

In this course, the processes of a fashion designer, costume designer, and cutter /draper are explored. Through research, illustration, and rendering, the understanding of a garment emerges. Students will learn to draw the skeleton, muscles, and skin of the human body as a two-dimensional form. Students will also fine-tune their skills of dressing the form and completing the rendering and illustration in paint, color, and texture. Topics will include fabric interpretation, personal style, fashion design, period and theatrical costumes, technical flats, and tech packs. Students will create a collection of illustrations for use in a professional portfolio. The cost for students to participate will be approximately $25-$50.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand gestures, poses, shapes, contours, and line.
- illustrate the depiction of texture and fabric rendering.
- compare movement of male, female, children, and specialty body figures.
- demonstrate a high level of drawing skills to render professional fashion illustrations.
- experiment with different rendering materials to broaden the design approach.
- explore personal style in a variety of markets.
- discuss art and period historic time periods to understand fashion, costume, and theatrical costume.
- critique current fashion publications to understand modern style.
- explore sketches utilizing a variety of sketch models and mediums.
- discuss current social and economic influences in fashion.
- build upon sketching dynamics to create professional illustrations.
- select appropriate details to illustrate textures in textiles.

FASHN 350 Applied Apparel Studies / Premier Level Construction

This course provides training in fitting garment muslins and making adjustments to paper patterns. The first section of the course will cover samples in seams, hems, zippers, and sleeve applications. The second section of the course will concentrate on the proper use and understanding of serger machines. During the remainder of the course students will produce a garment utilizing samples from the notebook and the serger. This course will introduce the students to the care, maintenance, and working knowledge of an industrial sewing machine. One field trip is required. Students will be advised to purchase sample fabric kits from the SCC College Store, along with other student choices of patterns and materials purchased from local stores. The cost per student to participate will be approximately $75-$125.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and select appropriate fabrics for projects.
- choose correct zippers for proper placement in garments.
- practice a variety of seams in a multi-step process.
- translate measurements from the body to the paper pattern.
- build a garment using the muslin as a guide.
- thread, use, and understand a serger machine.
- demonstrate knowledge of layout, fabric preparation, and pattern adjustment to a completed garment.
- explain the difference between body proportions and paper patterns.
- select the appropriate seams for the garment construction.
- match the correct fabric to the style and design of a garment.
- use and maintain commercial sewing machines.
- demonstrate a proper sleeve insertion.
FASHN 351 Applied Apparel Studies / Intermediate Principles of Construction

This course presents intermediate apparel construction techniques, such as working with more complex pattern adjustments, patterns, notions, and fabrics. Comprehensive custom sewing techniques for men, women, and children will be applied to four student-made garments. The course will instruct the students on the care and working knowledge of an industrial sewing machine. One field trip is required. The cost per student is approximately $70-$100 for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge to operate home and industrial sewing machines and sergers.
- select more challenging fabrics of suitable quality for type, style, design, and use on intermediate level garments.
- explain consumer responsibility in the purchase and care of fabrics.
- demonstrate a working knowledge of the principles of good fit and simple alterations to achieve good fit.
- discuss sewing as an art form in which creative expression may be realized to develop the student’s personal style.
- demonstrate a variety of intermediate level of sewing construction skills.
- analyze, evaluate, and use critical thinking skills to choose the best sewing techniques to be used for a combination of styles for a unique body structure, pattern, fabric, notions, machine and accessories, assembly, and wearability.

FASHN 352 Applied Apparel Studies / Advanced Couture Construction

This course covers apparel construction techniques applied to several challenging designs, which will be student-made using unusual and difficult fabrics. Couture construction techniques with applied details and finishes, usually found on more expensive garments, will be explored. The course will continue the instruction of the use and care of industrial sewing machines. One field trip is required. The cost per student to participate is approximately $70-$100.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define, evaluate, and practice advanced construction problems.
- assess, select and apply creative expression in apparel construction.
- apply construction principles to a variety of clothing construction challenges and build samples using advanced seams.
- demonstrate couture methods and their place in contemporary garment construction.
- identify, explain, and practice new construction techniques and their applications.
- demonstrate the ability to choose appropriate patterns for specific advanced and complex fabrics.
- use, care, and working knowledge of industrial sewing machines.
FASHN 354 Building Corsets

This course will enable a student to create a corset and a foundation garment needed for advanced garments. The student will learn to identify the appropriate corset fabrics, boning, and findings that are used in making corsets. Instruction will include layout, measuring, fitting, and construction of a basic corset. One field trip is required. The cost per student to participate in this course will be approximately $75-$125.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- select and analyze correct fabrics, boning, and findings for construction of a corset.
- evaluate and measure body proportions for proper fit of a corset.
- question, calculate, and solve problems of fit.
- review and transfer fitting to final garment.
- combine, construct, and build the foundation garment.
- define, match, and relate foundation garment to final corset garment.
- prepare and review findings for finishing of corset.

FASHN 355 Applications in Tailoring

This course is designed for the advanced clothing construction student who wishes to increase knowledge and proficiency in the many aspects of traditional and contemporary tailoring. Instruction will include custom fitting, equipment, and garment components selection and steps in the very fine handwork details and techniques of traditional tailoring for men's or women's suits and coats. The course will also include speed construction techniques. One field trip may be required. The cost per student to participate in this course is approximately $40-$125.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate competency in evaluating, selecting, and using suit and coat patterns that feature good design and can accommodate traditional tailoring construction techniques.
- demonstrate competency in the selection of fashion fabric, interfacing, underlining and lining fabrics, and notions applicable to the fine handwork skills of traditional tailoring.
- select and use traditional tailoring equipment.
- apply skills in making tailored garments using traditional tailoring methods.
- recognize the fine workmanship in custom traditionally tailored garments as compared to ready-to-wear tailored garments.
- apply skills in speed efficiency of contemporary tailoring.

FASHN 361 Pants; Fit, Style and Construction

This course is designed for the advanced clothing construction student who wishes to increase knowledge and proficiency in the many aspects of modern and contemporary tailoring. Instruction will include custom fitting, equipment, and garment components selection and steps in the very fine handwork details and techniques of contemporary tailoring for men's or women's suits and coats. The course will also include speed construction techniques. One field trip may be required. The cost per student to participate in this course is approximately $75-$125.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- select and analyze correct fabrics, boning, and findings for construction of a corset.
- evaluate and measure body proportions for proper fit of a corset.
- question, calculate, and solve problems of fit.
- review and transfer fitting to final garment.
- combine, construct, and build the foundation garment.
- define, match, and relate foundation garment to final corset garment.
- prepare and review findings for finishing of corset.
This apparel construction course focuses on selecting pants patterns and suitable fabrics. Through the process of pant evaluation and pattern adjustments, a base block pattern can be constructed. From this basic block, personal style variations can be fitted and constructed. This course also covers variations for men's and women's pant styles and applications. The cost per student to participate is approximately $75-$120.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- measure and understand body proportions as they apply to pant fit.
- define, evaluate, and label proper styles that match body proportions.
- gain competency in choosing patterns and fabrics to match styles.
- demonstrate knowledge and practice of creative clothing expression in pant styles.
- challenge present construction and fitting skills to achieve a well-fitting garment.
- demonstrate critical thinking and problem solving skills.
- analyze and calculate correct amounts of yardage.
- draft, build, and incorporate couture and speed assembly skills.
- describe, explain, and draw fitting lines on muslin mock-up block.

FASHN 364 Menswear Pattern Drafting

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

Students will study the skill needed to construct men's garments. Details will include measurements, pattern drafting, slopers, and blocks. In-depth treatments of patternmaking will cover casual to tailored apparel for the modern man. Students will complete a notebook. The cost per student to participate is $45 to $85.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- select patterns and shaping materials suitable for casual and tailored menswear.
- analyze body measurements specific to menswear.
- draft slopers for shirts and vests.
- execute a well-fitting block for the creation of garments.
- demonstrate pattern-drafting skills to enhance unique design details of specific garments.

FASHN 365 Apparel and Historic Millinery

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: FASHN 301 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

Apparel and fashion garments are not complete without accessories. The lecture topics will provide the student with the understanding of history of millinery as it applies to historical and current fashion trends. Students will learn to pattern draft and construct projects such as gloves, reticules, and headgear. The cost per student to participate in this course is approximately $30-$80.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- research the history of various accessory and millinery styles, uses, and evolution to contemporary trends.
- demonstrate how to draft, construct, and present millinery and accessory fashions to prospective clients.
- compare the interrelationship between function and fashion in the style of millinery and accessories.

FASHN 366 Menswear Style

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course covers all aspects of men’s clothing, from sportswear and casual to tailored clothing and formal wear. Design details such as size of lapel, width of pant legs, pockets, collars, and sleeves will be discussed. Practical style elements like the fit of a jacket or the break in a pant hem will be covered in detail. The course will cover how to dress a successful men’s wear collection. There is a required field trip.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize details of casual wear.
- present a bow tie, ascot, and Windsor knot.
- research key terms, specific to men’s attire.
- analyze historical time periods to understand where fashion styles originated.
- analyze trends in the men’s wear market.
- present details, trims, and textiles of formal wear.
- explore correct fitting techniques of tailored garments.

FASHN 367 Stretch I

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** FASHN 301 and 350 with grades of “C” or better  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course covers the essentials of stretch construction, including sizing, terms, and principles. Construction and fitting techniques will be used to draft a sloper block. Students will use industrial sewing and serger machines to construct loungewear, yoga outfits, body suits, leotards swimsuits, and other activewear. One field trip is required. Materials will cost approximately $65-$125 per student.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand four-way stretch fabrics.
- construct linings and shelf boning of swim wear.
- draft graphically designed scenes for seaming on ski suits.
- examine, layout, and cut cotton Lycras into stylish garments.
- analyze measurements and body proportions for stretch apparel.
- draw correct seaming applications for lounge wear.
FASHN 368 Stretch II

This course covers stretch wear from advanced sportswear such as skating and athletic wear to lingerie and couture-construction. Students will explore apparel fashioned in silk jersey utilizing tricky construction techniques for collars, cuffs, and pockets. Fibers such as viscose and rayon jersey will be explored. Students will construct garments utilizing industrial sewing and serger machines as well as in-class sergers. One field trip is required. The cost per student to participate in this course is approximately $60-$125.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of silk jersey layouts and seaming techniques.
- construct collars, cuffs, and pockets in jersey fibers.
- draft flounces, ruffles, and bias drapes in viscose and rayon jersey.
- analyze appropriate seam constructions for advanced stretch apparel.
- demonstrate knowledge of threading and maintenance of industrial sewing and serger machines using differently weighted threads.
- utilize proportions of body mass for construction details.

FASHN 370 Pattern Adjustment and Clothing Alterations

Students will study a commercial pattern and make adjustments to fit body and proportion measurements. Students will also study the relationships of various body fitting differences. Garment fitting techniques and refinements will be completed on a sloper. These alterations will also be done on ready-to-wear garments. Students will provide these garments from thrift stores or their own collection. The cost per student to participate is approximately $40-$65.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- select the best pattern size for a particular figure.
- operate shop equipment safely and efficiently.
- recognize body differences that require pattern adjustments.
- perform basic alteration sewing skills (hand and machine) on ready-to-wear garments.
- apply concepts of good fit.

FASHN 371 Draping Daywear
This is an advanced creative course that provides students with another dimension of fabric manipulation. Draping is a skill that allows an idea to be explored on an industry standard apparel form. Students will drape several daywear garments on half scale and full-size apparel forms. One garment will be executed in fashion fabric. The cost to participate per student is approximately $50-$100.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of correct materials for draping on an industry standard apparel form.
- chart figure proportions.
- design by the Rule of Golden Mean.
- analyze special figure problems.
- demonstrate how to drape skirt, pants, and bodice blocks.
- demonstrate how to interpret a sketch, photo, or idea in muslin without a drafted paper pattern.

FASHN 372 Pattern Making and Design

This course offers an introduction to the flat pattern method of apparel design. Students will develop and refine a personal sloper from a commercial basic pattern. This sloper will be used to create various full size patterns and a student-designed garment. Pattern making techniques will be perfected with 1/2 or 1/4 size patterns. Students will learn how to combine pattern design variations to create new designs. The cost per student to participate will be approximately $30-$50.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and identify elements of apparel designs.
- demonstrate pattern making by the flat pattern design method.
- create a basic sloper from a refined basic pattern.
- manipulate basic patterns to achieve new styles and designs.
- render simple sketches to present a design.
- create a simple top, blouse with two styles of collars and sleeves, skirt, and one-piece dress patterns according to pattern making standards.
- translate design ideas and execute apparel design into a final garment.

FASHN 373 Pattern Drafting

This course will include instructions on how to draft slopers using industry standard measurements to create basic blocks for woven fabrics. Using the basic blocks, students will develop first patterns for simple garment designs and construct sample garments to test fit on industry standard apparel forms. The cost per student to participate will be approximately $50-$100.
Student Learning Outcomes
Upon completion of this course, the student will be able to:

- create basic blocks from industry standard sizes.
- manipulate basic blocks to create more complex patterns.
- render simple sketches to present designs and recommend appropriate methods to execute pattern development.
- test pattern development accuracy by constructing sample garments for fit evaluation on industry standard apparel forms.
- translate design ideas and execute a multi-piece ensemble with style lines and design details.

FASHN 376 Advanced Design - Drafting, Advanced Flat Pattern Techniques and Computer Aided Design

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: FASHN 372 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course will include instruction on how to draft basic pattern pieces from measurements and create advanced slopers for torsos, basic jackets, knits, and create advanced flat pattern design details. Students will be introduced to CAD, computer aided design. Everything that can be done by hand can be done on the computer, including: drawing flats (fashion illustrations of garment designs), pattern measuring and adjustments, flat pattern design techniques, "digitizing-in" patterns, grading patterns, layout, marker making, and plotting pattern pieces. The cost per student to participate is approximately $35-$60.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- draft from measurements the basic sloper - bodice, sleeve, skirt.
- evaluate the fit of the drafted sloper in fitting muslins.
- create advanced slopers for the torso and jacket and one t-shirt from the refined basic sloper.
- demonstrate advanced flat pattern design techniques.
- draw flats working with Computer Aided Design (CAD) software.
- take pattern measurements and do simple pattern adjustments working with Computer Aided Design (CAD) software.
- perform flat pattern design techniques working with Computer Aided Design (CAD) software.
- digitize pattern pieces using Computer Aided Design (CAD) software.
- grade patterns, create fabric layouts and markers, and plot pattern pieces using Computer Aided Design (CAD) software.
- manually grade patterns.

FASHN 377 Draping Couture

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: FASHN 301, 350, 351, 352, 371, and 372 with grades of "C" or better
Advisory: ENGRD 110, ENGWR 101, and MATH 34 with grades of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course covers advanced draping skills found in the production of couture apparel. Bias contouring techniques will combine with advanced sequencing skills in specialty fabrics to produce a custom fitting garment. One field trip is required. The cost per student to participate in this course is approximately $50-$125.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

• select materials appropriate for couture apparel.
• execute advanced production techniques to create custom apparel.
• construct correct underpinnings for couture garments.
• select advanced level construction seaming to integrate into the final project.

FASHN 394 Apparel Entrepreneur

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | BUS 100 with a grade of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course provides essential business strategies for the fashion, costume, interior styling, staging, and production-related fields. Students will explore necessary business practices and practical aspects of setting up and running their own apparel and interior businesses. Topics will include ethical practices, methods of compensation, client budgets, estimating costs, re-sale licenses, billing, marketing, and sales. Students will develop a model business plan to include business cards, advertising, and business identity. One field trip is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• formulate a basic business plan as this relates to specific apparel and interior formats.
• explore the set-ups of studio spaces to be able to draft a floor plan of a personal space.
• complete business license applications.
• prepare price lists for services rendered.
• calculate financial records for tax purposes.
• understand record keeping strategies.
• organize client records.
• write contracts.
• devise sale presentations.

FASHN 495 Independent Studies in Fashion

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course will give students the opportunities to investigate specific topics more directly.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• research a topic in creative and extended research.
• present a comprehensive research study.
• plan, research, construct, and deliver an in-depth analysis on a student chosen topic.
The goal of the Foreign Language department is to educate our students to their highest level of linguistic potential, helping them acquire proficiency in the four language skills (listening, speaking, reading and writing) so that they develop effective communication, creativity, critical thinking, and interpersonal skills. We strive to develop cross-cultural competency by teaching the understanding and appreciation of the diverse cultures of countries whose languages students are learning.

Dean

Mari Carmen Garcia

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JaimeCB@scc.losrios.edu

Associate Degree for Transfer

A.A.-T. in Spanish

The Associate in Arts in Spanish for Transfer degree (AA-T) will help students develop proficiency in the following five skills: comprehension, speaking, reading, writing, and understanding of the people and culture of the Spanish-speaking countries. It is designed to provide a seamless transfer pathway for students interested in pursuing a Spanish degree in the California State University (CSU) system. Upon successful completion of the degree requirements, students will be guaranteed admission to the CSU system with junior status and will not have to repeat lower division coursework. Students are encouraged to meet with a counselor to develop their educational plans because degree options and general education requirements vary for each university.

The Associate Degree for Transfer student completion requirements (as stated in SB1440 law):
(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   (A) The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE–Breadth Requirements (CSU GE-Breadth).
   (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
(2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A minimum of 16 units from the following:</td>
<td>16^1</td>
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<tr>
<td>A) Sequence for Spanish heritage speakers</td>
<td></td>
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<tr>
<td>SPAN 411</td>
<td>Intermediate Spanish (4)</td>
<td></td>
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<tr>
<td>SPAN 412</td>
<td>Intermediate Spanish (4)</td>
<td></td>
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<tr>
<td>SPAN 413</td>
<td>Spanish for Native Speakers I (4)</td>
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<tr>
<td>SPAN 415</td>
<td>Spanish for Native Speakers II (4)</td>
<td></td>
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<tr>
<td>B) Sequence for non-Spanish heritage speakers</td>
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<td></td>
</tr>
<tr>
<td>SPAN 401</td>
<td>Elementary Spanish (4)</td>
<td></td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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</tr>
<tr>
<td>SPAN 402</td>
<td>Elementary Spanish (4)</td>
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</tr>
<tr>
<td>SPAN 411</td>
<td>Intermediate Spanish (4)</td>
<td></td>
</tr>
<tr>
<td>SPAN 412</td>
<td>Intermediate Spanish (4)</td>
<td></td>
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<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
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<tr>
<td>ENGLT 335</td>
<td>Latino, Mexican-American, and Chicano Literature (3)</td>
<td></td>
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<tr>
<td>ENGLT 346</td>
<td>Latin American Literature (3)</td>
<td></td>
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<tr>
<td>ETHNS 341</td>
<td>The Sociology &amp; Psychology of Mexicans and Latinos in the U.S. (3)</td>
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<tr>
<td>HIST 373</td>
<td>History of Mexico (3)</td>
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<td>HIST 375</td>
<td>The History of Modern Latin America and Caribbean (3)</td>
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<tr>
<td>SPAN 425</td>
<td>Advanced Reading and Conversation (3)</td>
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<tr>
<td>SPAN 427</td>
<td>Introduction to Spanish American Literature (3)</td>
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<td>Total Units:</td>
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<td>19</td>
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</tbody>
</table>

^1^The recommended sequence for Spanish heritage speakers is: SPAN 413, 415, 411, and 412.

^2^Students who place out of any core courses need to consult with a Department faculty member to select alternative courses. At least 18 units in the major must be completed.

The Associate in Arts in Spanish for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate proficiency in the five skills as mandated by the competency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL): comprehension, speaking, reading, writing, and understanding the people and culture of the Spanish-speaking countries.
- utilize correct grammatical structures of standard Spanish.
- read Spanish proficiently as found, for example, in Spanish language newspapers, magazines, short stories, essays, and selections of poetry written by Spanish, Spanish-American, and Chicano authors.
- write analytically and critically about assigned readings, demonstrating appropriate writing and composition skills.
- examine Latin American literature in a historical context.
- analyze and discuss major historical events and periods in the history of Spanish-speaking countries.
- analyze aspects of the Spanish-speaking culture that differ significantly from contemporary United States culture.

Career Information

The Associate in Arts in Spanish for Transfer degree will be a valuable tool to help students find employment in the following fields and positions: airlines, travel, tourism, banking, bilingual education, foreign language teaching, teacher’s aide, bilingual telecommunications, emergency services, international business, foreign service, foreign imports and exports, intelligence and military service, IRS and State Franchise Tax Board, overseas employment, business and commerce, law enforcement, Social Security officer, social services, translating and interpreting.

Arabic (ARABIC)
ARABIC 401 Elementary Arabic

This beginning course in Arabic emphasizes the development of listening, speaking, reading, and writing language skills; mastering the sound and writing systems of Arabic; understanding and using formulaic and functional phrases; using numbers; and mastering some basic morphological and syntactic features of the language.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- comprehend elementary Arabic with increasing listening comprehension.
- develop and use Arabic vocabulary for practical, everyday use.
- speak with sufficiently correct pronunciation to be understood.
- compose and read simple Arabic sentences using the characters of the Arabic alphabet learned throughout the course.
- use numbers and express counting in Arabic.
- use formulaic and functional phrases in culturally appropriate ways.
- demonstrate an awareness of, and sensitivity to, relevant aspects of Arab civilization and culture.
- demonstrate an ability to perform at the Intermediate Low level or higher according to the American Council on the Teaching of Foreign Languages (ACTFL) scale.
- read Arabic at an elementary level and increase reading skills

ARABIC 402 Elementary Arabic

This course allows students to further develop language skills in understanding, speaking, reading, and writing Arabic. Students will learn past and future tenses and how to express negation, expand vocabulary relating to people, places, objects, and professions; and learn to keep a written journal in Arabic. The emphasis is on communicating effectively in Arabic.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- comprehend Arabic at an elementary level through readings, recordings, oral talks, and conversations.
- speak Arabic at an elementary level by engaging in conversations, skits, and short oral presentations.
- read Arabic at an elementary level and increase reading skills.
- compose entries in a simple journal in Arabic.

Cantonese (CANT)

CANT 401 Elementary Cantonese
This beginning course in Cantonese emphasizes pronunciation drill, sentence pattern analysis, and the development of language skills in listening, speaking, reading, and writing. Fundamentals of character reading and writing will be introduced. The course also provides an introduction to the culture of Cantonese speaking regions of the world.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate listening, speaking, reading, and writing skill in basic Cantonese.
- read and write elementary Cantonese in the YALE romanization format and Chinese characters.
- translate Cantonese into English and vice versa, both orally and in writing.
- analyze the grammatical structure of Chinese sentences; apply principles of YALE romanization to the pronunciation of new vocabulary words.
- identify appropriate singular pronouns, plural pronouns, measure words, idiomatic usages, and sentence structures.
- demonstrate the origins and significance of the cultural components including friendships, family relationships, the education system, Chinese food, traditions, and customs.

**CANT 402 Elementary Cantonese**

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: | CANT 401 with a grade of "C" or better; or two years of high school Cantonese with grades of "C" or better. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C2; IGETC Area 6 |
| Catalog Date: | June 1, 2020 |

This course is the continuation of CANT 401. Further acquisition of language skills in listening, speaking, reading, and writing will be emphasized. Basic character reading and writing will be introduced. Students will gain proficiency in understanding and speaking Cantonese in everyday situations.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- acquire additional vocabulary words and idiomatic expressions sufficient to understand and speak Cantonese in everyday situations.
- read and write progressively more complex Cantonese in the YALE romanization format.
- translate Cantonese into English and vice versa, both orally and in writing.
- analyze the grammatical structure of a Chinese sentence, apply principles of YALE romanization to the pronunciation of new vocabulary words, identify the correct measure word, adverb, final particle, idiomatic usage, and sentence structure.
- demonstrate further development and appreciation of the Chinese language and the Chinese culture.
- learn and understand transportations, shopping, going to see doctors, traveling, major Chinese holidays, traditions, customs, and virtues.

**CANT 411 Intermediate Cantonese**

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: | CANT 402 with a grade of "C" or better; or three years of high school Cantonese with grades of "C" or better. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6 |
| Catalog Date: | June 1, 2020 |

This beginning course in Cantonese emphasizes pronunciation drill, sentence pattern analysis, and the development of language skills in listening, speaking, reading, and writing. Fundamentals of character reading and writing will be introduced. The course also provides an introduction to the culture of Cantonese speaking regions of the world.
This course is the continuation of CANT 402 with a review of grammar and further development of reading and writing skills in Cantonese. Passages from Chinese literature and readings about Chinese society will be studied to provide a deeper understanding of Cantonese speaking cultures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify a sufficient number of vocabulary words and idiomatic expressions to speak Cantonese Chinese at the intermediate level.
- identify a sufficient number of vocabulary words and idiomatic expressions to read and write Cantonese Chinese at the intermediate level.
- identify key elements of Chinese culture through readings, lectures, and study of the Chinese language and literature.

CANT 412 Intermediate Cantonese

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area 1; CSU Area C2; IGETC Area 3B; IGETC Area 6 |
| Catalog Date: | June 1, 2020 |

This course is the continuation of CANT 411 with further development of reading and writing skills in Cantonese. Passages from Chinese literature and reading on Chinese culture will be studied.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify a sufficient number of vocabulary words and idiomatic expressions to speak Cantonese Chinese at the intermediate level.
- identify a sufficient number of vocabulary words and idiomatic expressions to read and write Cantonese Chinese at the intermediate level.
- critically analyze and evaluate Cantonese literature and demonstrate an understanding of Chinese culture through readings, lectures, and study of the Chinese language and literature.

Farsi (FARSI)

French (FREN)

FREN 401 Elementary French

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area 1; CSU Area C2; IGETC Area 6 |
| Catalog Date: | June 1, 2020 |

The course will focus on the development of all language skills (listening, reading, speaking, and writing) in a cultural context. Students will learn basic communications skills in the language as well as gain a deeper understanding of the peoples and culture of France and the Francophone world.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
understand and communicate basic information, concepts, and ideas in spoken and written French.

demonstrate the use of French vocabulary for practical, everyday use.

read and write simple sentences applying basic grammatical rules of French.

explain various Francophone culture topics: events, traditions, activities, individuals, places, literature, and history.

FREN 402 Elementary French

Units: 4
Hours: 72 hours LEC
Prerequisite: FREN 401 with a grade of "C" or better or two years high school French
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 6
Catalog Date: June 1, 2020

The course will continue to focus on the development of all language skills (listening, reading, speaking, and writing) in a cultural context. Students will continue to learn and build basic communications skills in the language as well as gain a deeper understanding of the peoples and culture of France and the Francophone world.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand and communicate information, concepts, and ideas in spoken and written French at second semester level.
- demonstrate a broader use of French vocabulary for practical, everyday use.
- read and write sentences applying basic grammatical rules of French at second semester level.
- apply learned patterns and high-frequency expressions in order to talk about past events, tell a story, and avoid repetition.
- explain various Francophone culture topics: events, traditions, activities, individuals, places, literature, history.

FREN 411 Intermediate French

Units: 4
Hours: 72 hours LEC
Prerequisite: FREN 402 with a grade of "C" or better or three years of high school French.
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6
Catalog Date: June 1, 2020

As a continuation of FREN 402, this course will continue to focus on the development of all language skills (listening, reading, speaking, and writing) in a cultural context. Students will continue to learn and build communications skills in the language as well as gain a deeper understanding of the peoples and culture of France and the Francophone world.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply learned patterns and high-frequency expressions in order to talk about the past, future, and hypothetical events.
- recognize events, traditions and activities, that have a significance in the contemporary culture of France and the Francophone world.
- explain key characteristics of cultural topics presented in the text, lectures, and other instructional materials.

FREN 412 Intermediate French

Units: 4
Hours: 72 hours LEC
The course will continue to focus on the development of all language skills (listening, reading, speaking, and writing) in a cultural context. Students will continue to learn and build basic communications skills in the language as well as gain a deeper understanding of the peoples and culture of France and the Francophone world. Students are expected to be able to read French texts of increasing difficulty and express themselves orally and in writing at the intermediate level.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply learned patterns and high-frequency expressions in order to communicate mundane facts and engage in an exchange of ideas, wishes, dreams, and desires.
- read and write complex sentences applying Intermediate - High level grammatical rules of French (ACTFL Proficiency Standards) for this course level.
- analyze and interpret with some ease general articles of a non-technical nature, short literary works, and imaginative prose with only occasional reference to a dictionary.
- discuss in French with others a wide variety of subjects: the arts in France, family, friendships, environment, manners, holidays, European politics, and scientific inventions by the French.
- explain key characteristics of cultural topics presented with a greater depth of knowledge of geography and a larger appreciation and understanding of the culture of the French-speaking world than during the previous course level.

German (GERM)

Greek (GREEK)

GREEK 401 Elementary Modern Standard Greek

This beginning course in Modern Standard Greek will be conducted almost entirely in Greek. It will emphasize the development of language skills in listening, reading, speaking, and writing by focusing on the application of simple, grammatical concepts. These language skills will be embedded within a cultural context which introduces students to key elements of Greek culture.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate a basic level of oral comprehension when listening to elementary Greek.
- demonstrate the use of Modern Greek vocabulary for practical, everyday use.
- speak with sufficiently correct pronunciation to be understood.
- read and write simple paragraphs in Modern Greek.
- demonstrate basic knowledge of relevant aspects of the Modern Greek culture and its values

GREEK 402 Elementary Modern Standard Greek
The four skills--understanding, speaking, reading, and writing--are further developed in this course. The course covers the following grammatical concepts: direct and indirect object pronouns, double object pronouns, introduction and practice of all regular verbs ending in -ω and -μαι, the preterit tense, the reflexive, the affirmative informal command, the uses of the verbs ξέρω (to know) and συναντώ (to meet), the prepositions για and γιατί, and a review of the verbs είμαι and έχω. These language skills will be embedded within a cultural context that continues and expands students' knowledge of key elements of Greek culture. Vocabulary, grammar and communication skills are built through the exploration of cultural areas such as the home, vacations, jobs, childhood, youth, expressing emotions, foods, markets, and restaurants.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate an increased level of oral comprehension when listening to elementary Greek.
- demonstrate the use of Modern Greek vocabulary for practical, everyday use.
- speak with sufficiently correct pronunciation to be understood.
- read and write simple paragraphs in Modern Greek.
- demonstrate increased knowledge of relevant aspects of the Modern Greek culture and its values.

**Italian (ITAL)**

**ITAL 401 Elementary Italian**

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: | ITAL 401 with a grade of "C" or better |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C2; IGETC Area 6 |
| Catalog Date: | June 1, 2020 |

This course introduces basic essentials of elementary grammar, sentence structure, and conversation. It also introduces Italian tradition and culture. Reading of simple prose will be included.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- start developing listening, speaking, reading, and writing skills.
- use basic conversational skills in everyday Italian.
- apply critical thinking skills in application of principles of the Italian language and in comparison of Italian with English.
- collect, analyze, evaluate, and apply information about country, culture, and people of Italy.

**ITAL 402 Elementary Italian**

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: | ITAL 401 with a grade of "C" or better |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C2; IGETC Area 6 |
| Catalog Date: | June 1, 2020 |

This course is a continuation of ITAL 401. It includes additional grammar essentials, further practice in conversation and composition, and a continued study of Italian culture.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the four major skills in understanding, speaking, writing, and reading Italian.
- apply critical thinking skills in understanding, speaking, writing, and reading Italian.
- collect, analyze, evaluate, and apply information about country, culture, and people of Italy.

Japanese (JAPAN)

JAPAN 401 Elementary Japanese

This course focuses on the development of all language skills (speaking, listening, reading, and writing) within an historical and cultural context, reflecting the widely diverse and dynamic intellectual and artistic response of the Japanese to their own culture and the world around them. The study of Japanese within an integrated framework of historical and cultural references promotes an essential awareness of cultural difference. Vocabulary, idioms, and grammar are taught in a synthesis of hiragana, katakana, and kanji. Students are required to master: the hiragana syllabary of 46 basic hiragana and 23 additional phonemes; the first 45 out of 2,136 jōyō kanji (everyday-use Sino-Japanese characters); and acquire a passive knowledge of the katakana syllabary.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the basic structure of written and spoken Japanese.
- recognize events, traditions, and activities that have cultural significance to contemporary Japan.
- develop an understanding and sensitivity to the events, traditions, and activities of Japanese culture and society.

JAPAN 402 Elementary Japanese

In this course, students continue building a solid base of vocabulary and idioms in Japanese. Grammar includes more complex subordinate phrases and clauses. In addition to hiragana, students gain proficiency in the katakana syllabary and learn approximately 50 additional Sino-Japanese characters (kanji). Applied linguistic concepts occur within the context of an integrated examination of Japanese cultural and historical reference, reflecting both homogeneous and heterogeneous elements. The study of Japanese within this fertile framework promotes a vital cultural awareness, lending itself to fruitful cross-cultural analysis.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- read and write hiragana, katakana, and kanji at an elementary level.
- recognize the structure of spoken Japanese including subordinate phrases and clauses.
- demonstrate elementary conversational skills and the ability to write short paragraphs.
- identify aspects of Japanese culture as they relate to the use of the Japanese language.
JAPAN 411 Intermediate Japanese

In this course, students continue learning vocabulary, idioms, and grammar with an emphasis on more complex sentence patterns, thus requiring understanding of additional verbal and adjectival conjugational patterns. Students are required to learn approximately 100 new kanji. Inclusive of previously mastered kanji, students will thus master a total estimated number of 200 kanji. Students are encouraged to learn some Japanese language skills independently, for example, through the development of various faculty-advised hobbies or interests, supplemented or aided by media resources as available. Discussions of Japanese culture continue via applied linguistic concepts. Language acquisition proceeds within the context of an integrated examination of Japanese cultural and historical reference, reflecting a rich tradition of both homogeneity and heterogeneity. The synthesis of culturally relevant materials along with the praxis of language acquisition lends itself to a fruitful promotion of cross-cultural analysis essential to a globalized world view.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate elementary Japanese reading and writing skills, including some Sino-Japanese characters (kanji).
- formulate simple conversation in Japanese.
- identify and appreciate aspects of Japanese culture beyond those explored in the prerequisite class.

JAPAN 412 Intermediate Japanese

In this course students learn new vocabulary, idioms, and grammar with the emphasis on Japanese language styles, for example, polite versus "humilific" expression styles. Students are required to learn approximately 100 additional Sino-Japanese characters, bringing the approximate number of mastered kanji to 300 in the two-year language sequence. Students learn to read and write simple sentences of literary Japanese. The course fully integrates culturally relevant aspects of the Japanese land and its people with close readings of famous literary works and exhaustive linguistic applications. By means of this framework of pragmatic language acquisition and skills, tempered with a multi-varied approach to culture, students are enabled to pursue more generalized cross-cultural analysis that is vital to a globalized world view.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an intermediate level of reading and writing proficiency in hiragana, katakana, and kanji.
- plan and produce conversations in Japanese at the intermediate level.
- produce short written paragraphs in Japanese.
- identify aspects of Japanese culture through Japanese literature.

Korean (KOREAN)

KOREAN 401 Elementary Korean

In this course students learn new vocabulary, idioms, and grammar with the emphasis on Japanese language styles, for example, polite versus "humilific" expression styles. Students are required to learn approximately 100 additional Sino-Japanese characters, bringing the approximate number of mastered kanji to 300 in the two-year language sequence. Students learn to read and write simple sentences of literary Japanese. The course fully integrates culturally relevant aspects of the Japanese land and its people with close readings of famous literary works and exhaustive linguistic applications. By means of this framework of pragmatic language acquisition and skills, tempered with a multi-varied approach to culture, students are enabled to pursue more generalized cross-cultural analysis that is vital to a globalized world view.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an intermediate level of reading and writing proficiency in hiragana, katakana, and kanji.
- plan and produce conversations in Japanese at the intermediate level.
- produce short written paragraphs in Japanese.
- identify aspects of Japanese culture through Japanese literature.
This course is designed for those who have minimal or no knowledge of Korean. The course will provide equal emphasis on reading, writing, speaking, and listening skills. The course is intended to help students acquire and develop a solid foundation of the modern Korean language.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize elementary Korean with increasing comprehension.
- develop Korean vocabulary for practical, everyday use.
- demonstrate spoken Korean with sufficiently accurate pronunciation to be understood.
- construct simple Korean paragraphs.
- build a greater understanding and sensitivity to relevant aspects of Korean history and culture.

**KOREAN 402 Elementary Korean**

| Units: | 4 |
|———|——|
| Hours: | 72 hours LEC |
| Prerequisite: | KOREAN 401 with a grade of "C" or better |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C2; IGETC Area 6 |
| Catalog Date: | June 1, 2020 |

The basic language skills of reading, writing, speaking, and comprehension are further developed in this course. The class introduces students to Korean script, hangul, as well as more complex grammatical concepts including connectives and indefinite pronouns.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- increase their recognition of the Korean language.
- demonstrate their speaking skills with increased fluency by doing original conversations and short talks.
- develop their reading skills through oral readings.
- construct short compositions to demonstrate more complex writing skills.
- describe elements of Korean culture.
- recognize traditions and activities that are significant in the contemporary culture of Korea.

**Mandarin (MAND)**

**MAND 101 Conversational Mandarin, Elementary**

| Units: | 3 |
|———|——|
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Catalog Date: | June 1, 2020 |

This beginning course in conversational Mandarin emphasizes the development of oral language skills essential for understanding and speaking elementary Mandarin useful for everyday communication.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- initiate simple statements and answer simple questions about topics such as telling time, greetings, days of the week, identifying people, and shopping.
- follow a series of basic oral instructions requiring non-verbal responses.
- identify important geographical locations and terms in the Chinese-speaking world.
- demonstrate comprehension of short spoken dialogues.
- demonstrate comprehension of reading selections related to familiar topics such as travel, family, school, and the home.
- demonstrate an awareness and understanding of the culture of the regions of the world in which Mandarin is spoken.

MAND 102 Conversational Mandarin, Elementary

Units: 3
Hours: 54 hours LEC
Prerequisite: MAND 101 with a grade of "C" or better
Catalog Date: June 1, 2020

This course is a continuation of MAND 101. Further acquisition of language skills in understanding and speaking will be emphasized. Additional vocabulary and sentence patterns will be introduced. Students will gain proficiency in understanding and speaking Mandarin in everyday situations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- initiate statements and answer questions about topics involving more complex communication interactions, such as renting an apartment, visiting a doctor, and dating.
- follow a series of increasingly complex oral instructions requiring non-verbal responses.
- identify important geographical locations and terms in the Chinese-speaking world.
- demonstrate comprehension of short, spoken dialogues.
- demonstrate an awareness and understanding of the culture of the regions of the world in which Mandarin is spoken.
- demonstrate comprehension of reading selections related to negotiating and navigating every day life situations in the Mandarin-speaking world.

MAND 401 Elementary Mandarin

Units: 4
Hours: 72 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 6
Catalog Date: June 1, 2020

This beginning course in Mandarin Chinese emphasizes pronunciation drill, sentence pattern analysis, and the development of language skills in listening, speaking, reading, and writing. Character reading and writing are introduced. The students will also gain a better understanding of Chinese culture through the study of its language.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of basic Mandarin and be able to have a basic conversation in the targeted language.
- read and write Mandarin at an elementary level in both Pinyin and Chinese character formats.
- translate Mandarin into English and English into Mandarin, both orally and in written form.
- analyze the basic grammatical structure of a Chinese sentence.
apply principles of Pinyin romanization to facilitate an understanding of Mandarin pronunciation.

- identify standard and idiomatic vocabulary usages and sentence structures.

- demonstrate an understanding of elements of Chinese culture through readings, lectures, and the application of the Chinese language in a variety of cultural contexts.

### MAND 402 Elementary Mandarin

**Units:** 4  
**Hours:** 72 hours LEC  
**Prerequisite:** MAND 401 with a grade of "C" or better; Students who have taken two years of high school Mandarin will be prepared for this course.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; CSU Area C2; IGETC Area 6  
**Catalog Date:** June 1, 2020

This course is the continuation of MAND 401. Further acquisition of language skills in listening, speaking, reading, and writing will be emphasized. Additional character reading and writing skills will be developed. Students will gain proficiency in understanding and speaking Mandarin in everyday situations. Students will also gain a better understanding of Chinese culture through the study of its language.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an ability to read and write basic Mandarin in both Pinyin and Chinese character formats.
- translate Mandarin into English and vice versa, both orally and in writing.
- analyze the grammatical structure of a Chinese sentence.
- apply principles of Pinyin romanization to the pronunciation of new vocabulary words.
- identify correct and idiomatic usage and sentence structure.
- distinguish elements of Chinese culture through readings, lectures, and the application of the Chinese language in a variety of cultural contexts.

### MAND 405 Chinese Characters

**Units:** 1  
**Hours:** 18 hours LEC  
**Prerequisite:** None.  
**Transferable:** CSU; UC  
**Catalog Date:** June 1, 2020

This is a beginning course in the study of Chinese characters. Fundamentals of the Chinese written language will be taught with an emphasis on reading and writing Chinese characters common in daily usage.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize the fundamentals of the Chinese written language.
- identify and recreate at least 150 Chinese characters common in daily usage.

### MAND 411 Intermediate Mandarin

**Units:** 4  
**Hours:** 72 hours LEC  
**Prerequisite:** MAND 402 with a grade of "C" or better; or three years of high school Mandarin.  
**Transferable:** CSU; UC

This course will further acquire language skills in listening, speaking, reading, and writing. Additional character reading and writing skills will be developed. Students will gain proficiency in understanding and speaking Mandarin in everyday situations. Students will also gain a better understanding of Chinese culture through the study of its language.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply principles of Pinyin romanization to facilitate an understanding of Mandarin pronunciation.
- identify standard and idiomatic vocabulary usages and sentence structures.
- demonstrate an understanding of elements of Chinese culture through readings, lectures, and the application of the Chinese language in a variety of cultural contexts.
This course is the continuation of MAND 402 with a review of grammar and further development of reading and writing skills in Mandarin. Passages from Chinese literature and readings on Chinese culture will be studied.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate a sufficient number of vocabulary words and idiomatic expressions to speak, read, and write, and participate in most classroom activities and follow directions adequately, and do academic work close to intermediate-low level of Chinese.
- distinguish elements of Chinese culture through readings, lectures, and study of the Chinese language and literature.

**MAND 412 Intermediate Mandarin**

**Units:** 4  
**Hours:** 72 hours LEC  
**Prerequisite:** MAND 411 with a grade of "C" or better; or four years of high school Mandarin.  
**Transferable:** CSU; UC (Reapproved Fall 2006 with appropriate prerequisite requirements)  
**General Education:** AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6  
**Catalog Date:** June 1, 2020

This course is the continuation of MAND 411 with further development of reading and writing skills in Mandarin. Passages from Chinese literature and readings on Chinese culture will be studied.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- organize and produce a sufficient number of vocabulary words and idiomatic expressions to speak, read, and write, and participate in most classroom activities and follow directions adequately, and do academic work close to intermediate low/mid level of Chinese.
- demonstrate an understanding of Chinese culture through readings, lecture, and study of the Chinese language and literature.

**Persian (PRSIAN)**

**PRSIAN 401 Elementary Persian**

**Units:** 4  
**Hours:** 72 hours LEC  
**Prerequisite:** None.  
**Transferable:** CSU; UC (Corresponds to two years of high school study)  
**General Education:** AA/AS Area I; CSU Area C2; IGETC Area 6  
**Catalog Date:** June 1, 2020

This beginning course is an introduction to Persian, the modern language of Iran. The course will focus on the development of all language skills (listening, reading, speaking, and writing) in a cultural context. Students will learn basic communication skills in the language as well as gain a deeper understanding of the peoples and culture of Iran.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- read and write the Persian alphabet.
- show familiarity with the culture and history of Modern Iran and Ancient Persia. Subjects include poetry, religion, and literature.
- introduce themselves in Persian and make simple conversation.
- demonstrate familiarity with the basic grammar and sentence structure of modern Persian.
# PRSIAN 402 Elementary Persian

**Units:** 4  
**Hours:** 72 hours LEC  
**Prerequisite:** PERSIAN 401 with a grade of "C" or better or equivalent.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; CSU Area C2; IGETC Area 6  
**Catalog Date:** June 1, 2020

This is a second semester course in Persian, the modern language of Iran. The course continues with the development of all language skills: listening, reading, speaking and writing. Students further develop their communication competency in the language and increase their understanding of Persian-speaking cultures. After completing this course, students will be able to use language skills to navigate daily life in a Persian-speaking community.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use their language skills to navigate daily life in a Persian-speaking community.
- read and write short stories in Persian.
- understand and appreciate Persian culture-including philosophy, poetry, and music.
- understand basic verbs and grammar in Persian needed for daily communication.
- comprehend and engage in conversation.

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# Punjabi (PNJABI)

**PNJABI 401 Elementary Punjabi**

**Units:** 4  
**Hours:** 72 hours LEC  
**Prerequisite:** None.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; CSU Area C2; IGETC Area 6  
**Catalog Date:** June 1, 2020

This course introduces basic essentials of elementary grammar, sentence structure, and conversation. The course also introduces Punjabi history, traditions, and culture. Reading of simple prose will be included.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and comprehend elementary Punjabi.
- develop Punjabi vocabulary for practical, everyday use.
- demonstrate spoken Punjabi with sufficiently accurate pronunciation to be understood.
- construct simple Punjabi paragraphs.
- demonstrate comprehension of Punjabi characters at an elementary level.
- demonstrate an understanding of relevant aspects of Punjabi history and culture.

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**PNJABI 402 Elementary Punjabi**

**Units:** 4  
**Hours:** 72 hours LEC  
**Prerequisite:** PNJABI 401 with a grade of "C" or better
This course is a continuation of PNJABI 401. It includes additional grammar essentials, further practice in conversation and composition, and a continued study of Punjabi culture.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the four major skills in understanding, speaking, writing, and reading Punjabi.
- apply critical thinking skills in understanding, speaking, writing, and reading Punjabi.
- collect, analyze, evaluate, and apply information about the Punjabi people and culture.
- demonstrate an understanding of relevant aspects of Punjabi history and culture.

Russian (RUSS)

RUSS 101 Conversational Russian, Elementary

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<th>Units:</th>
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<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>None.</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area I</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This is a first semester introduction to the Russian language. It is designed for beginning students with little or no previous exposure to the language. It is characterized by an emerging ability to understand and produce appropriate responses in high-frequency situations and common expressions needed to communicate in everyday life. Emphasis will be on conversation and correct pronunciation. Students will acquire knowledge of the geography, Russian culture, customs, and people of regions where Russian is spoken.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- distinguish, hear, and correctly pronounce Russian words, observing the accent, rhythm, and intonation of the word.
- demonstrate understanding of a short incident or dialog.
- demonstrate comprehension of reading selections related to negotiating and navigating everyday life situations in the Russian speaking world.
- initiate simple statements and answer simple questions about topics such as greetings, telling time, days of the week, identifying people, family, shopping, travel, weather, home, sports, and the school.
- follow a series of basic oral instructions requiring non-verbal responses.
- demonstrate basic knowledge of geography and an understanding of significant aspects of Soviet/Russian culture.

RUSS 102 Conversational Russian, Elementary

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<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>RUSS 101 with a grade of &quot;C&quot; or better, or two years of high school Russian.</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area I</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This is second semester Conversational Russian, Elementary. It provides a refinement of skills begun in RUSS 101. Additional vocabulary and sentence patterns will be introduced. Students will gain proficiency in understanding and speaking Russian in everyday situations. Speaking and writing will be comprehensible to a sympathetic listener. Verbal and written expression will be limited to short, culturally appropriate communications on a broader scale than at the RUSS 101 level. The course further explores the Russian people and their cultures, including comparisons with the U.S. The emphasis is on speaking and oral comprehension. This course is conducted primarily in Russian.
Student Learning Outcomes
Upon completion of this course, the student will be able to:

- initiate statements, answer questions, and produce simple conversation in Russian on selected topics.
- demonstrate a larger vocabulary and high-frequency expressions and phrases in conversation than the student was capable of in the first semester Conversational Russian class and do so with greater accuracy.
- analyze and evaluate the language and ideas of Russian-speaking peoples through the reading of their periodicals and literature.
- interpret written and spoken Russian on a variety of topics, such as the following: Russian educational system and professions, shopping etiquette, ordering meals in a restaurant, Russian music and composers, architecture, geography, and literary and art figures.
- express feelings and emotions and exchange opinions in Russian.
- integrate the Russian language and cultural knowledge beyond the classroom setting.

RUSS 401 Elementary Russian

Units: 4
Hours: 72 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 6
Catalog Date: June 1, 2020

This course is a comprehensive introduction to the contemporary Russian language and culture. Designed for learners with no previous knowledge of Russian, the course helps students develop all four basic communication skills (speaking, listening comprehension, reading, and writing.) The Russian culture is introduced through presentations, readings, and class discussions.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- read, write, and understand simple Russian.
- carry on a simple conversation in Russian.
- discuss significant aspects of Soviet/Russian culture.

RUSS 402 Elementary Russian

Units: 4
Hours: 72 hours LEC
Prerequisite: RUSS 401 with a grade of "C" or better; or two years of high school Russian with grades of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 6
Catalog Date: June 1, 2020

This course is a continuation of reading, writing, and conversation. The course extends the study of noun declensions and adds adjective declensions. The study of verb conjugations is also continued. The course further explores the Russian people and their culture, including comparisons with the U.S.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- identify, explain, and apply principles of grammar and the Russian alphabet at a more complex level than during the previous course level.
- demonstrate greater speaking ability and understanding of spoken Russian than during the previous course level.
- analyze and evaluate the language and ideas of Russian-speaking peoples through the reading of their periodicals and literature.
RUSS 411 Intermediate Russian

This is an intermediate course of the contemporary Russian language and culture. The highlights of this course are: increasing emphasis on listening and speaking skills, development of the vocabulary frequently used in mass media, development of the ability to draw and summarize information from authentic online sources (written or spoken), and further development of grammar skills. The course includes discussions on cultural aspects of today’s Russia.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- sustain a logical conversation with fellow students or with a native Russian speaker at the Intermediate-High level (ACTFL Proficiency Standards.)
- interpret written and spoken Russian on a variety of topics, such as talking about past events, predicting the future, giving advice, and influencing decisions of others.
- describe some aspects of Russian-speaking cultures, such as perceptions of and attitudes towards family roles and responsibilities, prestigious and non-prestigious jobs, leisure activities, health issues, education, and college life.
- write letters, biographical sketches, descriptive paragraphs, and short reports based upon the simple graphs and charts, with the degree of accuracy sufficient to be used for practical reasons.
- demonstrate knowledge of Russia’s geography and understanding of the culture expressed through Russian cultural products, practices, and perceptions.
- compare and contrast Russian-speaking cultures as they relate to the student’s own culture.
- develop a vocabulary which enables understanding of main topics and major details of most online publications aimed at broad readership.

RUSS 412 Intermediate Russian

This is the second semester of Intermediate course of the contemporary Russian language and culture. It exposes the students to strategies for producing a cohesive paragraph-length discourse. Used in the course are authentic contemporary readings from a variety of non-fiction genres (reporting, blogs, social media discussions, advertisement, etc.) and videos on a range of contemporary cultural topics. The course is based upon discussions on Russia’s geography, current affairs, and geopolitical situation. The highlights of the course are: increased emphasis on development of research skills and ability to summarize information obtained from authentic sources. Further expansion of vocabulary is achieved through exposure to various means of word formation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics as well as on familiar and some researched topics.
- write at the intermediate level on a variety of topics related to personal interest, everyday life, and the student’s research interest.
- discuss cultural and historical differences between Russia and the student’s native culture.
- demonstrate an understanding of how cross-cultural differences between societies here and Russia and their economic and
political structures inform cultural/personal identity.
- interpret and critically analyze short authentic texts while paying attention to the socio-political/geopolitical context in which they were produced.
- use authentic online Russian-language sources to research, collect, analyze, evaluate, and present information on topics of interest related to Russia and the Russian-speaking world.

Spanish (SPAN)

SPAN 101 Conversational Spanish, Elementary

Unit: 3
Hours: 54 hours LEC
Prerequisite: None.
Catalog Date: June 1, 2020

This introductory course provides students with elementary skills for understanding and speaking Spanish. Common expressions needed to communicate in everyday living will be stressed, and emphasis will be on conversation. This course is characterized by an emerging ability to understand and produce appropriate responses in high frequency situations utilizing learned materials. Students will be introduced to various cultural aspects of different Spanish-speaking countries.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- answer simple questions in Spanish about topics such as telling time, greetings, days of the week, academic subjects, identifying people, and sports, family, home, daily routines, and travel.
- follow a series of basic oral instructions in Spanish requiring non-verbal responses.
- demonstrate basic knowledge of geography and an understanding of the culture of the regions where Spanish is spoken.
- demonstrate understanding of a short spoken dialog or incident in Spanish.
- demonstrate comprehension of a reading selection in Spanish based on familiar topics, such as travel, family, classroom and academic life, pastimes, and weather.

SPAN 102 Conversational Spanish, Elementary

Unit: 3
Hours: 54 hours LEC
Prerequisite: SPAN 101 with a grade of "C" or better
Catalog Date: June 1, 2020

This second semester course will continue to provide students with elementary skills for understanding and speaking Spanish. Common expressions needed to communicate in everyday living will be stressed, and emphasis will be on conversation and correct pronunciation. Students will be introduced to various cultural aspects of different Spanish-speaking countries.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- participate in simple conversations in Spanish on selected topics.
- apply the basic sentence patterns of second-course level Spanish to create communicative messages.
- demonstrate basic knowledge of relevant aspects of the Hispanic culture and its values.
- use a larger vocabulary than that used at previous course level and do so with greater accuracy.
- demonstrate increased listening and reading comprehension skills than used at previous course level.
SPAN 111 Conversational Spanish, Intermediate

This third semester course is conducted exclusively in Spanish, and it provides students with continued practice in developing their skills for meaningful communication in the target language. Students will engage in interactive, social situations based on practical and relevant topics being studied. Emphasis will be on fostering oral proficiency and further development of Hispanic cultural awareness.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- communicate effectively using a wide range of expressions, vocabulary, and sentence structures at an intermediate level.
- use intermediate conversational skills in everyday Spanish.
- demonstrate development of their listening skills at an intermediate level.
- apply critical thinking language skills to cultural and social situations.
- collect, analyze, evaluate, and apply information about the cultures and peoples of the Hispanic community.

SPAN 112 Conversational Spanish, Intermediate

The emphasis of this course is primarily on developing the speaking ability of the students and their self-expression in brief, practical discussions. The concentration of this course is on verb-tense mastery, vocabulary, and idioms. Students will also learn about life and culture in Spanish-speaking countries.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use intermediate conversational skills in everyday Spanish.
- apply critical thinking language skills to Spanish cultural and social situations.
- demonstrate listening comprehension within a wider range of topics and over a longer period of time than was the case at the SPAN 111 level.
- demonstrate knowledge of the geography and culture of Spanish-speaking regions, including the art, architecture, music, literary figures, recording artists, and other cultural activities of those regions.

SPAN 401 Elementary Spanish

This course introduces the language and culture of the Spanish-speaking world. It includes the development of listening, speaking, reading, and writing, with emphasis on the oral communication skills. It focuses on the application of simple, grammatical concepts. It also presents information about the geography, culture, and people of the Spanish-speaking world.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- understand and communicate basic information, concepts, and ideas in spoken and written Spanish.
- demonstrate the use of Spanish vocabulary for practical, everyday use.
- speak with sufficiently correct pronunciation to be understood by a sympathetic listener.
- understand and apply basic grammatical rules of Spanish.
- read and write simple Spanish paragraphs.
- demonstrate basic knowledge of relevant aspects of the geography, culture, and values of the Spanish-speaking world.

SPAN 402 Elementary Spanish

Units: 4
Hours: 72 hours LEC
Prerequisite: SPAN 401 with a grade of "C" or better, or two years of high school Spanish with a grade of "C" or better
Transferable: CSU; UC (Reapproved Fall 2006 with appropriate prerequisite requirements)
General Education: AA/AS Area I; CSU Area C2; IGETC Area 6
C-ID: C-ID SPAN 110
Catalog Date: June 1, 2020

This course provides continued development of students' knowledge of the language and culture of the Spanish-speaking world. It includes further development of listening, speaking, reading, and writing, with continued emphasis on oral communication skills. It also presents additional information about the people, culture, and geography of the Spanish-speaking world.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand and communicate information, concepts, and ideas in spoken and written Spanish at a second semester level.
- use a broader vocabulary than that used at the previous course level and do so with greater accuracy.
- comprehend and respond appropriately to spoken and written Spanish on a variety of topics, such as talking about past events, making comparisons, and discussing plans for the future.
- comprehend and apply high frequency expressions and phrases in short non-technical conversations with enough accuracy to be understood by a sympathetic listener.
- use critical thinking in application of rules of Spanish grammar at a second semester level.
- read and write in Spanish at a second semester level.
- demonstrate knowledge of the geography and culture of the regions where Spanish is spoken, including everyday habits, celebrations, music, etc.

SPAN 411 Intermediate Spanish

Units: 4
Hours: 72 hours LEC
Prerequisite: SPAN 402 with a grade of "C" or better, or three years of high school Spanish with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6
C-ID: C-ID SPAN 200
Catalog Date: June 1, 2020

This first-semester intermediate Spanish course is the continuation of SPAN 402. It provides further development of listening, speaking, reading, and writing, with continued emphasis on communicative skills. It covers more complex grammar topics. Students will be expected to engage in meaningful communicative situations without relying on learned responses. Additionally, students will increase their knowledge of the culture and customs of the Spanish-speaking world, and gain a deeper understanding of its values and traditions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
- sustain a logical dialogue with fellow students or with a native speaker at the Intermediate - High level (ACTFL Proficiency Standards).
- interpret written and spoken Spanish on a variety of topics, such as talking about past events, predicting the future, giving advice, and influencing the decisions of others.
- describe some everyday aspects of Spanish-speaking cultures, such as family traditions, travel, fashion, health issues, and social responsibility.
- write letters, biographical sketches, descriptive paragraphs, and short imaginative pieces with a degree of accuracy.
- demonstrate knowledge of geography and understanding of the culture through music, literature, art and folklore of the regions where Spanish is spoken.
- compare and contrast Spanish-speaking cultures as they relate to their own culture.

**SPAN 412 Intermediate Spanish**

| Units:    | 4 |
| Hours:    | 72 hours LEC |
| Prerequisite: | SPAN 411 with a grade of "C" or better; or four years of high school Spanish with a "C" grade or better. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6 |
| C-ID: | C-ID SPAN 210 |
| Catalog Date: | June 1, 2020 |

This second semester of intermediate Spanish is designed to help students further develop skills acquired in SPAN 411. Readings in the original of the various literary genres (the short story, poetry, drama, the essay), by Hispanic authors, provide topics for discussion as well as venues in which to practice grammatical concepts and to develop vocabulary. Literary analysis is used as a tool for oral and written practice on grammatical points needed by the students. Students will develop increased cultural awareness and will continue to acquire knowledge of geography, culture, history, customs, traditions, and Spanish-speakers' contributions to the world community. The class is conducted exclusively in Spanish. Students will be able to handle complicated conversations using past and future time frames. The emphasis is on communication.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- participate in full conversations on general topics.
- read intermediate-level materials in the language.
- write expressively with a high degree of accuracy in word choice and grammatical construction.
- analyze some of the literary works and compare some of the authors and their works.
- use grammatical concepts with greater accuracy.
- communicate (in written and oral form) mundane facts and engage in an exchange of ideas, wishes, dreams, and desires.
- demonstrate listening and reading comprehension about a wider variety of topics than during the previous course level.
- use a more sophisticated and varied vocabulary than during the previous course level.
- demonstrate knowledge and appreciation of the Hispanic culture, its values, geography, history, and literature.

**SPAN 413 Spanish for Native Speakers I**

| Units:    | 4 |
| Hours:    | 72 hours LEC |
| Prerequisite: | Spanish native speaker proficiency, or the equivalent intermediate level as assessed by the instructor |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6 |
| C-ID: | C-ID SPAN 220 |
| Catalog Date: | June 1, 2020 |

This course offers the fundamentals of spoken and written Spanish for the native speaker of Spanish. It covers the structure of the language, oral communication, and fundamentals of grammar and composition. Focus is placed primarily on the indicative tenses. The course also covers diacritical marks, such as the accent mark, and their uses. In addition, the course introduces the student to the geography, history, and culture of the Spanish-speaking world. This course is conducted in Spanish.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proficiency in the five skills as mandated by the competency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL): comprehension, speaking, reading, writing, and an understanding of the people and culture of the Spanish-speaking countries.
- utilize correct grammatical structures of standard Spanish, including verb tenses, direct object, indirect object, and reflexive pronouns.
- write sentences in Spanish using correct punctuation, capitalization, and diacritical marks.
- demonstrate critical thinking in written and oral language in Spanish.
- read Spanish proficiently as found, for example, in Spanish language newspapers, magazines, short stories, essays, and selections of poetry written by Spanish, Spanish-American, and Chicano authors.
- demonstrate an awareness of cultural events, traditions, geography, and history in Spanish speaking nations and among the Spanish speaking population of the United States.
- identify which verb forms and vocabulary words belong to standard Spanish, colloquial Spanish, and local colloquial Spanish, influenced in lexicon and syntax by the English language and common to Spanish speakers with no formal education in the language.

SPAN 415 Spanish for Native Speakers II

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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>72 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>SPAN 413 with a grade of &quot;C&quot; or better</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6</td>
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<tr>
<td>C-ID:</td>
<td>C-ID SPAN 230</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This course is a continuation of SPAN 413. It offers the fundamentals of spoken and written Spanish for the native speaker of Spanish. It covers the structure of the language, oral communication, and fundamentals of grammar and composition. Focus is placed primarily on the conditional and subjunctive forms, the future tense, and the compound tenses. The course also covers diacritical marks, such as the accent mark, and their uses. In addition, the course introduces the student to the geography and culture of the Spanish speaking world. This course is conducted in Spanish.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and utilize correct advanced grammar in Spanish to communicate in complex situations about topics beyond immediate and personal needs.
- read and discuss a variety of written works in Spanish.
- analyze, compare and contrast different Spanish speaking countries’ cultures, customs, historical development, geography, contributions, and challenges.
- produce sentences, paragraphs, and essays in Spanish using correct grammar, diacritical marks, punctuation, and capitalization.

SPAN 425 Advanced Reading and Conversation

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<th>Units:</th>
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<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>SPAN 412 or 415 with a grade of &quot;C&quot; or better</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area I; CSU Area C2; IGETC Area 3B</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This class focuses on building advanced reading and conversational skills in Spanish. The emphasis is on developing critical thinking skills and academic writing proficiency through a functional grammar approach. These language skills will be embedded within a cultural context which introduces students to key elements allowing them to gain a deeper understanding of the diverse Spanish speaking world. The readings and activities provided will allow students to discuss and give their point of view regarding the negative aspects of
stereotypes, the new concepts of family, civil rights and immigration within Spanish speaking communities in the United States and abroad.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate improved pronunciation, aural comprehension, reading, and writing skills in Spanish through practical use.
- demonstrate greater understanding of the diversity of the Spanish speaking world.
- demonstrate an understanding of geography, culture, and people of regions where Spanish is spoken and of Spanish-speakers' contributions to the world cultures.
- develop the ability to communicate creatively in Spanish in a real-world setting.

SPAN 427 Introduction to Spanish American Literature

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | SPAN 412 or 415 with a grade of "C" or better |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C2; IGETC Area 3B |
| Catalog Date: | June 1, 2020 |

This course introduces students to Latin American literature and explores the relationship between Latin American literary movements and trends and historical periods. Different types of genres will be analyzed. Text selections will be read in their original Spanish language. Class presentations and discussions will be in Spanish as well.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of Latin American literary movements, genres, authors, and works in a historical context.
- analyze elements of literature in works of chronicle, poetry, narrative, drama, and essay written by Latin American writers.
- write analytically and critically about assigned readings, demonstrating appropriate writing and composition skills.

SPAN 428 Contrastive Grammar of English-Spanish

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | SPAN 412 or 415 with a grade of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course presents the essential elements of Spanish grammar side by side with their grammatical equivalent in English. It allows native Spanish speakers and advanced Spanish learners to compare and contrast the grammars of both languages at a glance. It focuses upon the development of analytical abilities by presenting the interlingual differences between Spanish and English in a simple and direct way. Students will be provided with numerous exercises, through which the nature of such differences can be readily perceived and acted upon.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge and understanding of basic sentence structure in English and Spanish.
- recognize and interpret intermediate structures of English and Spanish grammar in text and speech.
- analyze Spanish and English grammar from a contrastive perspective.
- identify individual patterns of grammar errors when using the target language in order to later avoid them successfully.
examine and demonstrate the differences between and the correct use of the indicative tenses in English and Spanish.

examine and demonstrate the differences between and the correct use of the subjunctive form and the compound tenses in English and Spanish.

compose grammatically correct sentences utilizing basic and intermediate structures of English and Spanish in writing.

compose grammatically correct sentences utilizing basic and intermediate structures of English and Spanish in speech.

SPAN 434 Spanish for the Professions - Intermediate

This is an intermediate course designed for persons in law enforcement, business and finance, social services, and the medical professions. The emphasis of the course is on acquiring verbal facility in interviewing, collecting data, giving instructions, and general courtesies. The course will help students acquire language proficiency while reviewing and broadening the grammar foundation attained in elementary Spanish. It will introduce specific vocabulary necessary for professionals to communicate successfully in a professional situation. The issue of cultural and behavioral attitudes appropriate for relating to persons of Hispanic heritage will be discussed.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- interview, collect data, give instructions, and sustain a logical dialogue in Spanish with another student or a native speaker.
- communicate effectively in Spanish in a professional situation.
- demonstrate knowledge and understanding of the Spanish speaking culture and the ability to apply it to professional settings.

Tagalog (TGLG)

TGLG 401 Elementary Tagalog

This course is an introduction to Tagalog. It is designed for beginning students with limited or no previous exposure to the language. The course covers Tagalog sounds, pronunciation, pitch and intonations, basic vocabulary, and grammar. The focus is on developing vocabulary set in high occurrence sentence patterns relating to everyday situations such as greetings and introductions, making friends, talking about self and others, shopping, etc. Grammar will emphasize simple sentences, sentence formations, verb conjugations, and functions. The development of basic skills (listening, speaking, and writing) in a cultural context will be a special focus.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- enumerate and recount vocabulary words integrating nouns, adjectives, verbs, adverbs, pronouns, and other Tagalog words.
- listen to elementary Tagalog with basic comprehension.
- demonstrate ability to write and read in Tagalog.
- express themselves through elementary conversations in Tagalog.
- evaluate and correct the basic structure of written and spoken Tagalog.
- understand the basic aspects of Filipino culture by creating dialogues using Tagalog in varied Filipino cultural situations and practices.
analyse and identify key historical and intergenerational shifts impacting Filipino values, culture, and language.

**TGLG 402 Elementary Tagalog**

**Units:** 4  
**Hours:** 72 hours LEC  
**Prerequisite:** TGLG 401 with a grade of "C" or better  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; CSU Area C2; IGETC Area 6  
**Catalog Date:** June 1, 2020

This course is a second semester course in Tagalog, which continues with the basic grammar and further development of all language skills. It allows continued refinement of the low-level skills begun in TGLG 401. The lessons further provide for the integrated development of listening, speaking, reading, and writing, working towards increased competency in communication. TGLG 402 continues teaching vocabulary, idioms, and more complex phrases and readings. Discussions on Filipino-American culture, history, and community will be highlighted when relevant to the appropriate use of language.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyse and practice the basic structure of spoken Tagalog, including more complex subordinate phrases and clauses.
- enumerate and recount Tagalog vocabulary words and different parts of speech in sentence formation.
- read and write in Tagalog using oral and written skills in various activities and exercises.
- create and produce culturally appropriate dialogues utilizing simple to complex sentences and verbal and written expressions in Tagalog.
- describe basic aspects of Filipino culture that relate to the development of Tagalog and to communicating in the language.
- compare and contrast Filipino immigrant values to the values of American born Filipinos.
- evaluate and correct grammatically incorrect sentences in Tagalog.
- paraphrase simple short poems and respond to Tagalog riddles.

**Vietnamese (VIET)**

**VIET 401 Elementary Vietnamese**

**Units:** 4  
**Hours:** 72 hours LEC  
**Prerequisite:** None.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; CSU Area C2; IGETC Area 6  
**Catalog Date:** June 1, 2020

This course will provide an introduction to the Vietnamese language at the Novice Low Level, which is characterized by an emerging ability to understand and produce appropriate responses in high-frequency situations utilizing learned materials, standardized messages, phrases and expressions including numbers, dates, days, weather, time, foods, and Vietnamese names. Speaking and writing will be comprehensible to a sympathetic listener, including a native speaker used to interacting with non-native speakers. Verbal written expression is limited to short, culturally-appropriate communication, including kinship terms and nouns of address. Students will acquire a knowledge and an appreciation of the geography, culture, and people of regions where Vietnamese is spoken and of Vietnamese speakers' contributions to North American and world-wide culture.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate conceptual, intermittent but non-sustained control of learned, high frequency expressions and phrases in conversation and writing in Vietnamese. These include enumerating, asking and answering routine questions, talking about future plans, including weekends and evening, and giving simple instructions.
- create lists, write simple messages, and supply basic biographical information using simple sentences in Vietnamese.
speak and write Vietnamese in a manner intelligible to sympathetic listeners used to communicating with non-native speakers. These spoken and written messages will consist of short responses and questions using basic vocabulary.

demonstrate knowledge of the geography and an understanding of the culture of the regions where Vietnamese is spoken and the contribution of the Chinese, French, and other ethnic minorities.

VIET 402 Elementary Vietnamese

Units: 4
Hours: 72 hours LEC
Prerequisite: VIET 401 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 6
Catalog Date: June 1, 2020

This course will provide continued refinement of the Novice Low Level skills begun in VIET 401 while working toward the Novice Mid and High Levels. The student will gain increased accuracy; improve ability to understand and produce appropriate responses in high frequency situations utilizing learned materials, standardized messages, phrases and expressions, including numbers, dates, days, weather, time, foods, and names of family members; and improve ability to understand discourse on an increased number of topics. Speaking and writing will be comprehensible to a sympathetic listener, including a native speaker used to interacting with non-native speakers, and will demonstrate an emerging ability to create with the language. Verbal and written expression will be limited to short, culturally appropriate communication with greater accuracy and on a broader scale of topics than that found at the VIET 401 level. Students will acquire a knowledge and an appreciation of the geography, culture, and people of regions where Vietnamese is spoken and of Vietnamese speakers' contributions to North American and world-wide culture.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate increased conceptual understanding and more sustained control of learned, high-frequency expressions and phrases in conversation and writing in Vietnamese than they were capable of in the first semester course.

- enumerate, ask and answer routine questions in Vietnamese.

- talk about future plans, including weekends and evenings, in Vietnamese.

- give simple instructions in Vietnamese.

- write compositions which involve listing, writing simple messages, and supplying basic biographical information in Vietnamese.

- speak Vietnamese using short responses and questions with a broader vocabulary than that used in the first semester course and do so with increasing accuracy.

- demonstrate knowledge of geography and an understanding of the culture of the regions where Vietnamese is spoken, including art, architecture, music, dance, literary figures, recording artists, and other cultural activities.
Geography is the science of place and space. Geographers study the relationships among geographic places, natural systems, society and cultural activities, and the interdependence of these from the spatial perspective. There are two main branches of geography: human geography and physical geography. Human geography is concerned with the spatial aspects of the human endeavor. This examination includes the distribution of humans and their correspondent activities, how people use and perceive space, and how humans create and sustain their environs. Physical geography examines the physical elements and spatial processes related to the Earth’s environmental systems. These include energy, air, water, weather, climate, landforms, soils, animals, plants, etc. In addition, geography is increasingly utilizing spatial technologies, such as Geographic Information Systems (GIS), Global Positioning Systems (GPS), and remotely-sensed imagery, to study the Earth and its inhabitants. The discipline of geography specifically examines the linkages between human activity and natural systems. Geographers were, in fact, among the first scientists to sound the alarm that human-induced changes to the environment were beginning to threaten the balance of life itself. Geographers today are active in the examination and planning of our communities and the development of our human landscapes along with the study of global warming, deforestation, pollution, and a variety of other environmental quandaries. The required and elective coursework for this degree will survey a broad spectrum of physical, human, and geo-spatial inquiry. As a result, the SCC Geography AA-T degree will provide transfer students with a solid foundation in geography as well as the standard prerequisites for upper-division coursework leading to the baccalaureate degree.

Dean
Dennis Lee
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SCC-BSS@losrios.edu

Associate Degree for Transfer

A.A.-T. in Geography

Geography is the science of place and space. Geographers study the relationships among geographic places, natural systems, society and cultural activities, and the interdependence of these from the spatial perspective.

There are two main branches of geography: human geography and physical geography. Human geography is concerned with the spatial aspects of the human endeavor. This examination includes the distribution of humans and their correspondent activities, how people use and perceive space, and how humans create and sustain their environs. Physical geography examines the physical elements and spatial processes related to the Earth’s environmental systems. These include energy, air, water, weather, climate, landforms, soils, animals, plants, etc. In addition, geography is increasingly utilizing spatial technologies, such as Geographic Information Systems (GIS), Global Positioning Systems (GPS), and remotely-sensed imagery, to study the Earth and its inhabitants.

The discipline of geography specifically examines the linkages between human activity and natural systems. Geographers were, in fact, among the first scientists to sound the alarm that human-induced changes to the environment were beginning to threaten the balance of life itself. Geographers today are active in the examination and planning of our communities and the development of our human landscapes along with the study of global warming, deforestation, pollution, and a variety of other environmental quandaries.

The required and elective coursework for this degree will survey a broad spectrum of physical, human, and geo-spatial inquiry. As a result, the SCC Geography AA-T degree will provide transfer students with a solid foundation in geography as well as the standard prerequisites for upper-division coursework leading to the baccalaureate degree.

Note to Transfer Students:
Even though this transfer degree is designed to make transitioning to a California State University in this major as seamless as possible, it is strongly recommended that you meet with a counselor to construct an educational plan. This process will be imperative if you are planning to transfer to an alternative four-year university or college.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):
(1) Completion of a minimum of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
(A) The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
(2) Obtainment of a minimum grade point average of 2.0.
ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020
### Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 300</td>
<td>Physical Geography: Exploring Earth's Environmental Systems</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 301</td>
<td>Physical Geography Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>GEOG 310</td>
<td>Human Geography: Exploring Earth’s Cultural Landscapes</td>
<td>3</td>
</tr>
</tbody>
</table>

#### List A:

A minimum of 6 units from the following:

- GEOG 306 Weather and Climate (3)
- GEOG 320 World Regional Geography (3)
- GEOG 331 Exploring Maps and Geographic Technologies (3)
- GEOG 391 Field Studies in Geography: Mountain Landscapes (1 - 4)
- GEOG 392 Field Studies in Geography: Coastal Landscapes (1 - 4)
- GEOG 393 Field Studies in Geography: Arid Landscapes (1 - 4)
- GEOG 394 Field Studies in Geography: Volcanic Landscapes (1 - 4)

#### List B:

A minimum of 6 units from the following:

- ANTH 481 Honors Cultural Anthropology (3)
  or ANTH 310 Cultural Anthropology (3)
- ECON 304 Principles of Microeconomics (3)
- GEOG 302 Environmental Studies & Sustainability (3)
- GEOG 305 Global Climate Change (3)
- GEOG 308 Introduction to Oceanography (3)
- GEOG 334 Introduction to GIS Software Applications (3)
- GEOG 353 Introduction to the Global Positioning System (GPS) (1)
- GEOL 302 Physical Geology (4)
- POLS 480 Introduction to International Relations - Honors (3)
  or POLS 310 Introduction to International Relations (3)

Total Units: 19

1 Students may also substitute courses from the previous list not already counted toward the degree.

The Associate in Arts in Geography for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- understand the general content and scope of collegiate level geography studies.
- compare and contrast the general biophysical and sociocultural differences and similarities among world regions.
- interpret maps and mapped data utilizing basic map elements, including scales, common coordinate systems, and map symbols.
- utilize geographic information technologies such as Geographic Information Systems (GIS), Global Positioning Systems (GPS), and
GEOG 300 Physical Geography: Exploring Earth's Environmental Systems

This course is a spatial study of planet Earth's dynamic physical systems and processes. Topics include weather, climate, landforms, natural hazards, water resources, vegetation, and soils. Emphasis is placed on interrelationships among Earth systems and processes and their resulting patterns and distributions. Relevant application of these concepts to today's world is also stressed to help students better understand Earth's physical environment as well as human-environmental interaction. Optional field trips may be included.

Upon completion of this course, the student will be able to:

- list and describe the basic components of Earth's major environmental spheres.
- identify the variety and the distribution of the atmospheric, hydrologic, and geologic phenomena of this planet.
- analyze the connections between local atmospheric phenomena and global weather systems.
- compare and contrast the connections between atmospheric phenomena and the biosphere.
- examine impact of lithospheric natural hazards such as earthquakes and tsunamis on human societies.
- evaluate human dependence upon the physical elements for sustenance and livelihood.

GEOG 301 Physical Geography Laboratory

This course is a spatial study of planet Earth's dynamic physical systems and processes. Topics include weather, climate, landforms, natural hazards, water resources, vegetation, and soils. Emphasis is placed on interrelationships among Earth systems and processes and their resulting patterns and distributions. Relevant application of these concepts to today's world is also stressed to help students better understand Earth's physical environment as well as human-environmental interaction. Optional field trips may be included.

Upon completion of this course, the student will be able to:

- evaluate and analyze geographic problems and their solutions.
- communicate geographic information effectively in oral, written, and graphic form.

Career Information

The career opportunities available to someone earning a degree in geography are as varied as the discipline itself. Some career areas and specific occupations include: natural resource management; environmental conservation; international development; urban and regional planning; education (K-12 through University); tourism; cartography; climate science; park management; transportation planning and logistics; real estate; international business; marketing; land surveying; research science; remote sensing; demography; GIS analysis; and many more (please contact the department for additional information). Some career options may require more than two years of college study.
This course is a laboratory study of basic principles and concepts relating to our Earth’s environmental systems. Labs feature observation, collection, analysis, and display of data related to the study of energy, weather and climate, vegetation, soils, landforms, and environmental hazards. In addition, this course utilizes geographic methods such as map and image interpretation and geographic technologies such as weather instruments, global positioning systems (GPS), and computer applications. Field trips may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- read, analyze, and interpret topographic maps and other geographic imagery.
- collect and analyze basic geographic data using common instruments.
- analyze and interpret tabular and graphic data related to basic geographic phenomena.
- interpret and synthesize local, regional, and global weather and climate data.
- apply basic physical geographic principles to contemporary environmental situations.

**GEOG 302 Environmental Studies & Sustainability**

<table>
<thead>
<tr>
<th>Units</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None.</td>
</tr>
<tr>
<td>Advisory</td>
<td>MATH 34 with a grade of “C” or better; ENGRD 310 and ENGRWR 101, or ESLR 320 and ESLW 310, with grades of “C” or better.</td>
</tr>
<tr>
<td>Transferable</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>General Education</td>
<td>AA/AS Area IV; CSU Area D5; IGETC Area 4E</td>
</tr>
<tr>
<td>Catalog Date</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This introductory course offers an interdisciplinary perspective on the major environmental problems confronting society and explores solutions directed toward producing a more sustainable future. Course topics include an introduction to environmental issues, Earth system science, natural resources, global climate change, human demography, agricultural systems, and development issues. These topics will be examined with human-environment interaction as the overriding paradigm to examine potential for sustainable systems as our planet and populations progress. A field trip may be required to relate class discussions to the real world.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- systematize the basic framework of environmental studies and how it relates to the current environmental and sustainability issues.
- compare and contrast global, regional, and local distribution of various environmental issues.
- recognize and identify contemporary environmental and sustainability issues, put them into context, and examine potential solutions.
- recognize and identify the ethical and social justice aspects of environmental problems.

**GEOG 305 Global Climate Change**

<table>
<thead>
<tr>
<th>Units</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None.</td>
</tr>
<tr>
<td>Advisory</td>
<td>MATH 34 with a grade of “C” or better; ENGRD 310 and ENGRWR 101 or ESLR 320 and ESLW 310 with grades of “C” or better.</td>
</tr>
<tr>
<td>Transferable</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>General Education</td>
<td>AA/AS Area IV; CSU Area B1; IGETC Area 5A</td>
</tr>
<tr>
<td>Catalog Date</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course explores the history and mechanisms of climate change on the Earth as well as the methods that scientists use to investigate climate change. Areas of emphasis will include climate change in the recent history of Earth (the past few million years) and the connection between human industrial activity and current climatic shifts. Additionally, this course investigates the effects of climate change in the world today and discusses possible technological and political solutions to this vast and increasingly important problem. Field trips may be required.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define the scientific tools used to study global climate change in the past and present.
- describe the various lines of evidence that scientists use to investigate climate change in Earth's deep past.
- interpret the components, processes, and dynamics of the global heat budget as they pertain to the ocean/atmosphere system.
- analyze the conditions that led to extensive climate change over the past 2.5 million years.
- evaluate the purported human causes of climate change, the evidence surrounding that, and the likely consequences of human-caused climate change.

GEOG 306 Weather and Climate

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
Advisory: MATH 34 with a grade of "C" or better, ENGRD 310 and ENGWR 101, or ESLR 320 and ESLW 310, with grades of "C" or better.  
Transferable: CSU; UC  
General Education: AA/AS Area IV; CSU Area B1; IGETC Area 5A  
C-ID: C-ID GEOG 130  
Catalog Date: June 1, 2020

This course is an introduction to atmospheric processes including energy and moisture exchanges, atmospheric pressure, winds and global circulation, and severe weather conditions. In addition, global, regional, and local climates are investigated. Student work will include weather observations and analysis of atmospheric data using charts, weather maps, and radar and satellite imagery from the Internet and other sources. Field trips may be required to reinforce course content.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- interpret, analyze, and display (map or graph) atmospheric data.
- detail the processes of energy exchange within the Earth/atmosphere system.
- identify and describe forces that cause atmospheric motion as they relate to wind systems and the global circulation.
- detail the processes involving atmospheric humidity, specifically the changes of phase of water.
- explain why precipitation occurs, including sources of moisture, lifting mechanisms, adiabatic processes, and cloud and precipitation formation.
- compare and contrast the dynamics of severe weather systems, including thunderstorms, hurricanes, and tornadoes.
- classify and interpret atmospheric data in order to describe variation in climate over Earth's surface.
- compare and contrast California's Mediterranean climate with other global climates, especially the four other major Mediterranean climate zones around the world.
- discuss and debate the mechanisms of climate change, both natural and anthropogenic, the impacts of climate change, and the potential solutions.

GEOG 308 Introduction to Oceanography

Units: 3  
Hours: 54 hours LEC  
Prerequisite: MATH 34 with a grade of "C" or better; ENGRD 310 and ENGWR 101, or ESLR 320 and ESLW 310, with grades of "C" or better.  
Advisory: None.  
Transferable: CSU; UC  
General Education: AA/AS Area IV; CSU Area B1; IGETC Area 5A  
Catalog Date: June 1, 2020

This course is an integrated study of the world's oceans from chemical, biological and human perspectives. Topics include ocean and
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and evaluate the relationships between marine processes and plate tectonics.
- assess the impact of human activities on ocean chemistry, marine life, and global climate.
- examine common coastal features and processes.
- evaluate the impact of shoreline processes on human activities and structures.
- analyze the relationships between weather patterns and oceanic circulation.
- assess and interpret the gross chemical composition of the ocean.
- evaluate and measure the impact of resource extraction on marine environments.
- describe the distribution of sediment in the oceans and the processes that move sediment.

GEOG 310 Human Geography: Exploring Earth's Cultural Landscapes

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGRD 310 and ENGWR 101, or ESLR 320 and ESLW 310, with grades of "C" or better.
Advisory: CSU; UC
Transferable: AA/AS Area V(b); AA/AS Area Vi; CSU Area D5; IGETC Area 4E
General Education: C-ID GEOG 120
Catalog Date: June 1, 2020

This course investigates the diverse patterns of human activity on earth in relation to cultural and environmental factors. Major themes include human-environment interaction, globalization, spatial and cultural conflict, and cultural diversity. The following topical areas will be utilized to examine these dynamic concepts: population, migration, language, religion, ethnicity, political and economic systems, development issues, agriculture, urbanization, and resource issues.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- systematize the basic framework of geographic inquiry and identify where cultural geography fits into this spatial science.
- compare and contrast the global, regional, and local distribution of various cultural phenomena, including: population dynamics, language, religion, ethnicity, development, and resources.
- recognize contemporary geographic issues and their contexts.
- analyze the roles of cultural diversity, natural resources distribution, and human systems on global decision-making.
- evaluate possible solutions to global issues.

GEOG 320 World Regional Geography

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGRD 310 and ENGWR 101, or ESLR 320 and ESLW 310, with grades of "C" or better.
Advisory: CSU; UC
Transferable: AA/AS Area V(b); CSU Area D5; IGETC Area 4E
General Education: C-ID GEOG 125
Catalog Date: June 1, 2020

This course is a global survey of the world’s major cultural regions. Basic geographic concepts and ideas are used to study and compare
people, resources, landscapes, and economies across eight major geographic regions. In addition, interactions between these regions, globalization, cultural diversity, environmental issues, and development dynamics are utilized as themes to examine our ever-changing world.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- generalize the special combination of cultural, physical, historical, and economic qualities that characterize each of the major geographic regions of the human world (such as North America or Sub-Saharan Africa).
- identify major socioeconomic, political, and/or environmental issues currently affecting Earth’s major geographic regions.
- recognize and identify the world’s major geographic regions, as well as all countries located within them, on a blank outline map.

**GEOG 331 Exploring Maps and Geographic Technologies**

| Units: | 3 |
| Hours: | 50 hours LEC; 12 hours LAB |
| Prerequisite: | None. |
| Advisory: | CISC 300 or equivalent with a grade of "C" or better |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area IV |
| C-ID: | C-ID GEOG 150 |
| Catalog Date: | June 1, 2020 |

This course introduces students to the exciting world of maps (both hard-copy and digital) and the geographic techniques and technologies that are utilized in the creation of modern cartographic documents. The examination of cartographic constructs, Global Positioning Systems (GPS), Internet mapping, remote sensing, and Geographic Information Systems (GIS) will shed light on this interesting and rapidly changing area of spatial inquiry.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- determine basic geographic information (e.g. location, distance, and direction) using various map scales, coordinate systems, and projections.
- create, analyze, critique, and interpret data using maps, aerial photographs, and satellite imagery.
- demonstrate basic proficiency in traditional and technology-based cartographic skills.
- collect, import, and display geospatial data within a GIS.
- critically analyze mapping applications and technologies commonly used in today’s society.

**GEOG 334 Introduction to GIS Software Applications**

| Units: | 3 |
| Hours: | 50 hours LEC; 12 hours LAB |
| Prerequisite: | None. |
| Advisory: | CISC 300 or equivalent with a grade of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course provides the conceptual and practical foundations for using Geographic Information Systems (GIS) software. It emphasizes basic GIS software functionality including map display, attribute and spatial query, address geocoding, spatial database management, spatial analysis, cartographic presentation, and spatial data management.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and utilize the components of the software graphical user interface
• compile and manage spatial data
• organize spatial data using statistical classification methods
• perform attribute and spatial queries
• create and modify spatial databases
• utilize basic geoprocessing tools
• analyze spatial relationships between map features
• design and produce maps

GEOG 353 Introduction to the Global Positioning System (GPS)

Units: 1
Hours: 16 hours LEC; 6 hours LAB
Prerequisite: None.
Advisory: CISC 300 or equivalent with a grade of “C” or better
Transferable: CSU
Catalog Date: June 1, 2020

This course introduces the Global Positioning System (GPS). Topics include how this location system works, hands-on operation of the technology, real-world applications, computer interfaces, GIS, and other mapping software. A field trip may be required which could include a nominal fee.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• evaluate GPS receiver operation for positioning and navigation.
• design and implement field data collection for mapping.
• understand GPS in relation to basic geographic information system (GIS) concepts.
• describe the procedure for downloading and uploading GPS data to and from a computer.
• create maps of GPS data using computer software.

GEOG 391 Field Studies in Geography: Mountain Landscapes

Units: 1 - 4
Hours: 6 - 24 hours LEC, 36 - 144 hours LAB
Prerequisite: None.
Transferable: CSU
C-ID: C-ID GEOG 160
Catalog Date: June 1, 2020

This course involves the study of geographic principles and processes in mountain environments. The course content will vary by destination but may include topics in physical geography (e.g., plant and animal communities, climate and weather, geology and geomorphology, natural hazards, environmental impacts, etc.), human geography (e.g., cultural landscapes, economic activities, transportation issues, land use patterns, etc.), and introduction to tools and techniques used for geographic field research (e.g., map and compass use, the Global Positioning System (GPS), Geographic Information Systems (GIS), etc.). Field excursions are required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• apply concepts and processes discussed in lecture to experiences in the field.
• compose field notes and collect and analyze field data.
• describe and explain geographic phenomena related to the particular physical and/or human environments under study.
integrate geographic information from various disciplines (geology, biology, ecology, urban studies, anthropology, history, economics, cultural studies, and others) in order to explain landscape patterns and processes.

GEOG 392 Field Studies in Geography: Coastal Landscapes

Units: 1 - 4
Hours: 6 - 24 hours LEC, 36 - 144 hours LAB
Prerequisite: None.
Transferable: CSU
C-ID: C-ID GEOG 160
Catalog Date: June 1, 2020

This course involves the study of geographic principles and processes in coastal environments. The course content will vary by destination but may include topics in physical geography (e.g., plant and animal communities, climate and weather, geology and geomorphology, natural hazards, environmental impacts, etc.), human geography (e.g., cultural landscapes, economic activities, transportation issues, land use patterns, etc.), and introduction to tools and techniques used for geographic field research (e.g., map and compass use, the Global Positioning System (GPS), Geographic Information Systems (GIS), etc.). Field excursions are required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply concepts and processes discussed in lecture to experiences in the field.
- compose field notes and collect and analyze field data.
- describe and explain geographic phenomena related to the particular physical and/or human environments under study.
- integrate geographic information from various disciplines (geology, biology, ecology, urban studies, anthropology, history, economics, cultural studies, and others) in order to explain landscape patterns and processes.

GEOG 393 Field Studies in Geography: Arid Landscapes

Units: 1 - 4
Hours: 6 - 24 hours LEC, 36 - 144 hours LAB
Prerequisite: None.
Transferable: CSU
C-ID: C-ID GEOG 160
Catalog Date: June 1, 2020

This course involves the study of geographic principles and processes in arid environments. The course content will vary by destination but may include topics in physical geography (e.g., plant and animal communities, climate and weather, geology and geomorphology, natural hazards, environmental impacts, etc.), human geography (e.g., cultural landscapes, economic activities, transportation issues, land use patterns, etc.), and introduction to tools and techniques used for geographic field research (e.g., map and compass use, the Global Positioning System (GPS), Geographic Information Systems (GIS), etc.). Field excursions are required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply concepts and processes discussed in lecture to experiences in the field.
- compose field notes and collect and analyze field data.
- describe and explain geographic phenomena related to the particular physical and/or human environments under study.
- integrate geographic information from various disciplines (geology, biology, ecology, urban studies, anthropology, history, economics, cultural studies, and others) in order to explain landscape patterns and processes.
GEOG 394 Field Studies in Geography: Volcanic Landscapes

This course involves the study of geographic principles and processes in volcanic environments. The course content will vary by destination but may include topics in physical geography (e.g., plant and animal communities, climate and weather, geology and geomorphology, natural hazards, environmental impacts, etc.), human geography (e.g., cultural landscapes, economic activities, transportation issues, land use patterns, etc.), and introduction to tools and techniques used for geographic field research (e.g., map and compass use, the Global Positioning System (GPS), Geographic Information Systems (GIS), etc.). Field excursions are required.

Upon completion of this course, the student will be able to:

- apply concepts and processes discussed in lecture to experiences in the field.
- compose field notes and collect and analyze field data.
- describe and explain geographic phenomena related to the particular physical and/or human environments under study.
- integrate geographic information from various disciplines (geology, biology, ecology, urban studies, anthropology, history, economics, cultural studies, and others) in order to explain landscape patterns and processes.

GEOG 495 Independent Studies in Geography

This course is for students or small groups who wish to develop an in-depth understanding of a geographic topic that is beyond what is offered in our regular courses. Instructor approval is required to enroll in this course.

UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Upon completion of this course, the student will be able to:

- develop the topic and research goals for this study.
- demonstrate the ability to research topics in a variety of formats
- analyze researched information for efficacy and relevance to defined topic.
- develop and complete final project for course.
Learning, Tutoring and Academic Technology | Sacramento City College

Learning, Tutoring and Academic Technology provides resources for the campus community to foster learning and incorporate technology into instruction. Learning Skills and Tutoring provides a wide range of tutoring services to assist students with meeting their academic needs. The Writing Center provides tutorial services to enhance students’ writing proficiency across all academic disciplines. Distance Education provides program-level support to faculty in disciplines engaging in distance education instructional modalities and provides guidance regarding regulatory compliance, accreditation issues, and best practices for distance-based instruction. Instructional Development provides support for the various academic computing resources and instructional technologies provided to students and faculty.

Dean

Kevin Flash

Department Chairs

Susan Griffin
Brian Pogue

(916) 558-2253

MurillC@scc.losrios.edu

Learning, Tutoring, and Academic Technology (LTAT)

LTAT 92 Prerequisite Skills Assistance

<table>
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<th>Units:</th>
<th>0.5 - 2</th>
</tr>
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<tr>
<td>Hours:</td>
<td>27 - 108 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course offers individualized instruction designed to help students improve basic reading, grammar/mechanics, arithmetic, and algebra skills. Course offerings vary depending on individual student needs and abilities. Students may enroll in this open-entry/open-exit course up to the eighth week of the semester. This course is intended as a supplement to other courses and not as a substitute for any basic skills course. Students must complete 27 hours of work to earn 0.5 unit of credit per semester. Students may enroll up to four times. This course is graded Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate overall proficiency of at least 80% for remedial math, algebra, reading, or English on chapter tests.
- employ time management skills necessary to efficiently allocate and manage their time for independent study.
- recognize when they need to seek staff assistance in order to understand and complete coursework.

LTAT 93 Prerequisite Skills - Arithmetic Review

<table>
<thead>
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<th>Units:</th>
<th>0.5 - 1</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>27 - 54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>
This course offers individualized, computer-assisted, self-paced practice designed to help students review and improve their skills in adding, subtracting, multiplying, and dividing whole numbers and fractions and selecting the correct operation for solving simple word problems using whole numbers and fractions. Students may enroll in this open-entry, open-exit course up to the eighth week of the semester. This course is intended as a supplement to other courses and is not a substitute for any basic skills course. Students may enroll in 0.5 to 1 unit. This course is graded Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate overall proficiency of at least 80% for remedial math.
- employ time management skills necessary to efficiently allocate and manage their time for independent study.
- recognize when they need to seek staff assistance in order to understand and complete coursework.

LTAT 94 Prerequisite Skills - Grammar and Mechanics Review

<table>
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<tr>
<th>Units:</th>
<th>0.5 - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>27 - 54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
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This course offers individualized, computer-assisted, self-paced practice designed to help students review and improve their understanding of basic English grammar, spelling, punctuation, and sentence structure. Students may enroll in this open-entry, open-exit course up to the eighth week of the semester. This course is intended as a supplement to other courses and is not a substitute for any basic skills course. Students may enroll in 0.5 to 1 unit. This course is graded Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate overall proficiency of at least 80% for grammar and mechanics review.
- employ time management skills necessary to efficiently allocate and manage their time for independent study.
- recognize when they need to seek staff assistance in order to understand and complete coursework.

LTAT 95 Prerequisite Skills - Reading Skills Review

<table>
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<th>Units:</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>27 - 54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course offers individualized, computer-assisted, self-paced practice designed to help students improve their basic reading skills by reviewing vocabulary building, context clues, word structure, and distinguishing main ideas from supporting detail. Students may enroll in this open-entry, open-exit course up to the eighth week of the semester. This course is intended as a supplement to other courses and is not a substitute for any basic skills course. Students may enroll in 0.5 to 1 unit. This course is graded Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate overall proficiency of at least 80% for remedial reading on chapter tests.
- employ time management skills necessary to efficiently allocate and manage their time for independent study.
- recognize when they need to seek staff assistance in order to understand and complete coursework.
LTAT 96 Prerequisite Skills - Pre-Algebra Skills

This course offers individualized, computer-assisted, self-paced practice designed to help students review and improve their skills in using decimals, ratio and proportion, and percentage and employing these concepts to solve word problems. Students may enroll in this open-entry, open-exit course up to the eighth week of the semester. This course is intended as a supplement to other courses and is not a substitute for any basic skills course. Students may enroll in 0.5 to 1 unit. This course is graded Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate overall proficiency of at least 80% for review of math in preparation for algebra.
- employ time management skills necessary to efficiently allocate and manage their time for independent study.
- recognize when they need to seek staff assistance in order to understand and complete coursework.

LTAT 300 Academic Skills

The course is designed for students who want to improve their academic skills. Students will have an opportunity to assess their learning needs in order to develop and improve study techniques for textbook reading, note-taking, and test taking. In addition, students will learn how to manage their time, improve their concentration and memory, and develop listening strategies in order to become successful students.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and establish individual academic goals and objectives.
- examine and evaluate self-learning strategies and adapt to individual strengths and weaknesses.
- analyze time management principles and prepare a schedule that accounts for academic and personal commitments.
- incorporate new listening and communication skills.
- demonstrate note-taking skills from lectures and texts.
- explain test taking techniques.
- demonstrate techniques for textbook reading.
- assess and implement memory and concentration techniques.

LTAT 310 Introduction to Individual Peer Tutoring

The course is designed to train students to become peer tutors. It introduces students to the role of a peer tutor and to methods of effective tutoring. Through lectures, discussions, assignments, and assessments, students will develop skills in employing various tutoring
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discuss strategies for effective individual peer tutoring.
- describe interactive approaches to learning.
- examine how cultural diversity and personal biases influence tutoring and learning.
- assess personal performance in order to improve as a tutor.

LTAT 311 Introduction to Group Peer Tutoring

| Units: | 1 |
| Hours: | 18 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course introduces the role of the tutor as a facilitator and presents methods of effective group tutoring. It emphasizes collaborative approaches to learning in a group setting. This course is offered in coordination with the Beacon Tutoring Program at Sacramento City College.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discuss strategies for effective group tutoring.
- describe collaborative approaches to learning in a group setting.
- examine how cultural diversity and personal biases influence tutoring and learning.
- assess personal performance in order to improve as a tutor.

LTAT 312 Introduction to Peer Writing Tutoring

| Units: | 1 |
| Hours: | 18 hours LEC |
| Prerequisite: | ENGWR 300 with a grade of "B" or better or ESLW 320 with a grade of "B" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

In this course, students will learn to become peer writing tutors. Students will be introduced to the goals and role of writing tutors and learn methods and strategies for effective writing tutoring.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the goals of writing tutoring and the basic steps of the tutoring process.
- assess students' writing strengths and weaknesses.
- formulate learning goals for individual sessions and students.
- create a plan for tutoring sessions using appropriate strategies.
- define and demonstrate appropriate use of questions in the context of writing tutoring.
- explain how the cultural and linguistic backgrounds of students can influence their writing and other people's perceptions of their writing.
- analyze their own performance in order to improve tutoring techniques.
This course allows an individual student or a small group of students to work with an instructor in a particular area of study not currently available in the course offerings. The instructor and student develop an agreement outlining the course of study. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted toward the minimum 60 units required for admission.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate achievement of the goals and/or skills outlined in the proposed course of study.
- evaluate own understanding of concepts learned during independent study.
Kinesiology | Sacramento City College

The Kinesiology, Health and Athletics program provides a positive, educational setting in which students can achieve skills for the personal management of life-long health and wellness. Within athletics, an integral part of the total educational process, we strive to promote the mission of the college through student-athlete participation in an integrity-based, collaborative, and equitable athletic program. Sacramento City College’s athletic program aims to provide the opportunity for student athletes to realize their full potential both academically and athletically.

Dean
Mitchell Campbell

Department Chairs
Connie Zuercher

(916) 558-2425
CampbeM@scc.losrios.edu

Associate Degrees for Transfer

A.A.-T. in Kinesiology

This Kinesiology program is designed to provide an opportunity for students to complete the lower division coursework required for four-year programs in at least one kinesiology/physical education degree option. This program is for students who plan to transfer to a California State University (CSU). Completion of the CSU General-Breadth or IGETC general education pattern is required. It is highly recommended that students meet with a counselor because the degree options and general education requirements vary for each college/university.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

(2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

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COURSE CODE | COURSE TITLE | UNITS
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or TMACT 322 | Basketball III (1) | 
or TMACT 321 | Basketball II (1) | 
A minimum of 4 units from the following: | 4 |
BIOL 309 | Contemporary Biology Laboratory (1) | 
and BIOL 308 | Contemporary Biology (3) | 
PHYS 350 | General Physics (4) | 
STAT 480 | Introduction to Probability and Statistics - Honors (4) | 
or STAT 300 | Introduction to Probability and Statistics (4) | 
A minimum of 5 units from the following: | 5 |
CHEM 305 | Introduction to Chemistry (5) | 
CHEM 309 | Integrated General, Organic, and Biological Chemistry (5) | 
CHEM 400 | General Chemistry I (5) | 
Total Units: | 25 |

The Associate in Arts in Kinesiology for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- identify and apply standards required by the profession of choice.
- demonstrate and articulate a statement of values or code of ethics related to the major that reflects his or her respect for different ideas, peoples, and cultures.
- develop an understanding of the uses of technology in kinesiology, physical education, and sports analysis, research, and results.
- demonstrate continued personal and professional development by reviewing current literature, participating in associations, or sharing knowledge and experience with others.
- demonstrate an understanding of human development, both normal and abnormal, and the implications for program design.
- demonstrate an understanding of the basic structure of the human body and how its various systems respond.
- apply knowledge of the human body to develop appropriate fitness programs and fitness assessments to evaluate and analyze program and student success.

Career Information

The Kinesiology degree is designed to facilitate students' successful transfer to the baccalaureate programs. Baccalaureate programs may include, but are not limited to, exercise science, health promotion, physical education, therapeutic exercise and rehabilitation, and exercise and movement science. The Associate in Arts in Kinesiology can provide a foundation for students interested in working in these careers or careers in related fields.

Associate Degrees

A.A. in Kinesiology--Exercise Science

The Kinesiology, Physical Education, Health Education, Mathematics, Nutrition, and Science courses provide a framework around which Kinesiology-Exercise students may structure a program to prepare them for obtaining a degree at a 4 year institution. Additionally, specific elective courses are designed to provide students professional development opportunities as well as to prepare them to pass the exams necessary to become fitness professionals; these courses will allow students the opportunity to seek entry level positions as personal trainers, group exercise instructors, and strength and conditioning instructors, or to seek employment at a fitness center or health club. Students are encouraged to refer to requirements from their designated transfer institution to assist them in planning their specific
Degree Requirements

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<th>COURSE CODE</th>
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<td>FITNS 307</td>
<td>Aerobic Mix (1)</td>
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<td>FITNS 310</td>
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<td>FITNS 321</td>
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<td>FITNS 331</td>
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The Kinesiology--Exercise Science Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate an understanding of human development, both normal and abnormal, and the implications for program design.
- identify and apply standards required by the profession of choice.
- demonstrate an understanding of the basic structure of the human body and how its various systems respond.
- demonstrate oral and written competence in the major field.
- develop and articulate a statement of values or code of ethics related to the major that reflects one’s respect for different ideas, peoples, and cultures and an understanding of the responsible uses of technology.
- demonstrate continued personal and professional development by reviewing current literature, participating in associations, or sharing knowledge and experience with others.

Career Information

Most career options require a Bachelor’s degree. Once a Bachelor’s degree is obtained, career opportunities include teaching, coaching, various recreation positions, various health careers, and athletic administration in elementary and secondary schools and colleges.

A.A. in Kinesiology--Teaching and Coaching

The Kinesiology, Physical Education, Health Education, Mathematics, Nutrition, and Science courses provide a framework around which Kinesiology-Exercise students may structure a program to prepare them for transfer to a four-year institution. Students are encouraged to refer to requirements from their designated transfer institution to assist them in planning their specific program of study.

Catalog Date: June 1, 2020

Degree Requirements

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<td>KINES 304</td>
<td>Introduction to Sports Management (3)</td>
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<tr>
<td>or KINES 412</td>
<td>Strength and Fitness Certification (3)</td>
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<tr>
<td>or KINES 418</td>
<td>Nutrition for Physical Performance (3)</td>
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<tr>
<td>or KINES 451</td>
<td>Principles and Theory of Athletic Coaching (3)</td>
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<tr>
<td>or KINES 452</td>
<td>Psychology of Sport and Fitness (3)</td>
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<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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<td>or STAT 480</td>
<td>Introduction to Probability and Statistics - Honors (4)</td>
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<td>FITNS 306</td>
<td>Aerobics: Cardio-Kickboxing (1)</td>
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<tr>
<td>FITNS 307</td>
<td>Aerobic Mix (1)</td>
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<tr>
<td>FITNS 310</td>
<td>Aquatic Fitness I (1)</td>
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<tr>
<td>FITNS 321</td>
<td>Core Conditioning (1)</td>
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<tr>
<td>FITNS 324</td>
<td>Mat Pilates (1)</td>
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<tr>
<td>FITNS 326</td>
<td>Mat Pilates II (1)</td>
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<tr>
<td>FITNS 331</td>
<td>Boot Camp Fitness (1)</td>
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<td>FITNS 336</td>
<td>Plyometrics: Advanced Conditioning (1)</td>
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<tr>
<td>FITNS 337</td>
<td>Boot Camp II (0.5 - 1)</td>
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<tr>
<td>FITNS 343</td>
<td>Spin Bike (1)</td>
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<td>FITNS 344</td>
<td>Dynamic Fitness Training I (1)</td>
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<td>FITNS 345</td>
<td>Dynamic Fitness Training II (1)</td>
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<td>FITNS 356</td>
<td>Core Conditioning V: Trim &amp; Tone (0.5 - 1)</td>
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<tr>
<td>FITNS 371</td>
<td>Life Fitness Center Training (0.5 - 1)</td>
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<tr>
<td>FITNS 372</td>
<td>Life Fitness Strength Training (0.5 - 1)</td>
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<tr>
<td>FITNS 373</td>
<td>Life Fitness Center Functional Fitness Training (0.5 - 1)</td>
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<tr>
<td>FITNS 374</td>
<td>Life Fitness Center Cross Training (0.5 - 1)</td>
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<tr>
<td>FITNS 380</td>
<td>Circuit Weight Training (1)</td>
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<tr>
<td>FITNS 381</td>
<td>Weight Training (1)</td>
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<td>FITNS 383</td>
<td>Olympic and Power Weight Lifting (1)</td>
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<td>FITNS 385</td>
<td>Weight Training for Competition (1)</td>
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<td>FITNS 387</td>
<td>Weight Training for Speed, Agility, Quickness: Advanced (1)</td>
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<td>FITNS 390</td>
<td>Basic Yoga (1)</td>
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<td>FITNS 392</td>
<td>Yoga (1)</td>
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<td>FITNS 401</td>
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<td>FITNS 402</td>
<td>Running for Fitness II (0.5 - 1)</td>
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<td>FITNS 404</td>
<td>Walking III (0.5 - 1)</td>
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<td>FITNS 412</td>
<td>Taekwondo I (1)</td>
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<td>FITNS 440</td>
<td>Swimming I (1)</td>
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<td>FITNS 444</td>
<td>Swimming V (1)</td>
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<td>PACT 330</td>
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<td>PACT 350</td>
<td>Golf I (1)</td>
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<td>PACT 351</td>
<td>Golf II (1)</td>
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<td>PACT 390</td>
<td>Tennis I (1)</td>
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<td>PACT 393</td>
<td>Tennis III (1)</td>
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<td>PACT 394</td>
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<td>PACT 410</td>
<td>Wrestling (1)</td>
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<td>Soccer - Outdoor (1)</td>
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<td>TMACT 320</td>
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<td>TMACT 331</td>
<td>Volleyball II (1)</td>
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<td>TMACT 333</td>
<td>Volleyball III (1)</td>
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<tr>
<td>TMACT 340</td>
<td>Football (1)</td>
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<td>TMACT 341</td>
<td>Theory of Football Lab (1)</td>
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<td><strong>A minimum of 2 units from the following:</strong></td>
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<td>KINES 342</td>
<td>Theory of Baseball (2)</td>
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<tr>
<td>KINES 346</td>
<td>Theory of Basketball (2)</td>
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<tr>
<td>KINES 352</td>
<td>Theory of Football (2)</td>
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<tr>
<td>KINES 354</td>
<td>Theory of Soccer (2)</td>
<td></td>
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<td><strong>Total Units:</strong></td>
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</table>

The Kinesiology—Teaching and Coaching Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- demonstrate an understanding of human development, both normal and abnormal, and the implications for program design.
- identify and apply standards required by the profession of choice.
- demonstrate an understanding of the basic structure of the human body and how its various systems respond.
- demonstrate oral and written competence in the major field.
- develop and articulate a statement of values or code of ethics related to the major that reflects one’s respect for different ideas, peoples, and cultures and an understanding of the responsible uses of technology.
- demonstrate continued personal and professional development by reviewing current literature, participating in associations, or sharing knowledge and experience with others.

**Career Information**

Most career options require a Bachelor’s degree. Once a Bachelor’s degree is obtained, career opportunities include teaching, coaching, various recreation positions, various health careers, and athletic administration in elementary and secondary schools and colleges.

Dance (DANCE)
Fitness (FITNS)

FITNS 304 Cardio Circuit

This course is designed as a cardio circuit form of fitness training. It combines cardio and resistance training equipment in a circuit format. Emphasis will be on timed intervals to train major muscle groups and the cardiovascular system. It will include flexibility and core strengthening.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- measure improvements in cardiovascular efficiency, muscular strength and endurance, flexibility, and body composition.
- safely operate cardiovascular and resistance training equipment.
- discuss various workout strategies.
- set goals for cardiovascular and strength improvement.
- design a fitness plan that promotes life-long health and fitness.

FITNS 306 Aerobics: Cardio-Kickboxing

This course emphasizes execution of the body movements, the mechanics, and the timing of exercises utilized in boxing, circuit training, and aerobics to improve general fitness and body toning. Students will be required to provide hand wraps.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and demonstrate the punches and kicks involved in cardio-kickboxing.
- locate and discuss the major muscle groups involved in exercises specific to cardio-kickboxing.
- apply techniques for using pulse rate to establish an individualized target exercise rate.
- improve general body fitness through cardio-kickboxing.

FITNS 307 Aerobic Mix

This course combines cardio and resistance training equipment in a circuit format. Emphasis will be on timed intervals to train major muscle groups and the cardiovascular system. It will include flexibility and core strengthening.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- measure improvements in cardiovascular efficiency, muscular strength and endurance, flexibility, and body composition.
- safely operate cardiovascular and resistance training equipment.
- discuss various workout strategies.
- set goals for cardiovascular and strength improvement.
- design a fitness plan that promotes life-long health and fitness.
This course is designed to help the student develop a balanced physical fitness profile and gain a firm understanding of physical fitness concepts. Class components will emphasize a variety of aerobic activities, calisthenics, resistance exercises, and flexibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- measure an improvement in aerobic capacity, body composition, muscular endurance, and flexibility through participation in a pre-training and post-training fitness assessment.
- calculate a personalized target heart rate zone and self monitor exercise intensity via pulse monitoring, the talk test, or rate of perceived exertion (RPE).
- define and properly execute methods for modification of aerobic exercise skills.
- implement methods learned for altering body composition through proper nutrition and exercise.

FITNS 310 Aquatic Fitness I

1 unit

54 hours LAB

Aerobic Water Fitness

None.

CSU; UC

AA/AS Area III(a); CSU Area E2

June 1, 2020

This course is designed to improve the student’s fitness level through the use of shallow water aquatic exercises. Specifically, the student should increase muscular strength and endurance, as well as improve flexibility and cardio-respiratory fitness. Additionally, the student will learn about resting and training heart rates, weight management, and injury prevention as it relates to exercise. No swimming skills are needed.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate improvement in the following fitness categories: muscular strength, muscular endurance, flexibility, and cardio-respiratory fitness.
- demonstrate an understanding of proper form and techniques for aqua-aerobic exercises.
- design a series of aqua-aerobic workouts designed to meet their desired fitness outcome.
- evaluate their level of fitness, as well as their body’s response to various exercises and intensity levels.

FITNS 321 Core Conditioning

1 unit

54 hours LAB

Total Body Sculpting

None.

CSU; UC

AA/AS Area III(a); CSU Area E2

June 1, 2020

This course incorporates a variety of activities including exercises with the stability ball, Bosu ball, Pilates mat, and yoga styles of core work to enhance abdominal, lower back, gluteal, and hip strength with toning benefits to the entire body. Appropriate workout attire and shoes are required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop better posture, body alignment, and balance.
- demonstrate proper form and techniques when executing various skills.
increase and balance muscle strength, particularly of the abdominals, lower back, hips, and gluteals.
create a personalized exercise program for lifelong fitness.

FITNS 324 Mat Pilates

Units: 1  
Hours: 54 hours LAB  
Course Family: Total Body Sculpting (http://scc.losrios.edu/course-families#id_100068)  
Prerequisite: None.  
Transferable: CSU; UC  
General Education: AA/AS Area III(a); CSU Area E2  
Catalog Date: June 1, 2020

This beginning course covers a method of body conditioning that includes a unique system of stretch and strength exercises. Mat Pilates is designed to work with the deepest muscles in the body while creating core strength without pain. The sequence of matwork exercises will strengthen and tone muscles, improve body posture, and increase flexibility and balance while uniting body and mind.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and perform all matwork exercises while creating a natural flow of movement and increasing the energy with which the student performs the movements without sacrificing control.
- demonstrate improved strength, stamina, and flexibility.
- demonstrate improved length of breath.

FITNS 326 Mat Pilates II

Units: 1  
Hours: 54 hours LAB  
Course Family: Total Body Sculpting (http://scc.losrios.edu/course-families#id_100068)  
Prerequisite: FITNS 324 (Mat Pilates) with a grade of "C" or better. Students will be allowed enrollment in this course by completing a pre-test, which includes satisfactory demonstration of 1st level Pilates exercises. 
Transferable: CSU; UC  
General Education: AA/AS Area III(a); CSU Area E2  
Catalog Date: June 1, 2020

Mat Pilates II is a 2nd level course developed for the intermediate-level Pilates student. The course will include the basic foundation of mat exercises with the addition of intermediate and advanced level exercises. Routines will include resistance methods of training with focus on development of stronger core muscles.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recall intermediate-level exercises and execute routines with use of resistance equipment.
- demonstrate improved strength, stamina, and flexibility.
- create and perform a personalized routine.

FITNS 331 Boot Camp Fitness

Units: 1  
Hours: 54 hours LAB  
Prerequisite: None.  
Transferable: CSU; UC  
General Education: AA/AS Area III(a); CSU Area E2  
Catalog Date: June 1, 2020

This course is designed as an intensive boot camp fitness class conducted on campus using indoor and outdoor facilities. Training includes
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an improvement in overall fitness.
- identify and discuss changes in body composition.
- design a consistent fitness program and apply this to his/her every day activities.
- compare and contrast the elements of aerobic and anaerobic exercises.
- demonstrate proper form when performing strength and plyometric exercises.
- demonstrate an understanding of the importance of being fit for life.

FITNS 336 Plyometrics: Advanced Conditioning

Units: 1
Hours: 54 hours LAB
Course Family: High Intensity Training
Prerequisite: None.
Advisory: This course requires that the student participate in various high intensity workouts needed for sport specific training. The student should be able to run, jump and do other exercises at an intermediate or higher level.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

Plyometrics is an advanced level conditioning course that will utilize a variety of equipment, training aids, and training methods to promote speed, power, agility, strength, endurance, and flexibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proper form needed for specific speed and power development drills.
- create conditioning plans according to precise needs of activity.
- develop improved base of fitness components.
- recognize the selection of specific training modes to further develop strength.
- demonstrate an understanding of the importance of proper nutrition during training.

FITNS 337 Boot Camp II

Units: 0.5 - 1
Hours: 27 - 54 hours LAB
Course Family: High Intensity Training
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed as an advanced boot camp fitness class that is conducted on campus using indoor and outdoor facilities and requires students to participate in various intermediate and high intensity workouts. Training methods may include activities not only related to strength, endurance, and flexibility, but also those requiring speed, power, and agility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an improvement in muscular endurance, strength, agility, speed, and power.
- identify and discuss changes in fitness components.
- demonstrate proper form needed for specific speed and power development drills.
- demonstrate an understanding of the importance of being fit for life.

FITNS 343 Spin Bike

Units: 1  
Hours: 54 hours LAB  
Course Family: Group Cardio Fitness Training
Prerequisite: None.  
Transferable: CSU; UC  
General Education: AA/AS Area III(a)  
Catalog Date: June 1, 2020

Spin Bike is specifically designed for students to improve their cardiovascular and strength levels with low impact on the joints. This course will use basic cycling and fitness drills based on speed, work resistance, and recovery periods. There may be some conditioning techniques done off the bikes as well. Adaptive Physical Education Advisory: This class has been designated as appropriate for students who will require adaptive physical education.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop increased aerobic capacity.
- demonstrate proper technique while using the spin bikes.
- discuss various workout strategies on the spin bike.
- assess heart rate.

FITNS 344 Dynamic Fitness Training I

Units: 1  
Hours: 54 hours LAB  
Course Family: High Intensity Training  
Prerequisite: None.  
Transferable: CSU; UC  
General Education: AA/AS Area III(a); CSU Area E2  
Catalog Date: June 1, 2020

Dynamic fitness training is a course designed to use cross training and functional movements performed with constantly changing and relatively high intensity intervals. This course emphasizes proper mechanics utilizing body weight resistance and other methodologies. The work out is varied and designed to optimize fitness levels.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop and improve overall fitness.
- perform proper functional non-weight bearing and cross training movements.
- perform various cardiovascular work outs of varied intensities and time increments.

FITNS 345 Dynamic Fitness Training II

Units: 1  
Hours: 54 hours LAB  
Course Family: High Intensity Training  
Prerequisite: None.  
Transferable: CSU; UC
This is a cross training and constantly changing functional movement course that uses Olympic weight lifting and varied cardiovascular training and conditioning.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop and improve overall fitness.
- perform proper functional non-weight bearing and cross training movements.
- perform proper functional weight bearing movements and proper Olympic lifts.
- perform various cardiovascular workouts of varied intensities and time increments.

FITNS 347 Dynamic Aquatic Fitness Training

Units: 1
Hours: 54 hours LAB
Course Family: Aerobic Water Fitness
Prerequisite: None.
Transferable: CSU
General Education: AA/AS Area III(a)
Catalog Date: June 1, 2020

This course provides a fast moving, challenging aquatic workout, integrating traditional swim training with the addition of weight-bearing exercises in and out of the pool for complete body strength and cardiovascular conditioning. A swim suit, swim cap, goggles, and running shoes are required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify improved overall fitness and how they improved.
- perform proper functional non-weight bearing movements.
- perform various cardiovascular workouts of varied time increments.
- read and understand a pace clock for interval training.
- perform proper stroke drills for freestyle and backstroke.
- compose a dry land and water workout utilizing target training zones.

FITNS 349 Spin Bike II

Units: 1
Hours: 54 hours LAB
Course Family: Group Cardio Fitness Training
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a)
Catalog Date: June 1, 2020

Spin Bike II is specifically designed for students to continue to improve their cardiovascular and strength levels with low impact exercise on the joints. This course will include an increased level of intensity using cycling workouts based on extended timed workload and recovery periods. Resistance training and core workouts are used off the bike for a total body workout. Adaptive Physical Education Advisory: This class has been designated as appropriate for students who will require adaptive physical education.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• demonstrate improved aerobic capacity.
• demonstrate improved muscle strength and core strength.
• demonstrate various training strategies on the bike.
• sustain extended periods of ride time on the bike for endurance.
• assess working heart rate and recovery heart rate during training periods.

FITNS 356 Core Conditioning V: Trim & Tone

Units: 0.5 - 1
Hours: 27 - 54 hours LAB
Course Family: Total Body Sculpting
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed to improve an individual's level of fitness, general appearance, and well-being. This course will concentrate on muscle toning and strength development through various activities, for example, exercises for abdomen and core, hamstrings and quadriceps, buttocks, and the upper body. This course may be offered as an open-entry, open-exit course. This course is graded Pass/No Pass. Students may enroll in the class up to the fourth week of the semester. ADAPTIVE PHYSICAL EDUCATION ADVISORY: This class has been designated as appropriate for students who will require adaptive physical education.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• develop strength, flexibility, balance, and coordination.
• demonstrate the proper techniques of various exercises and proper use of the equipment.
• compare and assess a variety of nutrition and weight management strategies.
• improve overall fitness level.

FITNS 371 Life Fitness Center Training

Units: 0.5 - 1
Hours: 27 - 54 hours LAB
Course Family: Life Fitness Center
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is an open-entry/open-exit course designed to increase cardiovascular endurance, strength, and flexibility through the use of circuit training. A required orientation includes performing an individualized fitness assessment, learning guidelines on accessing fitness, training and wellness information on-line, and discussing how to train safely and efficiently using state-of-the-art equipment. Adaptive Physical Education Advisory: This class has been designated as appropriate for students who will require adaptive physical education. Grades are Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• evaluate an individual fitness assessment.
• demonstrate increased fitness levels in cardiovascular endurance, flexibility, muscular strength, and endurance.
• explain and demonstrate proper training techniques utilizing fitness equipment.
• create and evaluate an individual fitness program.
FITNS 372 Life Fitness Strength Training

This course is an open-entry/open-exit course designed to provide instruction in proper training techniques for increasing muscular strength and endurance, utilizing plate-loaded apparatus, free weights, selectorized weight machines, and Olympic lifting techniques. A required orientation includes an individualized fitness assessment, learning guidelines on accessing fitness, training, and wellness information on-line, and discussing how to train safely and efficiently using state-of-the-art equipment. This course is graded Pass/No Pass. Students may enroll in the class up to the fourth week of the semester. Adaptive Physical Education Advisory: This class has been designated as appropriate for students who will require adaptive physical education.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate an individual fitness assessment.
- explain and demonstrate proper training techniques utilizing fitness equipment.
- create an individual fitness program.
- demonstrate increased muscular strength.
- analyze a planned fitness program.
- demonstrate the ability to be a self-managed exerciser.

FITNS 373 Life Fitness Center Functional Fitness Training

This course is an open-entry/open-exit course designed to provide instruction in functional fitness exercises. Functional fitness exercises are designed to train your muscles to work together and prepare them for daily tasks by simulating movements that individuals might do at home, work, or in sports. FITNS 371 and FITNS 372 with a Pass grade are prerequisites for this class. This course is graded Pass/No Pass. Students may enroll in the class up to the fourth week of the semester. Adaptive Physical Education Advisory: This class has been designated as appropriate for students who will require adaptive physical education.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate an individual functional fitness assessment.
- explain and demonstrate proper functional fitness training techniques utilizing functional fitness equipment.
- create an individual functional fitness program.
- demonstrate increased functional fitness.
- analyze a planned functional fitness program.
- define what it takes to be a self-managed exerciser.
FITNS 374 Life Fitness Center Cross Training

This course is an open-entry, open-exit, course designed to provide instruction in cross training fitness exercises. Cross training fitness programs are designed to help the student balance his or her fitness program by varying the workout routines engaging different muscle groups. Cross training improves overall fitness and helps prevent overuse injuries that are common in single activity programs. Emphasis is placed on the use of multiple aerobic activities (walking, running, biking, elliptical) plus muscular strength and functional fitness exercises. FITNS 371, FITNS 372, and FITNS 373 with a Pass grade are prerequisites for this course. This course is graded Pass/No Pass. Students may enroll in the course up to the fourth week of the semester. Adaptive Physical Education Advisory: This class has been designated as appropriate for students who will require adaptive physical education.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate individual fitness assessments.
- create an individual cross training fitness program.
- analyze a planned cross training fitness program based upon fitness assessments.
- define and demonstrate what it takes to be a self-managed exerciser.
- explain and demonstrate the proper use of aerobic, muscular strength, and cross training fitness techniques.

FITNS 380 Circuit Weight Training

Circuit Weight Training combines machine weight training, some free-weight training, core medicine ball training, body weight training, cardiovascular endurance, muscular endurance, and flexibility while decreasing body fat. It is a wellness program in which a student, using different muscle groups, will alternate timed lifting with timed recovery.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop muscular strength, muscular endurance, cardiovascular endurance, flexibility, and positively affect body composition.
- decrease or maintain body fat at an appropriate level.
- evaluate and create a personal circuit weight training program.
- compare and assess the available nutrition and exercise programs.

FITNS 381 Weight Training

Circuit Weight Training combines machine weight training, some free-weight training, core medicine ball training, body weight training, cardiovascular endurance, muscular endurance, and flexibility while decreasing body fat. It is a wellness program in which a student, using different muscle groups, will alternate timed lifting with timed recovery.
This course provides instruction in weight training and techniques that promote muscular strength and endurance. Proper use of free weights and machines along with safety rules will be discussed. This course will be offered as an open-entry/open-exit course. Students may enroll in this open-entry/open-exit course up to the fourth week of the semester. Adaptive Physical Education Advisory: This class has been designated as appropriate for students who will require adaptive physical education. This course is graded Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate safe and proper technique while performing basic weight training exercises.
- design and supplement a basic weight training program with varied program designs in order for the program to meet their individual goals.
- identify and evaluate the proper sequence of exercises in a weight training program.
- evaluate training programs by applying strength training principles.

FITNS 383 Olympic and Power Weight Lifting

Units: 1
Hours: 54 hours LAB
Course Family: Weight Training [http://scc.losrios.edu/course-families#id_100065]
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed to introduce Olympic and power weight lifting to students interested in developing overall core strength and conditioning. Lifting techniques such as clean and jerk, snatch, squat, bench press, and deadlift will be taught through lifting progressions. The history of Olympic and power weight lifting and the development of individual lifting programs will be introduced and discussed. This course will be offered as an open-entry/open-exit course. Students may enroll in this open-entry/open-exit course up to the fourth week of the semester. This course is graded Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to perform the clean and jerk, snatch, squat, bench press, and dead lift.
- demonstrate an understanding and appreciation of the history of the power and Olympic lifts.
- practice and demonstrate proper safety techniques.
- design a program based on periodization of training.

FITNS 384 Weight Training II

Units: 1
Hours: 54 hours LAB
Course Family: Weight Training [http://scc.losrios.edu/course-families#id_100065]
Prerequisite: FITNS 381 with a grade of "C" or better
Advisory: CSU
Transferable: FITNS 381 with a grade of "C" or better
General Education: AA/AS Area III(a)
Catalog Date: June 1, 2020

This physical education course is designed to stress the proper guidelines, principles and techniques of weight lifting and the development of muscular strength and endurance at an intermediate level. The students will design and implement their own weight training program. This course will be offered as an open-entry/open-exit course. Students may enroll in this open-entry/open-exit course up to the fourth week of the semester. Adaptive Physical Education Advisory: This class has been designated as appropriate for students who will require adaptive physical education. This course is graded Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
- evaluate muscular strength, muscular endurance and cardiorespiratory fitness levels using standard fitness testing.
- identify goals and design weight training programs based upon personal goals as recorded on workout logs.
- compare strength tests, analyze results, and formulate new strategies at an intermediate level.
- identify and apply concepts and differentiate between types of strength training programs at an intermediate level.
- explain principles and concepts of progressive resistance training at the intermediate level as it applies to their individual program.
- experiment with different types of training programs to find one which best suits individual needs.
- design, implement, and critique a personalized strength training program.
- conceptualize the mechanics of lifts.
- modify exercises to suit changing levels of strength.
- demonstrate proper lifting techniques at an intermediate level.
- practice safety in weight training including spotting, collars and spatial awareness.

FITNS 385 Weight Training for Competition

**Units:** 1
**Hours:** 54 hours LAB
**Course Family:** Weight Training (http://scc.losrios.edu/course-families?id_100065)
**Prerequisite:** None.
**General Education:** AA/AS Area III(a)
**Catalog Date:** June 1, 2020

This course is a strength training program for students who are interested in preparing for competition or increased physical preparedness. It is designed to develop the strength, power, and muscular endurance appropriate for competition or any other physical activity. This course will be offered as an open-entry/open-exit course. Students may enroll in this open-entry/open-exit course up to the fourth week of the semester. This course is graded Pass/No Pass.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- explain the importance of flexibility and range of motion.
- demonstrate common strengthening techniques to improve general muscle strength and power.
- identify strengthening techniques to improve muscular endurance.
- explain programming as it relates to the training cycle.

FITNS 387 Weight Training for Speed, Agility, Quickness: Advanced

**Units:** 1
**Hours:** 54 hours LAB
**Course Family:** Weight Training (http://scc.losrios.edu/course-families?id_100065)
**Prerequisite:** None.
**Transferable:** CSU; UC
**General Education:** AA/AS Area III(a); CSU Area E2
**Catalog Date:** June 1, 2020

This course is a strength and conditioning program for students interested in improving their physical performance. It is designed to develop a higher level of explosive movements for speed, agility, and quickness appropriate for other activities.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- discuss the importance of flexibility and range of motion to decrease injury and improve performance.
• examine and demonstrate advanced strength and conditioning techniques to improve speed, agility, and quickness.
• evaluate and demonstrate stabilization, balance, and core exercises to improve performance.
• demonstrate and execute four concepts of weight training for speed, agility, and quickness in athletic performance.
• demonstrate an understanding of the principle of specificity, the overload principle, and the principle of progressive overload.

FITNS 390 Basic Yoga

Units: 1
Hours: 54 hours LAB
Course Family: Yoga (http://scc.losrios.edu/course-families#id_100069)
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed to enhance fitness levels in everyone. It is a complete fitness program to achieve a more limber body, regardless of age, increase physical coordination, improve posture, and improve flexibility. This form of exercise embodies controlled movement, concentration, and conscious breathing.

Adaptive Physical Education Advisory: This class has been designated as appropriate for students who will require adaptive physical education.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate and recall the Sun Salutation.
• demonstrate and recall the Moon Salutation.
• skillfully demonstrate and compare the benefits of at least 12 yoga postures.
• evaluate the benefits of yoga for fitness and wellness.
• relate the origins of yoga and review its culture, history, and philosophy.
• continue to build confidence and balance in her or his life.

FITNS 392 Yoga

Units: 1
Hours: 54 hours LAB
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course allows students to explore and develop their yoga practice, whether the focus for the individual is on stress reduction and relaxation, for the variety of health benefits a yoga practice offers: for inner harmony, balance, and overall well-being, for spiritual connection and growth; or for stretching and strengthening a variety of muscle groups involved in a yoga practice. This course is designed to assist any and all of those goals through support and guidance in a safe and nurturing learning environment. Students will be required to purchase a yoga mat.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• safely and effectively execute asanas (poses).
• perform Vinyasa Yoga (continuous sequence of breath-linked postures) by consciously connecting the body-breath-mind while executing variations of poses and movements.
• create awareness of different body parts while incorporating visualization techniques to bring concentrated awareness to the mind-body connection awakening the energy pathways of the chakra system.
• improve muscular strength and flexibility by moving from pose to pose and while holding poses for various lengths of time and
practicing necessary breathing techniques.

FITNS 400 Body Fitness (Walking or Jogging)

This course promotes physical well-being through physical activity, including but not limited to walking and jogging, to increase cardiovascular fitness, reduce stress and encourage weight control. Attention is given to increasing cardiovascular efficiency, muscular strength, and endurance. The students may be required to use a heart rate monitor for the online course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- practice proper biomechanics techniques for walking and jogging for lifelong health and fitness.
- calculate resting and training heart rates.
- demonstrate measurable improvement in cardiovascular fitness.
- create a personal fitness program for individual needs.

FITNS 401 Walking I

This is a physical education course designed to improve a student's level of fitness, physical appearance, and well being. This course will concentrate on techniques, cardiovascular endurance, muscle strengthening, and flexibility utilizing walking as an activity. Walking workouts use on and off-campus routes. Students will be advised to have proper walking shoes or running shoes. ADAPTIVE PHYSICAL EDUCATION ADVISORY: This course has been designated as appropriate for students who will require adaptive physical education.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the importance of fitness through a walking program.
- explain the physical effects of training heart rate when developing a walking program.
- identify the necessary components of a good walking shoe.
- demonstrate and identify stretches to enhance flexibility.
- design and implement a personal walking program for individual fitness needs.

FITNS 402 Running for Fitness II
This course is a physical education course that is designed to instruct the student in the basic fundamentals and techniques of running. The course will concentrate on improving the physical capacity and efficiency of the body with the emphasis on development of muscular and cardiovascular endurance and organic power, as influenced by such factors as body type, diet, health status, rest, and genetic potential. This course may be taken one time for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proper running techniques.
- demonstrate increased aerobic capacity and overall physical fitness.
- create a fitness program based on proper running and fitness fundamentals.

FITNS 404 Walking III

Units: 0.5 - 1
Hours: 27 - 54 hours LAB
Course Family: Group Cardio Fitness Training (http://scc.losrios.edu/course-families#id_100072)
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course promotes physical fitness with the primary activity of walking in environments of various intensity including, but not limited to, walking hills, speed intervals, and increased resistance (weighted devices and/or incline). The focus is on increasing cardiovascular efficiency, endurance, and muscular strength.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- calculate and monitor heart rate to achieve high intensity levels of periodic exertion.
- design a personalized walking program to meet fitness goals and desired body composition.
- compare and contrast the benefit of combining various walking methodologies (speed walking on a flat course versus hills or steps) and how the methodologies affect fitness goal attainment.
- evaluate the benefits and effects of using resistance training (hills, steps, weighted vest/back pack) to achieve improved body composition, speed, and endurance.

FITNS 407 Walking II

Units: 0.5 - 1
Hours: 27 - 54 hours LAB
Course Family: Group Cardio Fitness Training (http://scc.losrios.edu/course-families#id_100072)
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a)
Catalog Date: June 1, 2020

This physical education course is designed to promote and improve the student’s level of fitness, physical appearance, and well being as the foundation was established in Walking I. This course will concentrate on improving walking techniques, cardiovascular endurance, muscle strengthening, and flexibility utilizing walking as an activity. Walking workouts use on- and off-campus routes. Students will be advised to have proper walking shoes or running shoes.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the importance of fitness through a walking program.
- explain the physical effects of training heart rate when developing a walking program.
- monitor and calculate their individual target heart rate during and post exercise.
- demonstrate and identify stretches to enhance flexibility.
- design and implement a personal walking program for individual fitness needs.
- identify the necessary components of a good walking shoe.

FITNS 412 Taekwondo I

This course provides students with a basic knowledge of Taekwondo and its tradition. Proper technique, such as stance and postures, kicks, punches, blocks, poomsae (a series of defending and attacking movements), etiquette, and physical fitness, will also be included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the basic techniques of punching, kicking, and blocking.
- execute basic skills of Taekwondo through participation in individual and group training.
- perform basic attacking and defensive techniques at the beginner level.
- demonstrate appropriate technique of self-defense.
- improve their physical fitness.
- demonstrate and understand the history and philosophy of Taekwondo and its tradition.

FITNS 436 Lifeguard Training

This course covers the knowledge and skills needed to prevent and respond to aquatic emergencies. The course content and activities prepare participants to recognize and respond quickly and effectively to emergencies and prevent drownings and injuries. Upon successful completion of the Lifeguard Training course requirements and exams, students will earn American Red Cross certificates. The American Red Cross certificates are only valid for one year for the CPR portion, and three (3) years for the Lifeguard Training and First Aid portion of the American Red Cross certifications. This course may be taken two times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess common hazards associated with various types of aquatic facilities and develop the knowledge and skills to eliminate such hazards.
- identify a person in distress or in a drowning situation and how to effectively rescue that person.
- demonstrate the essential skills for lifeguarding.
- demonstrate an awareness and an enthusiasm to be a responsible lifeguard.
- demonstrate the ability to perform CPR and rescue breathing.
FITNS 440 Swimming I

Non-swimmers will learn basic water acclimation, water safety, and how to perform basic swimming skills. Students will learn the front and back float, front and back streamline glide, and introductory skills in freestyle stroke, backstroke, and proper breathing. This course is graded Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate comfort in the water.
- demonstrate proper form and technique in the front and back float, front and back glide.
- demonstrate the ability to kick in streamline position.
- demonstrate the basic stroke techniques of freestyle and backstroke.
- demonstrate improved cardiovascular fitness and endurance.

FITNS 441 Swimming II

This course is designed to teach mastery of basic water adjustment skills, floats, glides, freestyle and backstroke techniques to beginning swimmers with limited skills. It is appropriate for those who are uncomfortable in deep water or those who need to refine their ability to swim 25 yards without stopping. A required orientation includes explanation of class rules, procedures, safety, course objectives, and methods of instruction. This course is graded Pass/No Pass. Students may enroll in the class up to the fourth week of the semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate mastery of proper posture and streamlined position and demonstrate understanding and recognition of basic swimming techniques and training methods.
- explain and demonstrate the fundamental techniques of hydrodynamics.
- recognize, develop, practice, and demonstrate proper stroke mechanics and progressions; freestyle and backstroke, kicking, and sculling will be emphasized.
- comprehend, recognize, and demonstrate proper water safety techniques associated with maintaining personal water safety, treading, survival floating, and helping in an emergency.
- choose, differentiate, and demonstrate the proper use of the swimming equipment.
- demonstrate comfort with swimming etiquette and the social aspects of group training.
- develop and improve their comfort level in and around shallow water.
- develop and improve their comfort level in and around deep water.
FITNS 442 Swimming III

This is an open-entry/open-exit course designed to provide intermediate swimmers, who have mastered basic water acclimation, water safety, and basic swimming skills, further instruction in freestyle, backstroke, and breaststroke technique. Students will be introduced to flip turns for freestyle and backstroke, proper diving technique, and development of cardiovascular capacity. A required orientation includes explanation of class rules, procedures, safety, course objectives, and methods of instruction. This course is graded Pass/No Pass. Students may enroll in the class up to the fourth week of the semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize, develop, practice, and demonstrate proper form and technique in the standard swimming strokes (freestyle, backstroke, and breaststroke).
- choose, differentiate, and demonstrate the proper use and care of swim training equipment.
- demonstrate proper form and technique stroke drills, turns, sculling and treading water, and diving technique and safety.
- demonstrate proper swimming etiquette of group training, including: self-reflection and assessment, assessment of peers, constructive critiques of training group performance.
- demonstrate and intermediate swimming fitness level by completing a 500-yard swim test.
- conceive and construct swim training workouts.

FITNS 443 Swimming IV

This is an open-entry/open-exit course designed to teach advanced intermediate swimmers (those who have mastered intermediate swimming skills) to identify and demonstrate proper technique specific to the four competitive strokes, proper training protocols, and training design. Students will learn and refine proper stroke technique of freestyle, backstroke, breaststroke, and butterfly. Students will refine underwater efficiency in diving, turns, and breakouts for all competitive strokes. Students will develop more advanced swim training protocols, drills, and workout designs. A required orientation includes explanation of class rules, procedures, safety, course objectives, and methods of instruction. This course is graded Pass/No Pass. Students may enroll in the class up to the fourth week of the semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize, develop, practice, and demonstrate proper form and technique in the standard swimming strokes (freestyle, backstroke, breaststroke, and butterfly).
- choose, differentiate, and demonstrate the proper use and care of swim training equipment.
- demonstrate proper form and technique of stroke drills, turns and breakouts, and diving.
- create fitness-level appropriate swim workouts for self and peers.
- demonstrate an intermediate swimming fitness level by completing a 1000-yard swim test.
FITNS 444 Swimming V

This is an open-entry/open-exit course that includes a workout approach with emphasis on aerobic and anaerobic fitness. It is a self-paced course and utilizes interval training, cardiovascular conditioning, swimming technique, and aerobic and anaerobic training principles. A required orientation includes explanation of class rules, procedures, safety, course objectives, and methods of instruction. This course is graded Pass/No Pass. Students may enroll in the class up to the fourth week of the semester.

Upon completion of this course, the student will be able to:

- demonstrate an increased level of physical fitness through swimming.
- demonstrate endurance and speed for aerobic and anaerobic training.
- distinguish among and implement endurance training techniques.
- demonstrate mastery of freestyle flip turns.

Kinesiology (KINES)

KINES 300 Introduction to Kinesiology

This course provides students with an orientation to the history and trends in kinesiology, physical education, fitness, and sport. Students will be introduced to various career, ethical, allied health, and professional issues in the kinesiology, physical education, and sports fields. An introduction to the major subfields including exercise physiology, biomechanics, motor learning, sport sociology, nutrition, and sport and exercise psychology will be discussed.

Upon completion of this course, the student will be able to:

- discuss and understand the basic concepts of kinesiology.
- analyze the history, philosophy, sociology, and psychology of kinesiology, physical education, fitness, and sport.
- describe the theories and concepts inherent in the applied sciences of the sub-disciplines, which include: biomechanics, exercise physiology, nutrition, and motor learning.
- analyze the emergence of the various professions and how specializations from these disciplines have emerged.
- evaluate the changing philosophies of kinesiology, sport, fitness, and physical education.
- examine problems and issues in kinesiology, sport, fitness, and physical education.
- investigate development of an infrastructure supporting physical activity and healthy lifestyles.
- discuss and understand how to prepare for a variety of career opportunities in the fields of kinesiology, physical education, fitness, and sport.
KINES 304 Introduction to Sports Management

This course is designed to introduce students to the scope and career opportunities of sports management. Emphasis will be placed on current events in the world of sports management.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate between the specific needs of sports administration at the professional, collegiate, and other levels of sports, as well as within the recreation industry.
- differentiate between career paths in a variety of sports administration areas.
- critique current events regarding the business aspects of the sports and recreation industries.
- assess the current trends in the field of sports management.

KINES 342 Theory of Baseball

This course is designed for advanced analysis of baseball. Focus is placed on analysis and instruction of individual skills and team concepts. Special emphasis will be placed on a model for instruction. Specific areas of emphasis will include, but not be limited to, team selection, practice organization, individual fundamentals, drills to develop team fundamentals (bunt defenses, cutoffs and relays, pick-offs, 1st and 3rd defenses), charting, and scouting. Specific video analysis software and motion capture systems will be integrated into the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use motivational techniques to maximize the ability to improve in the sport.
- implement safety, prevention, and pre-habilitation of athletic injuries.
- explain the value of active participation and design team building exercises.
- explain the need to function effectively as a team in game-like situations.
- analyze and apply individual skills to a team situation.
- develop skills in using advanced technologies, software and equipment to better understand the data, metrics and statistics used in collegiate and professional levels of the sport.

KINES 346 Theory of Basketball

This course is designed for advanced study in the field of basketball. Focus is placed on analysis and instruction of individual skills and team concepts. Specific areas of emphasis will include, but not be limited to, team selection, practice organization, individual fundamentals, drills to develop team fundamentals (bunt defenses, cutoffs and relays, pick-offs, 1st and 3rd defenses), charting, and scouting. Specific video analysis software and motion capture systems will be integrated into the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use motivational techniques to maximize the ability to improve in the sport.
- implement safety, prevention, and pre-habilitation of athletic injuries.
- explain the value of active participation and design team building exercises.
- explain the need to function effectively as a team in game-like situations.
- analyze and apply individual skills to a team situation.
- develop skills in using advanced technologies, software and equipment to better understand the data, metrics and statistics used in collegiate and professional levels of the sport.
The course will give the students the opportunity to gain an understanding of coaching basketball beginning with conditioning for the pre-season and the regular season. Additionally, students will gain an understanding of how to teach basic fundamentals and learn various strategies including team offense and defense. Students will develop their own philosophies of coaching. Students will learn how to scout other teams and to read and explain basketball diagrams and plays.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- formulate a personal coaching philosophy.
- compile a series of techniques for teaching individual fundamentals of basketball.
- integrate individual offensive and defensive skills into a team format.
- design and implement a conditioning program for a basketball team.
- choose appropriate strategy for specific basketball situations (i.e. out-of-bounds plays, press break, late in shot-clock, etc).
- analyze video of basketball situations.

KINES 352 Theory of Football

This course will focus on offensive and defensive schemes and cover how each position fulfills a vital role toward successful execution at both the community college and four year level. These concepts will be divided into the various components of the sport to include offense, defense, and special teams. Emphasis shall be placed upon the student understanding the inherent role of each position assignment of a dynamic scheme and how that strengthens the relative efficiency of the unit in execution throughout the competitive environment.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain different techniques for specific positions.
- implement and evaluate pre and post skills tests for specific positions.
- analyze various offensive, defensive, and special teams scheme concepts.
- compare and contrast various football schemes to analyze the relative strength and weakness inherent in that philosophy.
- appraise and evaluate how the execution of a current scheme can formulate a successful execution toward team success.

KINES 354 Theory of Soccer

This course will focus on the analysis of soccer. Students will gain an understanding of techniques and various tactics, including team offense and defense, and learn match analysis in connection with game preparation. Specific areas of emphasis will include, but not be limited to injury prevention, season planning, team management, systems of play, refereeing, and an understanding of applied psychology.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• identify the procedures of various physical fitness testing and programs such as the beep test and the maximal oxygen uptake test.

• define training methods, principles of attack and defense, and systems of play.

• analyze and evaluate matches in connection with game preparation and adjustment.

• identify and analyze players as they do their tasks within functions of defending, attacking, and transition.

• describe knowledge of coaching techniques, theories, and philosophies.

• discuss and apply care and prevention of athletic injuries.

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**KINES 381 Fitness and Weight Management**

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<thead>
<tr>
<th>Units:</th>
<th>2</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>18 hours LEC; 54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Advisory:</td>
<td>ESLR 320 and ESLW 320 with grades of &quot;C&quot; or better.</td>
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<tr>
<td>Transferable:</td>
<td>CSU ((formerly FITNS 350)); UC ((formerly FITNS 350))</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course is designed for students who wish to assess and improve physical fitness levels and encourage a healthy attitude toward body image and weight control. Students receive instruction concerning the theories and practical activities involved in obtaining and maintaining an appropriate level of physical fitness. This course was formerly known as FITNS 350, Fitness and Weight Control.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

• participate in a regular physical conditioning program.

• demonstrate an understanding of and appreciation for the need for lifelong fitness.

• discuss the importance of physical activity and diet in setting up an individual fitness program.

• analyze goals for specific fitness assessment achievements.

• demonstrate improvement in physical condition in terms of muscle strength and endurance, flexibility, cardiovascular conditioning, and body composition.

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**KINES 382 Wellness**

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<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU ((formerly FITNS 357)); UC ((formerly FITNS 357))</td>
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<td>General Education:</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course allows students to work independently while monitoring their fitness program. This allows for a process that guides the students in strategies and decisions for healthy lifestyle habits.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

• devise strategies in development of lifelong fitness activities.

• demonstrate an understanding of wellness by participating in a regular physical activity.

• write a personal fitness program based upon results from fitness assessments that meets the student's lifestyle and includes the necessary components of wellness and fitness.

• explain the basic principles of wellness.

• measure body composition utilizing Body Mass Index.
• analyze results of BMI and determine a target body weight.

KINES 410 Personal Trainer Certification: Exercise Science & Fitness Assessment

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course is designed to provide the theoretical knowledge necessary to prepare for the American Council on Exercise’s National Personal Training Certification Exam. Topics include the following: introduction to exercise physiology and exercise adaptation, human anatomy, applied kinesiology, basic nutrition and nutritional strategies for exercise, obesity and weight management, fitness across the lifespan, and special considerations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• analyze and compare the dynamics of physiological changes that occur from rest to exercise.
• locate the major bones and musculature of the human body.
• apply biomechanical knowledge of human movement to exercise programming and critique movement citing anatomical and kinesiological terminology.
• synthesize nutritional information to evaluate substrate utilization during both anaerobic and aerobic exercise and the influence of caloric balance on weight management.
• conceptualize the importance of a comprehensive health screening prior to initiating an exercise program and justify the necessity for ongoing fitness assessments.
• evaluate and discuss the physiological adaptations to exercise including adaptations associated with cardiovascular, progressive resistance, and flexibility training.
• apply the principles of exercise physiology and kinesiology to develop integrated fitness training exercise programs for healthy adults and those with health concerns.
• perform health risk screenings and fitness assessments on a variety of populations.
• demonstrate effective communication and instructional methodology in the exercise setting.
• synthesize theoretical knowledge to recommend effective cardiovascular, muscular fitness, and flexibility programs.
• apply strategies for maintaining client adherence and motivation.
• examine biomechanical principles to demonstrate the proper usage of resistance equipment and spotting techniques.
• demonstrate an understanding of a personal trainer’s scope of practice, business fundamentals, professional responsibilities, and liability.
• evaluate the training environment for safety to prevent athletic injuries and demonstrate proficiency in conducting emergency procedures.

KINES 411 Personal Trainer Certification: Program Design & Instructional Methodology

| Units: | 3.5 |
| Hours: | 54 hours LEC; 27 hours LAB |
| Prerequisite: | KINES 410 or PET 410 with a grade of "C" or better. HEED 314 with a grade of "C" or better or equivalent. |
| Transferable: | CSU |
| General Education: | AA/AS Area III(b); CSU Area E1 |
| Catalog Date: | June 1, 2020 |

This course is designed to provide the student with the theoretical knowledge and practical skills needed to prepare for the American Council on Exercise’s National Personal Training Certification Examination. Topics include: application of the applied sciences, program design and implementation of integrated fitness training for healthy adults and special populations, communication, health psychology,
teaching techniques, injury prevention and safety, professional responsibilities, and business fundamentals. This course was formerly known as PET 411.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply the principles of exercise physiology and kinesiology to develop integrated fitness training exercise programs for healthy adults and those with health concerns.
- perform health risk screenings and fitness assessments on a variety of populations.
- demonstrate effective communication and instructional methodology in the exercise setting.
- synthesize theoretical knowledge to recommend effective cardiovascular, muscular fitness, and flexibility programs.
- apply strategies for maintaining client adherence and motivation.
- examine biomechanical principles to demonstrate the proper usage of resistance equipment and spotting techniques.
- demonstrate an understanding of a personal trainer’s scope of practice, business fundamentals, professional responsibilities, and liability.
- evaluate the training environment for safety to prevent athletic injuries and demonstrate proficiency in conducting emergency procedures.

KINES 412 Strength and Fitness Certification

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU
General Education: AA/AS Area III(b)
Catalog Date: June 1, 2020

This course will provide students with the necessary preparation for the National Council of Strength and Fitness (NCSF) personal training certification exam. The course includes topics on scientific foundations, nutrition, body composition, components of fitness, exercise prescription, specific needs in special populations, connections between physical activity and mental and emotional health, and exercise programming and assessments.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine functional anatomy and biomechanics.
- describe the anatomical and physiological changes that occur with strength and fitness training.
- analyze the various components of fitness.
- integrate the principles of strength training into an individualized training regime.
- apply an exercise prescription program for individuals utilizing the components of fitness.
- explain the fitness needs for special populations.
- explain the methods for measuring fitness.
- investigate the connections between physical activity and mental and emotional health.

KINES 418 Nutrition for Physical Performance

Same As: NUTRI 302
Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(b); CSU Area E1
Catalog Date: June 1, 2020
This course will explore nutrition and fitness with emphasis on the relationship among nutrition, physical activity, lifelong fitness, and health. Credit will be awarded for NUTRI 302 or KINES 418 but not both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the basic principles of nutrition.
- discuss the role of nutrients in the body, especially in regard to energy production and physical performance.
- describe effectiveness and safety concerns of various nutritional supplements.
- discuss the prevalence of disordered eating in male and female athletes and in the general populations.
- analyze diets to determine adequate nutrient intake.
- discuss the role that fluid plays in body temperature regulation during exercise and on performance and health.
- describe and measure the five components of fitness.
- describe an understanding of body composition and body weight.

KINES 450 Sport in Society

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGWR 300 or ESLW 310 with a grade of "C" or better |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

This course will provide students with an examination of sport as a significant influence in society. Topics will include the importance of gender, race and ethnicity, social class, religion, politics, media, and economical impact of sport with society. Additional topics will include the role of the media, ethics, education, and community impact.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine the influence of sport in politics and religion.
- identify the historical impact of sport within society.
- discuss the role of the changing landscape of media affecting sport.
- identify the role and influence of coaches, spectators, participants, and cultural shifts within sport.
- discuss the historical perspective of women, gender, race and ethnicity, in sport.
- recognize the role of religious and political influences within sport.
- evaluate the relationship between sport and social institutions.
- develop an understanding of how the future of sport depends on inclusion and positive change.

KINES 451 Principles and Theory of Athletic Coaching

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGWR 101 with a grade of "C" or better. |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

This course will introduce philosophy, theories, and development of athletic coaching. The course will include topics on philosophy, team...
management, risk management, behavior management and planning that will assist new and experienced coaches to develop strategies necessary for success.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine the numerous roles and responsibilities of coaching.
- analyze the different styles and philosophies of coaching.
- identify the various tasks and responsibilities associated with team management.
- evaluate and develop a risk management plan for equipment, athletes, supervision, facilities, and additional areas that are specific to the sport.
- demonstrate an understanding of physical fitness, training, injury prevention, and time management related to specific sports.
- design a sport-specific training plan.
- define the signs of substance abuse and provide preventive education for team members.

KINES 452 Psychology of Sport and Fitness

This course will provide students with an orientation to psychological and mental factors that influence participation and performance in sport, exercise, and physical activity. The course will include topics that will assist coaches, personal trainers, and group leaders in enhancing the level of success in performance for their athletes, students, and clients.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the motivational techniques that will assist with performance and personal goals.
- analyze the appropriate skills and techniques necessary to achieve positive change.
- identify the effects of physical and emotional stress and develop management strategies.
- prepare necessary strategies that will build self-awareness and self confidence.
- evaluate the role that injuries, nutrition, training, and emotional energy play in performance.
- evaluate the various psychological skills and techniques that will enhance success.

KINES 453 Training and Conditioning of Sports

This course will introduce students to the concepts of training and conditioning of sports. Topics will include foundational principles of training, stages of athletic development, motor skills training, and designing programs specific to the needs of the sport. This course was formerly known as PET 453.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• describe the basic principles used in designing training programs for athletes.
• integrate the concepts of periodization in the development of a year round training program.
• apply age and gender related considerations in developing training programs for athletes.
• evaluate the roles of strength endurance, agility, balance, coordination, speed, power, and flexibility in sport and conditioning performances.

KINES 454 Coaching the Young Athlete

Units: 2
Hours: 36 hours LEC
Prerequisite: None.
Advisory: ENGWR 101 with a grade of "C" or better. KINES 451 with a grade of "C" or better or one year minimum coaching experience at high school level.
Transferable: CSU
Catalog Date: June 1, 2020

In this course, students will be introduced to the challenges of age and gender specific considerations in training of young athletes. Topics will include training guidelines for young athletes, stages of athletic development, long-term training plans, specific strategies of motivation related to age groups, and providing an environment that promotes learning and fun. This course was formerly known as PET 454.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

• apply appropriate age specific psychological techniques to enhance communication for athletic performance.
• demonstrate an understanding of the training guidelines according to the athlete’s stage of maturation.
• define his/her coaching philosophy and the characteristics of different coaching styles.
• evaluate the role of the coach in prevention and rehabilitation of common sport injuries.
• design a parent orientation program to assist parents in understanding their roles in their children’s sports experience.
• describe how coaches can develop good character and sportmanship in their athletes.
• distinguish special considerations in coaching diverse athletes including age, gender, cultural background, and ability.

KINES 457 Sport First Aid for Coaches

Units: 2
Hours: 36 hours LEC
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course will provide new and experienced coaches the action steps for the care and prevention of athletic injuries and illnesses. Topics will include performing physical assessments; strategies for reducing athletes’ risk of injury or illness; developing a medical emergency plan; returning athletes to play; and educating athletes and coaches on the effects and dangers of performance enhancers. This course was formerly known as PET 457.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

• demonstrate knowledge and understanding of the prevention, care, and management of injuries.
• design a sport first aid game plan.
• demonstrate an understanding of physical assessments and first aid techniques.
• identify the necessary steps to manage injuries and develop strategies to get the athletes healthy and participating.
• define anatomy and sport injury terminology.
explain the risks involved with substance abuse.
evaluate dietary supplements and nutritional guidelines for performance.

KINES 495 Independent Studies in Physical Education Theory

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regular offered courses, pursuant to an agreement among college, faculty members, and students. Independent studies in Physical Education Theory offer students a chance to do research that is more typical of community and graduate student work. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- produce work independently on physical education related topics.

KINES 497 Internship in Physical Education - Theory

| Units: | 1 - 4 |
| Hours: | 18 hours LEC; 27 - 162 hours LAB |
| Prerequisite: | PET 330 and 331 with grades of "C" or better or concurrent enrollment in KINES 330 and 331 or proof of knowledge and skills of preventative taping and recognition of basic athletic injuries. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

The student will be exposed to soft tissue techniques, advanced athletic taping, and wrapping, emergency scenarios, physiology of injury recovery, and rehabilitation programs as prescribed by the teams physicians and supervision by a certified athletic trainer. Units are awarded on the basis of one unit per 60 hours of unpaid work or 75 hours of paid work. This course may be taken four times for a maximum of 16 units for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify injuries and set an immediate course of action to treat the injury.
- tape athletes in an accurate and expedient manner.
- set up rehabilitation programs to get athletes back to practice and competition.
- use emergency and first aid equipment.
- demonstrate the basic skills of fitting protective and preventative equipment.

Personal Activity (PACT)

PACT 310 Badminton I

| Units: | 1 |
| Hours: | 54 hours LAB |
The course is an introduction to a lifelong of physical activity and provides basic fundamental skills, techniques and rules necessary for participation in badminton at the beginner level. The emphasis is on skills and techniques, such as play strategies for singles and doubles and shot selection for various play situations.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate and perform proper types of grips, specific skills for serving and various types of strokes.
- develop fitness skills such as speed, coordination, agility, balance, and endurance.
- understand the rules for singles, doubles, and mixed doubles.
- develop tactical skills and strategies for singles, doubles, and mixed doubles matches.
- experience a positive image of badminton as a lifetime sport, while learning and engaging in badminton.

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**PACT 330 Boxing**

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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
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<tr>
<td>Course Family:</td>
<td>Group Cardio Fitness Training <a href="http://scc.losrios.edu/course-families#id_100072">Link</a></td>
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<tr>
<td>Prerequisite:</td>
<td>None.</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course will cover the basic fundamentals and techniques of boxing. Methodology, strategy, and self-defense applications will also be included.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an ability to apply concepts specific to hand and footwork principles while engaging in a variety of offensive and defensive boxing strategies.
- apply various footwork and punch combinations to shadow boxing as well as full spar situations.
- increase the necessary fitness level to acquire skill base for preparation and execution of full spar situations.
- experiment with differing types and constructs of patterns to find which best suits individual strengths and needs.

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**PACT 340 Fencing**

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<th>Units:</th>
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<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This is a physical education course that will cover the basic fundamentals and techniques of foil fencing. Rules and strategy will also be included.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of fencing rules.
demonstrate basic fencing skills (lunge, parry, riposte, beat, etc.)
demonstrate proper fencing etiquette.
judge an informal fencing match.
critique the fencing skills of classmates.
create a fencing style suitable for their individual strengths and weaknesses.

PACT 350 Golf I

Units: 1
Hours: 54 hours LAB
Course Family: [Golf](http://scc.losrios.edu/course-families#id_100026)
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

Golf I covers the basic skills and knowledge necessary to play the game of golf. Instruction for this course is provided at an off-campus location. The student will need transportation to the facility. This course focuses on the fundamental skills necessary to strike and putt the ball. Course management strategies will also be discussed. Some sections of this course are held on area regulation golf courses. Students must have their own sets of golf clubs and equipment.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- acquire the basic skills and knowledge of the rules to play the game.
- demonstrate proper execution of the golf swing through participation in drills and practice.
- achieve a level of interest and skill that will allow continuation of the game as a means of physical activity throughout life.
- analyze the putting stroke with regard to distance control and direction control.
- demonstrate approach shots with regard to when to use which shot under what circumstances.
- analyze the full swing.
- organize a practice session for driving range, bunker practice, and short game.
- analyze the golf swing with regard to proper swing plane and faults that occur with improper swing plane.

PACT 351 Golf II

Units: 1
Hours: 54 hours LAB
Course Family: [Golf](http://scc.losrios.edu/course-families#id_100026)
Prerequisite: PACT 350 with a grade of "C" or better; or equivalent.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

Golf II covers the skills and knowledge necessary to play the game of golf. Instruction for this course is provided at an off-campus location. The student will need transportation to the facility. This course includes a review of the basic golf skills and continues with analysis of the full swing, approach shots, and putting. Course management strategies for negotiating a golf course is also covered. Students must have their own sets of golf clubs and equipment.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the variety of golf equipment currently on the market and the advantages of various types of clubs.
- analyze the putting stroke with regard to distance and direction control.
• demonstrate approach shots with regard to when to use which shot under what circumstances.
• analyze the full swing.
• organize a practice session for driving range, bunker practice, short game - pitching and chopping, putting.
• demonstrate course management strategies based on course and weather conditions.

PACT 390 Tennis I

Units: 1
Hours: 54 hours LAB
Course Family: Tennis (http://scc.losrios.edu/course-families#id_100022)
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course in tennis covers the basic fundamentals, stroke techniques, and strategies for singles and doubles play. Tennis I will cover the basic fundamentals, techniques, rules, strategies, and etiquette of the activity; singles and doubles play strategies will be included as well as refining stroke techniques.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate basic stroke skills (forehand, backhand, volley, serve, overhead, lob, and approach techniques).
• application of game rules and scoring methods.
• apply execution of game fundamentals (singles and doubles play).
• demonstrate skill base of point progression and creation versus various opponents (advanced play).

PACT 391 Tennis II

Units: 1
Hours: 54 hours LAB
Course Family: Tennis (http://scc.losrios.edu/course-families#id_100022)
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course reviews and refines basic fundamentals, techniques, rules, and social courtesies of tennis. Intermediate players are defined as having completed beginning tennis skill sets in volleys, ground strokes, serves, point play, and basic rules knowledge. Intermediate tennis players are encouraged to take this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• apply the basic knowledge and skills learned to enjoy the sport of tennis.
• demonstrate advanced strokes (forehand, backhand, serves, volleys) and implement advanced strategical and tactical play in both singles and doubles.
• utilize a variety of conditioning drills and techniques associated with improving the physical skills required in tennis.
• identify and employ various training exercises to help condition and refine the skill set of the intermediate tennis athlete.
• apply mental strategies to effectively compete at their respective ability level.
• analyze on court positioning and how to play to their individual respective strengths.
• relate to other players and doubles partners in a manner that is appropriate to tennis etiquette and respectful of all participants.
• apply tennis rules and regulations and utilize proper tennis etiquette during game/point play.
PACT 393 Tennis III

Tennis III focuses on improving and refining the competitive physical skill, mental skills and overall techniques of the sport. Particular attention will be given to the strategic development of the player while refining racket strokes and court positioning that complete points. Hitting patterns, serving placement, and tactical movement will also be developed.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, implement, and demonstrate competency in tennis techniques and tactics as they best apply to their respective skill level.
- assemble a variety of conditioning drills and strategies associated with improving the physical skills required in tennis.
- apply mental strategies to effectively compete at his/her respective ability level.
- relate to other players, instructors, and personnel in a manner associated with respectful actions and etiquette in the game of tennis.

PACT 394 Tennis, Doubles

This course provides instruction for intermediate and advanced players in competitive doubles tennis applications and for enjoyment of the sport. Game tactics, strategies, and skills development are emphasized.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate and explain the importance of tennis specific footwork, balance, and movement.
- demonstrate the stroke variations required for doubles tennis with an emphasis to include service returns, serve variations, volleys, approach shots, lobs, and overheads.
- differentiate and appraise shot selection strategies and court positioning in relation to doubles offense and defense.
- explain the rules and etiquette necessary for competitive doubles tennis.
- identify psychological aspects of the game and implement strategies for development of a team approach that promotes good performance in competitive doubles tennis.

PACT 410 Wrestling

This course focuses on improving and refining the competitive physical skill, mental skills and overall techniques of the sport. Particular attention will be given to the strategic development of the player while refining techniques and tactics that complete points. Hitting patterns, serving placement, and tactical movement will also be developed.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, implement, and demonstrate competency in wrestling techniques and tactics as they best apply to their respective skill level.
- assemble a variety of conditioning drills and strategies associated with improving the physical skills required in wrestling.
- apply mental strategies to effectively compete at his/her respective ability level.
- relate to other players, instructors, and personnel in a manner associated with respectful actions and etiquette in the game of wrestling.
The wrestling course is a physical education course that will cover the fundamentals of intercollegiate wrestling. The student will have the opportunity to obtain knowledge and practical experience of intercollegiate wrestling.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proper intercollegiate wrestling techniques.
- identify the rules and regulations of intercollegiate wrestling.
- duplicate drills and games that help with learning the techniques.
- build wrestling skill level as well as fitness levels.

PACT 430 Pickleball I

Units: 1
Hours: 54 hours LAB
Course Family: Pickleball [http://scc.losrios.edu/course-families#id_100066]
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a)
Catalog Date: June 1, 2020

This course covers basic technique of strokes, rules of play, simple strategies, and the etiquette of Pickleball. As a relative newcomer in the field, Pickleball combines the court dimensions of "Pop" or "Spec" Tennis with a whiffle like ball and a larger version of a table tennis paddle to be enjoyed as an active and safe sport for a diversity of age and athletic backgrounds.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- execute the basic pickleball strokes including forehand, backhand, serve, volley, dink, lob, overhead, and serve return.
- apply the rules and etiquette of pickleball.
- apply a basic strategy to competitive match-play situations.

Sports (SPORT)

SPORT 90 Academic Study Skills for Student Athletes

Units: 0.5 - 1
Hours: 27 - 54 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 90 class, each student must be listed as a student athlete, by the head coach, on the official team roster. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.
Catalog Date: June 1, 2020

This lab course is an open-entry/open-exit course designed to assist the at-risk student athlete in acquiring basic study skills and work habits to gain success in the classroom. In addition, the student-athlete will learn and apply time and stress management techniques, note taking techniques, and test taking techniques. Students may enroll in this open-entry/open-exit course up to the eighth week of the semester. Students must complete 27 hours of work to earn 0.5 unit of credit per semester. Grades are Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply study skills techniques in reading, writing, note taking, and test taking to improve their ability and success in the classroom.
• identify support services offered by the college.
• utilize tutoring services for math and English, when necessary.
• review Individual Student Education Plan (ISEP) every semester with the athletic counselor and revise, if necessary, for either graduation or transfer.
• prioritize assignments and schedule daily and weekly to-do lists.

SPORT 91 Academic Study Skills for Student Athletes

Units: 0.5 - 1
Hours: 27 - 54 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 91 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.
Catalog Date: June 1, 2020

This lab course is being offered as an open-entry/open-exit course designed to assist the at-risk student athlete in acquiring basic study skills and work habits to gain success in the classroom. Memory and visualization techniques, “muscle” reading, and learning styles will be included. Students may enroll in this open-entry/open-exit course up to the eighth week of the semester. Students must complete 27 hours of work to earn 0.5 unit of credit per semester. Grades are Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• apply memory and visualization techniques in reading, writing, note taking, and test taking to improve their ability and success in the classroom.
• identify the best learning styles for different subject areas.
• identify your personal learning style.
• review Individual Student Education Plan (ISEP) every semester with the Athletic Counselor and revise, if necessary, for either graduation or transfer.

SPORT 92 Academic Study Skills for Student Athletes

Units: 0.5 - 1
Hours: 27 - 54 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 92 class, each student must be listed as a student athlete, by the head coach, on the official team roster. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.
Catalog Date: June 1, 2020

This lab course is being offered as an open-entry/open-exit course designed to assist the at-risk student athlete in acquiring basic study skills and work habits to gain success in the classroom. In addition, the student-athlete will learn about the rules and regulations for the local governing conference, California Community College Athletic Association (CCCAA), National Collegiate Athletic Association (NCAA), and National Association of Intercollegiate Athletics (NAIA). Academic and athletic requirements at each organizational level will be presented. Social issues that affect athletics will also be discussed such as performance enhancement drugs (PEDs), substance abuse, violence, athletes with disabilities, and diversity. Students may enroll in this open-entry/open-exit course up to the eighth week of the semester. Students must complete 27 hours of work to earn 0.5 unit of credit per semester. Grades are Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• identify the requirements of each athletic organization.
• identify the differences between the academic and athletic requirements of each athletic organization.

• identify the academic, mental, emotional, and athletic attributes most desired by Division I coaches (use Division I as the highest standard of achievement).

• acknowledge social issues that are reflected in athletics (LGBT, violence, integrity, diversity).

• review Individual Student Education Plan (ISEP) every semester with the Athletic Counselor and revise, if necessary, for either graduation or transfer.

SPORT 93 Academic Study Skills for Student Athletes

| Units: | 0.5 - 1 |
| Hours: | 27 - 54 hours LAB |
| Prerequisite: | None |
| Enrollment Limitation: | In order to take the SPORT 93 class, each student must be listed as a student athlete, by the head coach, on the official team roster. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Catalog Date: | June 1, 2020 |

This lecture/lab course is being offered as an open-entry/open-exit course designed to assist the at-risk student athlete in acquiring basic study skills and work habits to gain success in the classroom. Learning from your mistakes and using your critical thinking skills will be presented. Students may enroll in this open-entry/open-exit course up to the eighth week of the semester. Students must complete 27 hours of work to earn 0.5 unit of credit per semester. Grades are Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• acknowledge athletic and "life" mistakes and make the appropriate steps to minimize future mistakes.

• apply problem solving techniques.

• identify and apply the qualities of a successful student athlete.

• review Education Plan every semester with the athletic counselor and revise, if necessary, for either graduation or transfer.

SPORT 300 Baseball, Intercollegiate-Men

| Units: | 3 |
| Hours: | 175 hours LAB |
| Prerequisite: | None |
| Enrollment Limitation: | In order to take the SPORT 300 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This is an advanced baseball team activity course that provides competition with other community college teams. Team dynamics and their relationship to intercollegiate competition will be developed and enhanced. Mental skills pertaining to "being present" on each pitch, maintaining one’s ability to compete with less than one’s best, and the pitcher-versus-hitter confrontation will be taught and explored. The ultimate objective is to prepare students for an opportunity to compete for the California state championship and for higher levels of baseball competition after community college. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• apply advanced baseball tactics and skills appropriate to intercollegiate level athletic competition.

• apply proper etiquette and sportsmanship during the athletic experience.
• acquire knowledge necessary to assess various contest situations and apply appropriate solutions.
• apply baseball teamwork.
• improve individual's level of fitness.

SPORT 301 Off Season Conditioning for Baseball

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 301 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed to optimize sports performance and reduce risk of injury for the off-season intercollegiate athlete in the sport of baseball. Course content will include: sport specific skill development, sport specific strength training, cardiovascular conditioning, agility work, plyometrics, speed training, and flexibility exercises. This course may be taken four times for credit.

Upon completion of this course, the student will be able to:
• demonstrate proper form and techniques when executing various drills for baseball.
• understand and apply appropriate warm up and cool down procedures for injury prevention.
• demonstrate proper form in executing: strength training techniques, plyometrics, agility skills, and functional sport-specific drills.

SPORT 303 Pre-Season Conditioning for Baseball

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 303 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.
Transferable: CSU; UC (Varied units)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed to optimize sports performance and reduce risk of injury for the pre-season intercollegiate athlete in the sport of baseball. Course content includes sport-specific skill development, sport-specific strength training, cardiovascular conditioning, agility work, plyometrics, speed training, and flexibility exercises.

Upon completion of this course, the student will be able to:
• demonstrate a level of fitness necessary to be a competitive college baseball player.
• identify and apply fitness concepts specific to their individual position.
• develop fitness plans specific to individual positions.
• demonstrate an understanding of the importance of nutrition as it relates to developing baseball specific fitness.
SPORT 311 Basketball, Intercollegiate-Men, Fall

Units: 1.5
Hours: 81 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 311 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.

This is an advanced course designed to provide specialized training for competition with other community college teams. Demonstration of fundamental and advanced skills, adherence to the rules and etiquette of basketball, and execution of team strategy will be expected of all students. This course will encompass the pre-season, tournament, and non-league portion of the season. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- increase their level of physical conditioning.
- incorporate individual skill sets with others in a mutually beneficial manner.
- demonstrate proper etiquette and sportsmanship during the athletic experience.
- develop and demonstrate an understanding of basketball teamwork.
- assess various game situations and quickly apply appropriate solutions.
- apply advanced basketball tactics and skills appropriate to intercollegiate level athletic competition.

SPORT 312 Basketball, Intercollegiate-Men, Spring

Units: 1.5
Hours: 81 hours LAB
Prerequisite: SPORT 311 with a grade of "C" or better
Enrollment Limitation: In order to take the SPORT 312 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.

This is an advanced course designed to provide specialized training for competition with other community college teams. Demonstration of fundamental and advanced skills, adherence to the rules and etiquette of basketball, and execution of team strategy will be expected of all students. This course will encompass the league and post-season competition phases of the season. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proper etiquette and sportsmanship during the athletic experience.
- assess various game situations and quickly apply appropriate solutions.
- apply advanced basketball tactics and skills appropriate to intercollegiate level athletic competition.

SPORT 313 Off Season Conditioning for Basketball

Units: 0.5 - 3
This course is designed to optimize sports performance and reduce risk of injury for the off-season intercollegiate athlete in the sport of basketball. Course content will include: collegiate level basketball-specific skill development, sport specific strength training, agility work, plyometrics, speed training, and flexibility exercises. The course is repeatable up to four times.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proper form and techniques when executing various drills for basketball.
- apply appropriate warm up and cool down procedures for injury prevention.
- demonstrate proper form in executing the following: strength training techniques, plyometrics, agility skills, and functional sports specific drills.

SPORT 314 Pre-Season Conditioning for Basketball

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 314 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. The student should contact the instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This kinesiology course involves a combination of skill development and strategy tactics with an emphasis on a fitness component for the sport of basketball. The course will also offer a mental training component for peak performance. This course is designed to prepare students for intercollegiate basketball competition and may be taken for a maximum of 4 units to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate improved anaerobic training in fitness tests and drills.
- execute offensive and defensive skills correctly.
- implement appropriate offensive and defensive strategies in game-like situations.
- demonstrate improvement in strength training exercises.
- execute speed, agility, and quickness drills correctly.

SPORT 316 Basketball, Intercollegiate-Women, Fall

Units: 1.5
Hours: 81 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 316 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. The student should contact the instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed to optimize sports performance and reduce risk of injury for the off-season intercollegiate athlete in the sport of basketball. Course content will include: collegiate level basketball-specific skill development, sport specific strength training, agility work, plyometrics, speed training, and flexibility exercises. The course is repeatable up to four times.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proper form and techniques when executing various drills for basketball.
- apply appropriate warm up and cool down procedures for injury prevention.
- demonstrate proper form in executing the following: strength training techniques, plyometrics, agility skills, and functional sports specific drills.
This is an advanced course designed to provide specialized training for competition with other community college teams. Demonstration of fundamental and advanced skills, adherence to rules and etiquette of basketball, and execution of team strategy will be expected of all students. This course will encompass the pre-season, tournament, and non-league portion of the season. The course is repeatable up to four times.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- increase their level of physical conditioning.
- incorporate individual skill sets with others in a mutually beneficial manner.
- demonstrate proper etiquette and sportsmanship during the athletic experience.
- develop and demonstrate an understanding of basketball teamwork.
- assess various game situations and quickly apply appropriate solutions.
- apply advanced basketball tactics and skills appropriate to intercollegiate level athletic competition.

SPORT 317 Basketball, Intercollegiate-Women, Spring

<table>
<thead>
<tr>
<th>Units:</th>
<th>1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>81 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>SPORT 316 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Enrollment Limitation:</td>
<td>In order to take the SPORT 317 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This is an advanced course designed to provide specialized training for competition with other community college teams. Demonstration of fundamental and advanced skills, adherence to rules and etiquette of basketball, and execution of team strategy will be expected of all students. This course will encompass the league and post-season competition phases of the season. The course is repeatable up to four times.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proper etiquette and sportsmanship during the athletic experience.
- assess various game situations and quickly apply appropriate solutions.
- apply advanced basketball tactics and skills appropriate to intercollegiate level athletic competition.

SPORT 318 Post-Season Conditioning for Basketball

<table>
<thead>
<tr>
<th>Units:</th>
<th>0.5 - 3</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>27 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Enrollment Limitation:</td>
<td>In order to take the SPORT 318 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>
This kinesiology course involves a combination of skill development and strategy tactics with an emphasis on a fitness component for the sport of basketball. The course will also offer a mental training component for peak performance. This course is designed to prepare students for intercollegiate basketball competition and may be taken for a maximum of 4 units to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate improved anaerobic training in fitness tests and drills.
- execute offensive and defensive skills correctly.
- implement appropriate offensive and defensive strategies in game-like situations.
- demonstrate improvement in strength training exercises.
- execute speed, agility, and quickness drills correctly.

SPORT 320 Cross Country, Intercollegiate-Men

| Units: | 3 |
| Hours: | 175 hours LAB |
| Prerequisite: | None |
| Enrollment Limitation: | In order to take the SPORT 320 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

The advanced cross country course will provide specialized training for competition with other community college teams. Every student will be taught the fundamentals, advanced techniques, and strategy to be able to perform at the intercollegiate athletic competition level. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate advanced cross country skills and tactics appropriate for intercollegiate level competition.
- demonstrate the skills for proper etiquette in the use of the rules and sportsmanship for the athletic experience.
- demonstrate a sense of the importance of teamwork in cross country.

SPORT 325 Cross Country, Intercollegiate-Women

| Units: | 3 |
| Hours: | 175 hours LAB |
| Prerequisite: | None |
| Enrollment Limitation: | In order to take the SPORT 325 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

The advanced cross country course will provide specialized training for competition with other community college teams. Every student will be taught the fundamentals, advanced techniques, and strategy to be able to perform at the intercollegiate athletic competition level.
This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate advanced cross country skills/tactics appropriate for intercollegiate level competition.
- demonstrate the skills for proper etiquette in the use of the rules and sportsmanship for the athletic experience.
- achieve higher levels of fitness, along with improvement in individual techniques for practice and competition.
- demonstrate a sense of the importance of teamwork in cross country.

SPORT 326 Off-Season Conditioning for Women's Cross Country

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 326 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. The student should contact the instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course involves sport specific training, conditioning, and technical skill development specific to the sport of cross country for the off-season student athlete. Course content includes: sport specific skill development, event specific strength training, cardiovascular conditioning, agility training, plyometric drills, anaerobic speed development, and enhancement of flexibility. This course may be taken up to four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate skill and techniques that are specific to cross country running.
- demonstrate increased cardiovascular endurance, muscular strength, and flexibility.
- apply appropriate warm up and cool down procedures.
- demonstrate proper running mechanics.

SPORT 327 Off-Season Conditioning for Men's Cross Country

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 327 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.
Transferable: CSU
General Education: AA/AS Area III(a)
Catalog Date: June 1, 2020

This course involves sport specific training, conditioning, and technical skill development specific to the sport of cross country for the men's off-season student-athletes. The course content includes: sport specific skill development, cross country specific strength training, cardiovascular conditioning, agility training, plyometric drills, speed improvement, and enhancement of flexibility. This course may be taken up to four times for credit.
Upon completion of this course, the student will be able to:

- identify the various warm-ups and cool-downs of dynamic and static stretching.
- discuss the benefits of endurance training, flexibility, and body composition.
- demonstrate an understanding of running techniques and mechanics for cross country runners.
- learn to utilize the principles of running conditions such as hot, humid, or windy settings, nutrition, goal-settings, and motivation.

SPORT 330 Football, Intercollegiate-Men

Units: 3
Hours: 175 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 330 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This is an advanced course designed to provide specialized training for competition against other community college programs. Fundamentals, rules, and individual and/or team strategies appropriate to intercollegiate athletic competition will be expected of the competitors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply advanced football tactics and skills appropriate to intercollegiate level athletic competition.
- demonstrate proper etiquette and sportsmanship during athletic competition.
- demonstrate an understanding of the importance of teamwork.
- describe and illustrate an understanding of the concepts for the offensive, defensive, and special teams playbook.
- demonstrate physical improvement through a strength and conditioning program to compete athletically.
- critique individual performance through video analysis to provide an enhancement of skills.

SPORT 331 Off Season Conditioning for Football

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 331 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course will involve sport specific training and technical skill development in the sport of football for off-season student athletes. Course content will include: sport specific skill development, sport specific strength training, speed development, agility training, plyometric drills, cardiovascular conditioning, and an increase in flexibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• demonstrate skill and techniques that are specific to football.
• exhibit an increase in speed, agility, and quickness as used in football.
• demonstrate increased cardiovascular endurance, muscular strength, and anaerobic power needed to be competitive football.
• demonstrate proper form executing the drills and exercises in strength training, cardiovascular training, anaerobic training, and flexibility work to ensure safety.
• apply appropriate warm up and cool down procedures for injury prevention.

SPORT 332 Pre-Season Conditioning for Football

| Units: | 0.5 - 3 |
| Hours: | 27 - 162 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | In order to take the SPORT 332 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This course covers advanced offensive and defensive strategies for football at the college level. Blocking schemes and tackling techniques, as well as offensive, defensive and special teams formations are discussed. Strength and conditioning drills are implemented to enhance football skills. This course may be taken up to four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• define the benefits of a lifetime fitness program as it relates to football.
• demonstrate the skills necessary to participate in game situations while playing various positions.
• evaluate team play concept in practice and game situations.
• interact with classmates as teammates in a collaborative and competitive environment.
• compare and contrast pre-season, in-season, and off-season training.
• understand the various components which enhance teamwork.

SPORT 345 Golf, Intercollegiate-Women

| Units: | 3 |
| Hours: | 175 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | In order to take the SPORT 345 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills, as determined by the coaching staff, to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This is an advanced golf team activity that provides competition against other community college teams. Fundamentals, rules, individual and/or team strategy appropriate to intercollegiate athletic competition will be expected of the competitors. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate advanced golf skills appropriate to the level of intercollegiate athletic competition.
demonstrate proper etiquette and sportsmanship during competition.
apply proper course management decisions during competition.
improve individual skill level in areas such as mid iron, long iron, and short game.
identify the rules of the game of golf.
increase individual fitness levels.

SPORT 346 Off Season Conditioning for Women's Golf

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | In order to take the SPORT 346 class, each student must: 1) be listed as a student athlete, by the head coach, on the official roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This course will involve training, conditioning, and technical skill development specific to the sport of golf for the off-season student athlete. Course content will include: sport specific skill development, event specific strength training, cardiovascular conditioning, agility training, plyometric drills, anaerobic speed development, and enhancement of flexibility. This course may be taken four times for a maximum of 12 units for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate techniques that are specific to the event areas in golf.
- develop an increase in cardiovascular endurance, muscular strength, and anaerobic power needed for competitive performances.
- demonstrate proper form while executing drills and exercises in strength training, cardiovascular training, anaerobic training, and flexibility work.
- apply appropriate warm up and cool down procedures for injury prevention.

SPORT 355 Soccer, Intercollegiate-Women

| Units: | 3 |
| Hours: | 175 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | In order to take the SPORT 355 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This course is an advanced soccer team activity to provide female student athletes with an opportunity for competition against other community college teams. This course is designed to build the student athlete’s soccer fundamentals and skills, psychological components, review rules of the game, and teach individual and/or team strategies appropriate to intercollegiate athletic competition. Students will be required to purchase soccer cleats and shin guards.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply advanced soccer skills appropriate to intercollegiate competition.
- assess various contest situations and apply appropriate solutions.
- demonstrate an understanding of tactical and psychological components of the game.
- demonstrate proper etiquette and sportsmanship during practice and competition.
- organize short term and long term plans to accomplish individual and team goals.

**SPORT 356 Off Season Conditioning for Women's Soccer**

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | In order to take the SPORT 356 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This physical education course involves sport specific training and conditioning skills and techniques. There is a concentration on basic concepts with emphasis on conditioning. Students will have the opportunity to obtain knowledge and practical experience in a specific intercollegiate soccer. This course may be taken four times for credit.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate proper footwork techniques specific to soccer.
- engage in cardiovascular endurance and muscular strength training needed in order to be competitive in soccer.
- demonstrate proper form and techniques when executing various drills for soccer.
- perform a variety of endurance test methods such as a mile and beep test to find out the students' progress in cardiovascular fitness.
- perform a variety of strength tests such as push-ups, sit-ups, plank, and pull-ups to find out the student's progress in muscular strength fitness.

**SPORT 357 Pre-Season Conditioning For Women's Soccer**

| Units: | 0.5 - 3 |
| Hours: | 27 - 162 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | In order to take the SPORT 357 class, each student must: 1) Be listed as a student athlete, by the head coach, on the official team roster; and 2) Obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This is a pre-season conditioning course for student-athletes who would recondition their soccer specific skills such as muscle endurance, strength, speed, agility, and do a quickness (SAQ) workout before their regular practices begin. Therefore, this course is designed as an intense workout for college soccer players to perform for a prolonged period of time at a variety of speeds. This course may be taken up to four times for credit.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:
demonstrate proper footwork techniques specific to soccer.

evaluate an individual’s speed, agility, and quickness.

demonstrate proper techniques of endurance and muscle strength.

demonstrate proper form and techniques when executing various drills for soccer.

apply appropriate warm up and cool down procedures for injury prevention.

apply the knowledge of cardiovascular endurance, muscle strength, and self-assessment to improve an individual’s fitness.

SPORT 365 Softball, Intercollegiate-Women

Units: 3
Hours: 175 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 365 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.

Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This is an advanced softball team activity that provides competition with other community college teams. Fundamentals, rules, and individual and/or team strategy appropriate to intercollegiate athletic competition will be expected of the competitors. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop a high degree of softball skills and be able to demonstrate them in a game situation.

- demonstrate specific offensive and defensive techniques in a match situation.

- demonstrate a high degree of physical fitness: cardiovascular efficiency, speed, coordination, and strength.

- transfer the skills and knowledge gained to the competitive matches including non-conference games, conference games, and post-season competition.

- demonstrate knowledge of the rules of the game and apply them in a competitive situation.

- provide a verbal and written critique of other participants.

- officiate a softball game at the high school level.

- demonstrate true sportsmanship in a competitive situation.

SPORT 366 Off Season Conditioning for Softball

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 366 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.

Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This physical education course involves a combination of basic skills and strategy tactics with a emphasis on a fitness component for the sport of softball. The course will also offer a mental training component for peak performance. This course is designed to prepare students for intercollegiate softball competition and may be taken four times for credit to meet California Community College Athletic Association requirements for eligibility.
**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate proper footwork techniques specific to the sport.
- increase cardiovascular endurance and muscular strength needed in order to be competitive in the sport.
- demonstrate proper form and techniques when executing various drills for the sport of softball.
- demonstrate proper form and techniques when executing various base running drills for the sport of softball.
- demonstrate proper form and techniques when executing various short games drills, such as bunting and slapping for the sport of softball.
- demonstrate proper form and techniques when executing various defensive drills for infielders in the sport of softball.
- demonstrate proper form and techniques when executing various defensive drills for outfielders in the sport of softball.
- demonstrate proper form and techniques when executing various drills for the pitching position in the sport of softball.
- demonstrate proper form and techniques when executing various drills for the catching position in the sport of softball.

**SPORT 370 Swimming and Diving, Intercollegiate-Men**

| Units: | 3 |
| Hours: | 175 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | In order to take the SPORT 370 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This is an advanced swimming and diving team activity that provides competition with other community college teams. Fundamentals, rules, and individual and/or team strategy appropriate to intercollegiate athletic competition will be expected of the competitors. This course may be taken four times for credit.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate advanced swimming and diving skills appropriate to intercollegiate level athletic competition.
- exhibit proper etiquette and sportsmanship during the athletic experience.
- evaluate various contest situations and integrate appropriate solutions.
- demonstrate an appreciation of swimming and diving.
- show an improved individual level of fitness.
- demonstrate the concept of teamwork.

**SPORT 375 Swimming and Diving, Intercollegiate-Women**

| Units: | 3 |
| Hours: | 175 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | In order to take the SPORT 375 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |
This is an advanced swimming and diving team activity that provides competition with other community college teams. Fundamentals, rules, and individual and/or team strategy appropriate to intercollegiate athletic competition will be expected of the competitors. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate advanced swimming and diving skills appropriate to intercollegiate level athletic competition.
- exhibit proper etiquette and sportsmanship during the athletic experience.
- evaluate various contest situations and integrate appropriate solutions.
- demonstrate an appreciation of swimming and diving.
- show an improved individual level of fitness.
- demonstrate the concept of teamwork.

SPORT 376 Off Season Swim & Dive

| Units: | 0.5 - 3 |
| Hours: | 27 - 175 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | In order to take the SPORT 376 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This course combines basic skills and stroke technique with an emphasis on a fitness component for the sport of swimming. It also offers a dry-land training component for peak performance. This course is designed to prepare students for intercollegiate swimming competition. Athletes are required to have a competitive swim-suit and goggles. It may be taken up to four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proper strength and endurance specific to the sport of swimming and diving.
- perform weight lifting and/or body weight lifting techniques.
- perform the basic fundamentals of freestyle, backstroke, breaststroke, and butterfly, including corresponding turns, flip turns and touch turns.
- apply and demonstrate speed, agility, and endurance training to the sport of swimming.

SPORT 377 Pre-Season Conditioning Swim & Dive

| Units: | 0.5 - 3 |
| Hours: | 27 - 162 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | In order to take the SPORT 377 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |
This course combines basic skills and stroke technique with an emphasis on a fitness component for the sport of swim and dive. It also offers a dry-land training component for peak performance. This course is designed to prepare students for intercollegiate swim and dive competition. Athletes will be required to have a competitive swim-suit and goggles. It may be taken up to four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate improved cardiovascular endurance.
- demonstrate proper strength and endurance specific to the sport of swimming.
- perform weight lifting and/or body lifting techniques.
- perform the basic fundamentals of freestyle, backstroke, breaststroke, and butterfly, including corresponding turns, flip turns, and touch turns.
- apply speed, agility, and endurance training specific to the sport of swimming.

SPORT 380 Tennis, Intercollegiate-Men

This is an advanced tennis team activity that provides competition with other community college teams. Knowledge of fundamentals, rules, and individual and/or team strategy appropriate to intercollegiate athletic competition will be expected of the competitors. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply advanced tennis tactics appropriate to intercollegiate level athletic competition.
- assess and apply proper etiquette and sportsmanship during competition.
- comprehend, recognize, and demonstrate strategies of play when competing against different styles of players.
- develop, adapt, and improve in skills required for competition in both singles and doubles play.
- evaluate and comprehend how each team member contributes to the team concept.
- explain and demonstrate the preparation necessary to compete at the intercollegiate level of tennis.

SPORT 385 Tennis, Intercollegiate-Women

This is an advanced tennis team activity that provides competition with other community college teams. Fundamentals, rules, and individual and/or team strategy appropriate to intercollegiate athletic competition will be expected of the competitors. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply advanced tennis tactics appropriate to intercollegiate level athletic competition.
- assess and apply proper etiquette and sportsmanship during competition.
- comprehend, recognize, and demonstrate strategies of play when competing against different styles of players.
- develop, adapt, and improve in skills required for competition in both singles and doubles play.
- evaluate and comprehend how each team member contributes to the team concept.
- explain and demonstrate the preparation necessary to compete at the intercollegiate level of tennis.
individual and/or team strategy appropriate to intercollegiate athletic competition will be expected of the competitors. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply advanced tennis tactics appropriate to intercollegiate level athletic competition.
- assess and apply proper etiquette and sportsmanship during competition.
- comprehend, recognize and demonstrate strategies of play when competing against different styles of players.
- develop, adapt, and improve in skills required for competition in both singles and doubles play.
- evaluate and comprehend how each team member contributes to the team concept.
- explain and demonstrate the preparation necessary to compete at the intercollegiate level of tennis.

SPORT 386 Off Season Conditioning for Tennis

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: CSU, UC
Transferable: None.
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course prepares the intercollegiate tennis player for the competitive season and is intended to reduce the risk of injury. Course content includes collegiate level tennis specific skill development, aerobic conditioning, sport specific strength training, agility, plyometrics, speed training, and joint flexibility along with associated activities to prepare the athlete physically and mentally. This course may be repeated as needed to meet requirements for California Community College Athletic Association eligibility standards.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess fitness level for competition by applying the following tests: body fat composition, flexibility, and strength.
- demonstrate increased cardiovascular endurance, flexibility, and strength.
- perform and execute various baseline shots directed to specific targets on the court.
- explain and demonstrate tactics and strategies as they relate to both singles and doubles play.
- employ goal setting techniques toward establishing a fitness program specific for tennis athletes.
- apply safety techniques and training along with tennis etiquette to workouts.

SPORT 390 Track and Field, Intercollegiate-Men

Units: 3
Hours: 175 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 390 class, each student must: 1) Be listed as a student-athlete by the Head Coach on the official team roster; and 2) Obtain medical clearance, including a physical exam performed by a licensed physician. Student should contact the instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.
Transferable: CSU, UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

The intercollegiate track and field course provides training for competition with other community college teams. Each student will be trained in the fundamental and advanced techniques needed for his specific events, along with the rules, strategies, sportsmanship, and teamwork appropriate for intercollegiate competition. This course may be taken four times for credit.
Upon completion of this course, the student will be able to:

- demonstrate advanced track and field skills, techniques/tactics that are appropriate for intercollegiate level athletic competition.
- identify rules and display sportsmanship during the athletic experience.
- increase level of fitness, along with improvements in techniques and performance in practice and competition settings.
- demonstrate an understanding of teamwork, fair play, an appreciation of the sport.

**SPORT 395 Track and Field, Intercollegiate-Women**

| Units: | 3 |
| Hours: | 175 hours LAB |
| Prerequisite: | None |
| Enrollment Limitation: | In order to take the SPORT 395 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

The intercollegiate track and field course is an advanced program to provide specialized training for competition with other community college teams. Students will be trained in the fundamental and advanced techniques needed for their specific events, along with the rules and strategies appropriate for intercollegiate competition. This course may be taken four times for credit.

**SPORT 396 Off Season Conditioning for Track and Field**

| Units: | 0.5 - 3 |
| Hours: | 27 - 162 hours LAB |
| Prerequisite: | None |
| Enrollment Limitation: | In order to take the SPORT 396 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This course will involve sport specific training, conditioning, and technical skill development specific to the sport of track and field for the off-season student athlete. Course content will include: sport specific skill development, event specific strength training, cardiovascular conditioning, agility training, plyometric drills, anaerobic speed development, and enhancement of flexibility.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate skill specific techniques that are characteristic of the event areas in track and field.
SPORT 403 Pre-Season Conditioning for Volleyball

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 403 class, each student must: 1) be listed as a student athlete by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.

Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This kinesiology course involves a combination of skill development and strategy tactics with an emphasis on a fitness component for the sport of volleyball. The course will also offer a mental training component for peak performance. This course is designed to prepare students for intercollegiate volleyball competition and may be taken up to 4 times for a maximum of 3 units.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate improved anaerobic training in fitness tests and drills.
- execute offensive and defensive skills correctly.
- implement appropriate offensive and defensive strategies in game-like situations.
- demonstrate improvement in strength training exercises.
- execute speed, agility, and quickness drills correctly.

SPORT 405 Volleyball, Intercollegiate-Women

Units: 3
Hours: 175 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 405 class, each student must: 1) be listed as a student athlete by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.

Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This is an advanced, competitive volleyball team activity that provides competition with other community college teams. Fundamentals, rules, and individual and/or team strategy appropriate to intercollegiate athletic competition will be expected of the competitors. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate individual and team volleyball skills, strategies, and tactics that are appropriate for intercollegiate athletic practice and competition.
- demonstrate game etiquette and sportsmanship in a highly competitive intercollegiate environment.
- evaluate one's level of volleyball fitness practicing appropriate strength and conditioning exercises.
• demonstrate volleyball teamwork and appreciation of the sport of volleyball within practice sessions and games.
• improve one's mental performance using visualization and imagery preparation techniques.

SPORT 406 Off Season Conditioning for Volleyball

- **Units:** 0.5 - 3
- **Hours:** 27 - 162 hours LAB
- **Prerequisite:** None.
- **Enrollment Limitation:** In order to take the SPORT 406 class, each student must: 1) be listed as a student athlete by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.
- **Transferable:** CSU; UC
- **General Education:** AA/AS Area III(a); CSU Area E2
- **Catalog Date:** June 1, 2020

This course is designed to optimize sports performance and reduce risk of injury for the off-season intercollegiate athlete in the sport of volleyball. Course content will include: collegiate level volleyball-specific skill development, sport specific strength training, cardiovascular conditioning, agility work, plyometrics, speed training, and flexibility exercises.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate proper form and techniques when executing various drills for volleyball.
• demonstrate an understanding of and apply appropriate warm up and cool down procedures for injury prevention.
• demonstrate proper form in executing: strength training techniques, plyometrics, agility skills, and functional sports specific drills.

SPORT 415 Water Polo, Intercollegiate-Women

- **Units:** 3
- **Hours:** 175 hours LAB
- **Prerequisite:** None.
- **Enrollment Limitation:** In order to take the SPORT 415 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.
- **Transferable:** CSU; UC
- **General Education:** AA/AS Area III(a); CSU Area E2
- **Catalog Date:** June 1, 2020

This is an advanced water polo team activity that provides competition with other community college teams. Fundamentals, rules, team strategy, and swimming skills appropriate to intercollegiate athletic competition will be expected of the competitors. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate advanced water polo tactics and skills appropriate to intercollegiate level athletic competition.
• exhibit proper etiquette and sportsmanship during the athletic experience.
• exhibit the knowledge necessary to assess various contest situations and utilize appropriate solutions.
• demonstrate the concept of teamwork.
• show an improved individual level of fitness.
SPORT 416 Off Season Water Polo

This course combines basic skills and strategy tactics with an emphasis on a fitness component for the sport of water polo. It also offers a dry-land training component for peak performance. This course is designed to prepare students for intercollegiate water polo competition. Athlete must provide their own water polo training swim suit. This course may be taken up to four times for credit.

Upon completion of this course, the student will be able to:

- increase proper strength and endurance specific to the sport of water polo.
- perform weight lifting and/or body lifting techniques specific to water polo training.
- demonstrate the basic fundamentals of offense formation and set up.
- demonstrate the basic fundamentals of defensive formation and set up.
- combine the basic water polo skills and distinguish which skills are most appropriate for specific game situations.
- develop ways to support, lead, and communicate amongst teammates.

SPORT 417 Pre-Season Conditioning for Water Polo

This course is designed for current and new student athletes trying out for the collegiate water polo team. The course combines basic skills and strategy tactics with an emphasis on a fitness component for the sport of water polo. It also offers dry-land training for peak performance. This course is designed to prepare students for intercollegiate water polo competition. Athletes must provide their own competitive water polo training suit. This course may be taken up to four times for credit.

Upon completion of this course, the student will be able to:

- increase proper strength and endurance specific to the sport of water polo.
- demonstrate the basic fundamentals of offense formation and set up.
- demonstrate the basic fundamentals of defensive formation and set up.
- combine the basic water polo skills and determine which skills are most appropriate for specific game situations.
- develop ways to support, lead, and communicate amongst teammates.
- perform weight lifting and/or body lifting techniques specific to water polo training.
### SPORT 420 Wrestling, Intercollegiate-Men

| Units: | 3 |
| Hours: | 175 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | In order to take the SPORT 420 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This is an advanced wrestling team activity that provides competition with other community college teams or Frosh/Soph teams from four-year institutions. Techniques, rules, strategies and conditioning appropriate for intercollegiate athletic competition will be expected of the competitors. This course may be taken four times for credit.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply advanced wrestling techniques appropriate to intercollegiate level of athletic competition.
- demonstrate proper etiquette and sportsmanship during the athletic experience.
- organize goals and apply the necessary steps to reach those goals.
- demonstrate teamwork.
- demonstrate an understanding of appropriate fitness levels.
- decrease body fat.
- increase hydration levels.

### SPORT 421 Off Season Conditioning for Wrestling

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | In order to take the SPORT 421 class, each student must: 1) be listed as a student athlete, by the head coach, on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This physical education course involves training and conditioning skills and techniques specific to wrestling. Students will have the opportunity to obtain knowledge and practical experience in intercollegiate wrestling. This course may be repeated for credit.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proper footwork techniques specific to wrestling.
- increase cardiovascular endurance and muscular strength needed in order to be competitive in wrestling.
- demonstrate proper form and techniques when executing various drills for wrestling.

### Team Activity (TMACT)
TMACT 300 Soccer, Indoor

The purpose of this course is to provide the student with beginning level knowledge and skills associated with indoor soccer. Students will learn the differences between indoor and outdoor soccer. History, techniques, rules, and strategies of the game of indoor soccer will be taught throughout the class. As a result of the class, the students will improve their general physical fitness and skill performance.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate basic understanding of formations, tactics, and terminology associated with indoor soccer.
- demonstrate an understanding of indoor soccer rules.
- execute the basic soccer skills (e.g. passing and trapping, dribbling and shooting).
- execute some of the intermediate skills (e.g. passing and trapping with the outside of the foot, chest traps and heading).
- demonstrate and apply the proper sequence of warm-up drills.

TMACT 301 Indoor Soccer II

Indoor Soccer II is an intermediate level course to help students develop and improve intermediate indoor soccer knowledge and skills beyond the beginning level of soccer. This course emphasizes an intermediate level of technical skills, tactical knowledge, and modified US indoor soccer rules, as well as defensive and offensive systems to play indoor soccer in intermediate 6 versus 6 environments. It also helps students develop a lifetime interest in the sport of indoor soccer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate a participant’s current technical skills.
- develop and demonstrate intermediate technical and tactical game strategies for indoor soccer.
- demonstrate offensive as well as defensive systems playing off of walls and formations for indoor soccer.
- develop and demonstrate knowledge of modified US indoor soccer rules.
- improve physical fitness for a lifetime of physical activity, health, and wellness.

TMACT 302 Soccer - Outdoor

| Units: | 1 |
| Hours: | 54 hours LAB |
| Prerequisite: | TMACT 300 with a grade of "C" or better |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |

The course is designed to provide a comprehensive understanding of outdoor soccer rules, techniques, and strategies. Students will learn to apply these skills in practical settings, enhancing their overall performance and competitiveness in the sport.
The purpose of this course is to provide students with the basic knowledge and skills needed to play outdoor soccer. The course introduces beginner level techniques and skills, which emphasizes defense, offense, passing, dribbling, ball control, and shooting. It covers the skills, strategy, tactics, and the rules that govern the play of outdoor soccer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate beginning-level skills such as passing, dribbling, trapping, kicking, and shooting.
- apply and demonstrate basic soccer tactics.
- develop physical skills that are required for success in the game of soccer.
- execute a basic game plan in match competition.
- demonstrate an understanding of outdoor soccer rules.

TMACT 303 Outdoor Soccer II

Units: 1
Hours: 54 hours LAB
Course Family: Soccer
Prerequisite: None.
Advisory: TMACT 302 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

The purpose of this course is to provide the students with an intermediate level of soccer knowledge and skills beyond the beginning level of soccer. This course emphasizes an intermediate level of technical skills, tactical knowledge, and rules of the game, as well as defensive and offensive patterns of play-to-play soccer. This class is not designed for beginning soccer players.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand and demonstrate intermediate technical skills.
- execute and demonstrate systematic and organized offensive patterns.
- execute and demonstrate organized zone defense systems.
- demonstrate knowledge of formations and systems such as 1-4-4-2, 1-4-2-3-1, 1-4-3-3, and 1-3-5-2.
- apply standard training concepts to improve physical fitness levels adequate for the performance of intermediate soccer skills.
- understand the Fédération Internationale de Football Association (FIFA) laws of the game.

TMACT 304 Outdoor Soccer III

Units: 1
Hours: 54 hours LAB
Course Family: Soccer
Prerequisite: None.
Advisory: TMACT 303 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

The purpose of this course is to provide the students with an advanced level of soccer knowledge and skills beyond the intermediate level of soccer. This course emphasizes an advanced level of technical and conditioning drills, game preparations, match analysis, and tactical knowledge as well as defensive and offensive drills of play to play in an advanced soccer environment. The course also offers the students the opportunity to broaden their ability and knowledge of coaching to expand an individual's development as an advanced player in coaching.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- evaluate and understand how to apply advanced and intermediate technical skills in game situations.
- develop and demonstrate advanced tactical game awareness, strategies, and conditioning.
- develop game preparations including mental factors, food, and nutrition in soccer.
- understand how to identify factors to analyze games in matches.
- improve and demonstrate soccer coaching ability, method, and knowledge of soccer.

**TMAC T 320 Basketball**

**Units:** 1  
**Hours:** 54 hours LAB  
**Course Family:** Basketball  
**Prerequisite:** None.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area III(a); CSU Area E2  
**Catalog Date:** June 1, 2020

This is a beginning basketball course. Instruction, demonstration, and participation will provide the student with ample knowledge of beginning level basketball. This course will cover the individual fundamental skills of basketball, including: shooting, passing, ball-handling, individual defense, and rebounding. Rules, tactics, and etiquette of the game will be introduced.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate beginning level individual basketball-related skills including shooting, passing, ball-handling, rebounding, and defensive techniques.
- apply individual skills with similarly skilled beginning basketball players in an informal team environment.
- adapt to changing game situations within an informal basketball game.
- demonstrate proper etiquette and sportsmanship during drills and during competition.
- demonstrate an understanding of the rules and regulations of the game of basketball.

**TMAC T 321 Basketball II**

**Units:** 1  
**Hours:** 54 hours LAB  
**Course Family:** Basketball  
**Prerequisite:** TMAC T 320 (Basketball I) or equivalent skills demonstrated through an assessment process with the instructor. Intermediate level basketball students must demonstrate a post-beginning level of basketball knowledge and skill in this process to be considered for enrollment in this intermediate basketball class.  
**Advisory:**  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area III(a); CSU Area E2  
**Catalog Date:** June 1, 2020

This is an intermediate basketball course. Instruction, demonstration, and participation will provide the student with an understanding of intermediate level basketball. This course will cover intermediate level skills and tactics of basketball.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate intermediate level individual basketball-related skills including shooting, passing, ball-handling, rebounding, and defensive techniques.
- apply individual skills with similarly skilled intermediate basketball players in an informal team environment.
- demonstrate knowledge of intermediate level team offense and team defense.
demonstrate proper sportsmanship during drills and competition.

TMACT 322 Basketball III

This is an advanced basketball course. Instruction, demonstration, and participation will provide the student with sufficient knowledge for participation in basketball at an advanced level. This course will focus on improving the student’s basketball skill set, while competitive play is emphasized.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate advanced level individual basketball-related skills including shooting, passing, ball-handling, rebounding, and defensive techniques.
- apply individual skills with similarly skilled advanced basketball players in a informal team environment.
- demonstrate knowledge of advanced level team offense and team defense.
- demonstrate proper sportsmanship during drills and competition.

TMACT 330 Volleyball

This is a beginning volleyball course. Instruction, demonstration, and participation will provide the student with ample knowledge of beginning level volleyball. This course will cover the basic fundamentals of the sport of volleyball including: serving, passing, setting, spiking, blocking, digging, serve receive, and defense. NCAA collegiate rules, etiquette, and strategy will be taught.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- execute volleyball skills of serving, passing, setting, spiking, blocking, and digging in drills in game-like settings.
- apply basic knowledge of offensive systems including, but not limited to, 6-6 and 4-2 serve receive system in drills and game-like settings.
- apply basic knowledge of defensive systems including, but not limited to, middle-middle defense and perimeter defense in drills and game-like settings.
- demonstrate proper game etiquette and application of NCAA rules in drills and game-like settings.
- demonstrate volleyball teamwork in game-like settings.
- demonstrate proficiency through proper execution and playing techniques in drills, games, and tournament situations.
TMAC T 331 Volleyball II

Units: 1
Hours: 54 hours LAB
Course Family: Volleyball (http://scc.losrios.edu/course-families#id_100025)
Prerequisite: TMACT 330 (Volleyball I) or equivalent skills demonstrated through an assessment process with the instructor.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This is an intermediate volleyball course. Instruction, demonstration, and participation will provide the student with ample knowledge for continued participation in volleyball. This course will focus on refining basic skills including: serving, passing, setting, spiking, blocking, digging, serve receive, and defense. Challenging techniques and strategies will be taught using NCAA collegiate rules and etiquette.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply basic and intermediate level knowledge and learned skills for the sport of volleyball in drills, games and tournament situations.
- execute and refine all of the skills in volleyball including serving, passing, setting, spiking, blocking and digging while following the NCAA rules of volleyball.
- demonstrate intermediate offensive systems including, but not limited to, 4-2, 6-2, and 5-1 serve receive.
- demonstrate intermediate defensive systems including, but not limited to, perimeter defense and rotation defense.
- demonstrate volleyball teamwork in game-like setting.

TMAC T 333 Volleyball III

Units: 1
Hours: 54 hours LAB
Course Family: Volleyball (http://scc.losrios.edu/course-families#id_100025)
Prerequisite: TMACT 331 (Volleyball II) or equivalent skills demonstrated through an assessment process with the instructor.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This is an advanced volleyball course. This course will focus on developing and improving more challenging skills and techniques of the sport, and competitive play takes a higher priority.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply advanced level play for the sport of volleyball in drills, games, and tournament situations.
- execute and refine all of the skills in volleyball including serving, passing, setting, spiking, blocking, and digging while following the NCAA rules of volleyball in challenging settings.
- demonstrate advanced offensive systems including, but not limited to, 6-2 and 5-1 serve receive.
- demonstrate advanced defensive systems including, but not limited to, perimeter defense, rotation defense, and modified defense.
- demonstrate volleyball teamwork in game-like settings.

TMAC T 340 Football

Units: 1
Hours: 54 hours LAB
Course Family: Football (http://scc.losrios.edu/course-families#id_100073)
Prerequisite: None.
This course covers advanced offensive and defensive strategies for football at the college level. Blocking schemes, tackling techniques, as well as offensive and defensive formations are discussed.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate an advanced knowledge in the game of football.
- demonstrate the skills necessary to participate in game situations while playing various positions.
- evaluate team play concept in practice and game situations.

**TMACT 341 Theory of Football Lab**

<table>
<thead>
<tr>
<th>Units:</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>PET 352 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course is designed to enhance football fundamentals and conditioning drills for the advanced football player. Focus is placed on the physical development of individual skills and team concepts. Specific areas of emphasis will include but not be limited to: team selection; individual fundamentals and drills to develop those fundamentals; team strategies; conditioning; and explosive power development.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate the ability to perform various skills and footwork necessary for individual positions.
- apply fundamentals necessary to perform various skills such as kicking, passing, and receiving.
- analyze skills needed to execute various man and zone defenses.
- recognize various passing plays and other offensive formations.

**TMACT 342 Flag Football**

<table>
<thead>
<tr>
<th>Units:</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
</tr>
<tr>
<td>Course Family:</td>
<td>Football <a href="http://scc.losrios.edu/course-families#id_100073">http://scc.losrios.edu/course-families#id_100073</a></td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This is an activity course introducing students to the fundamentals of flag football. Rules of the game, safety, offensive and defensive skills, and game strategy.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- describe the history, rules, safety, and strategies of flag football.
- recognize the value of and be able to design proper warm up and cool down.
- develop and execute offensive and defensive skills necessary to perform in a game of flag football.
- organize a game of flag football.
TMACT 342 Flag Football

This is an activity course introducing students to the fundamentals of flag football. Rules of the game, safety, offensive and defensive skills, and game strategy.

Upon completion of this course, the student will be able to:

- describe the history, rules, safety, and strategies of flag football.
- recognize the value of and be able to design proper warm up and cool down.
- develop and execute offensive and defensive skills necessary to perform in a game of flag football.
- organize a game of flag football.

TMACT 370 Water Polo

Water Polo will cover the basic fundamentals, skills, and techniques of the game. Rules and strategies will also be included in the course. This course may be taken four times for credit.

Upon completion of this course, the student will be able to:

- demonstrate the basic skills essential to participate in water polo.
- participate in this activity utilizing the rules of water polo.
- demonstrate and integrate offensive and defensive skills.
- assess the game strategy and adapt the appropriate tactics.
- exhibit proper sportsmanship during the athletic experience.
- demonstrate an improved level of fitness.
The Journalism program provides coursework and hands-on training for students seeking careers as media professionals or seeking to update their media skills. News writing, sports reporting, photojournalism, and podcasting are among the areas the Journalism program supports.

**Dean**  
Dr. Robin Ikegami

**Department Chairs**  
Janis Haag

**Department Chairs**  
Janis Haag

- (916) 558-2325
- CheungM@scc.losrios.edu

### Associate Degrees for Transfer

**A.A.-T. in Journalism**

The Associate in Arts in Journalism for Transfer (AA-T) can provide students with the foundational knowledge necessary for transfer to a California State University (CSU). The Associate in Arts in Journalism for Transfer (AA-T) offers students the opportunity to take courses in media theories, news writing and reporting, Associated Press style, and writing for publication. It is designed to provide a seamless transfer pathway for students interested in pursuing a journalism degree in the California State University (CSU) system.

Upon successful completion of the degree requirements, students will be guaranteed admission to the CSU system with junior status and will not have to repeat lower division coursework. Students are encouraged to meet with a counselor to develop their educational plans as degree options and general education requirements vary for each university.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a "C" or better in all courses required for the major or area of emphasis.

**Catalog Date:** June 1, 2020

### Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 300</td>
<td>Newswriting and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 310</td>
<td>Mass Media and Society (3)</td>
<td>3</td>
</tr>
<tr>
<td>or COMM 351</td>
<td>Mass Media and Society (3)</td>
<td></td>
</tr>
<tr>
<td>or ENGWR 384</td>
<td>Mass Media and Society (3)</td>
<td></td>
</tr>
<tr>
<td>JOUR 410</td>
<td>College Media Production I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
<td>3</td>
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<tr>
<td>JOUR 360</td>
<td>Photojournalism (3)</td>
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<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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<tr>
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</tr>
<tr>
<td>PHOTO 350</td>
<td>Photojournalism (3)</td>
<td></td>
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<tr>
<td>PHOTO 380</td>
<td>Multimedia Capture I (3)</td>
<td></td>
</tr>
<tr>
<td>JOUR 364</td>
<td>Multimedia Capture I (3)</td>
<td></td>
</tr>
<tr>
<td>JOUR 411</td>
<td>College Media Production II (3)</td>
<td></td>
</tr>
</tbody>
</table>

A minimum of 6 units from the following:

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>COMM 311</td>
<td>Argumentation and Debate (3)</td>
<td>6</td>
</tr>
<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics (3)</td>
<td></td>
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<tr>
<td>or ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
<td></td>
</tr>
<tr>
<td>ENGWR 302</td>
<td>Advanced Composition and Critical Thinking (3)</td>
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</tr>
<tr>
<td>or ENGWR 482</td>
<td>Honors Advanced Composition and Critical Thinking (3)</td>
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<tr>
<td>PHIL 325</td>
<td>Symbolic Logic (3)</td>
<td></td>
</tr>
<tr>
<td>PHOTO 302</td>
<td>Beginning Digital Photography (3)</td>
<td></td>
</tr>
<tr>
<td>POLS 301</td>
<td>Introduction to Government: United States (3)</td>
<td></td>
</tr>
<tr>
<td>POLS 302</td>
<td>Comparative Politics (3)</td>
<td></td>
</tr>
<tr>
<td>STAT 480</td>
<td>Introduction to Probability and Statistics - Honors (4)</td>
<td></td>
</tr>
<tr>
<td>or STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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</tbody>
</table>

Total Units: 18

The Associate in Arts in Journalism for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- write clear and concise stories that adhere to journalistic conventions.
- conduct research and evaluate information using appropriate methods.
- demonstrate an understanding of basic news and feature writing in print, broadcast, and on-line media.
- evaluate his or her own work and that of others for accuracy, fairness, appropriate style, and grammatical correctness.
- produce news and feature articles, photographs, and multimedia packages for publication in a newspaper or on-line publication.
- understand and apply the principles of the First Amendment and other laws appropriate to professional practice.
- apply ethical principles in pursuit of truth, accuracy, fairness, and diversity.
- identify and explain the processes, elements, history, theory, and effect of modern mass media in society.

**Career Information**

Career opportunities for students who have earned Bachelor’s degrees in Journalism include but are not limited to: news reporter, news editor, broadcast news writer, broadcast news producer, on-line news editor, on-line news producer, advertising copy writer, and public relations representative. Some careers may require additional training.

**Associate Degrees**

A.A. in Journalism
The Journalism A.A. degree is for students who have a goal of becoming media professionals, for which a degree is now expected. Some students pursuing this degree are non-CSU transfers who plan to major or minor in journalism at a four-year university and can complete lower-division major requirements through the associate degree. Other students are re-entry students with four-year degrees and want to add an associate degree in journalism to their resume so they can obtain multimedia skills, which are a necessity in today’s journalism. Other re-entry students desire a journalism A.A. that will provide them with the skills to work in journalism. A major in journalism offers students the opportunity to take courses in media theories, news writing and reporting, AP style, and writing for publication, which readies them for the following courses that offer hands-on experience in three award-winning, student-produced publications: the Express, a biweekly print newspaper; Mainline, a magazine published once a semester; and saccityexpress.com, the online news publication. The Journalism degree prepares students for university-level studies in Journalism and leads to entry-level employment and careers in print, broadcast, and online news media.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>JOUR 300</td>
<td>Newswriting and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 302</td>
<td>Style for Media Writers</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 310</td>
<td>Mass Media and Society (3)</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 410</td>
<td>College Media Production I</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 321</td>
<td>Print and Multimedia Publication Design I (3)</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 320</td>
<td>Race and Gender in the Media (3)</td>
<td></td>
</tr>
<tr>
<td>JOUR 340</td>
<td>Writing for Publication (3)</td>
<td></td>
</tr>
<tr>
<td>JOUR 360</td>
<td>Photojournalism (3)</td>
<td></td>
</tr>
<tr>
<td>PHOTO 380</td>
<td>Multimedia Capture I (3)</td>
<td></td>
</tr>
<tr>
<td>PHOTO 381</td>
<td>Multimedia Capture II (3)</td>
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</tr>
<tr>
<td>JOUR 403</td>
<td>College Magazine Production I (3)</td>
<td></td>
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<tr>
<td>JOUR 411</td>
<td>College Media Production II (3)</td>
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<tr>
<td>JOUR 412</td>
<td>College Media Production III (3)</td>
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<tr>
<td>JOUR 413</td>
<td>College Media Production IV (3)</td>
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<tr>
<td>Total Units:</td>
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<td>19</td>
</tr>
</tbody>
</table>

The Journalism Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- write clear and concise stories that adhere to journalistic conventions.
- conduct research and evaluate information using appropriate methods.
- demonstrate an understanding of basic news, feature writing, and reporting in print and online media.
• evaluate his or her work and that of others for accuracy, fairness, appropriate style, and grammatical correctness.
• produce news and feature articles, photographs, and multimedia packages for publication in a newspaper, magazine, or on-line publication.
• understand and apply the principles of the First Amendment and other laws appropriate to professional practice.
• apply ethical principles in pursuit of truth, accuracy, fairness, and diversity.
• identify and explain the processes, elements, history, and theory of modern mass media in society and how it influences society.
• demonstrate an understanding of the fundamentals of mass media theories, concepts, and practices as they relate to gender, ethnicity, and class constructs.

Career Information
This program gives students the opportunity to prepare for entry-level positions as print and online writers, reporters, copy editors, photographers, videographers, pod-casters, and designers for online media, broadcast stations, newspapers, newsletters, magazines, or businesses and organizations with websites.

Certificates of Achievement

Multimedia News Specialist Certificate
A certificate as a Multimedia News Specialist offers students the opportunity to take courses in media theories, news writing and reporting, Associated Press style, and writing for publication, which readies them for the following courses that offer hands-on experience in three award-winning, student-produced publications: the Express, a biweekly print newspaper; the Express daily online edition; and Mainline, a magazine published once a semester. The certificate prepares students for employment opportunities that require knowledge of and skills in producing print, broadcast, and online media.

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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</tr>
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<tbody>
<tr>
<td>JOUR 300</td>
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<td>JOUR 302</td>
<td>Style for Media Writers</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 310</td>
<td>Mass Media and Society (3)</td>
<td>3</td>
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<tr>
<td>or ENGWR 384</td>
<td>Mass Media and Society (3)</td>
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<tr>
<td>or COMM 351</td>
<td>Mass Media and Society (3)</td>
<td></td>
</tr>
<tr>
<td>JOUR 360</td>
<td>Photojournalism (3)</td>
<td>3</td>
</tr>
<tr>
<td>or PHOTO 350</td>
<td>Photojournalism (3)</td>
<td></td>
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<td>A minimum of 12 units from the following:</td>
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<tr>
<td>DDSN 311</td>
<td>Digital Layout I (3)</td>
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<tr>
<td>DDSN 321</td>
<td>Print and Multimedia Publication Design I (3)</td>
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</tr>
<tr>
<td>PHOTO 400</td>
<td>Digital Imaging (3)</td>
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<td>or DDSN 331</td>
<td>Digital Imaging I (3)</td>
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<tr>
<td>JOUR 320</td>
<td>Race and Gender in the Media (3)</td>
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<tr>
<td>JOUR 340</td>
<td>Writing for Publication (3)</td>
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</tr>
<tr>
<td>or ENGWR 330</td>
<td>Writing for Publication (3)</td>
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<tr>
<td>PHOTO 380</td>
<td>Multimedia Capture I (3)</td>
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</tr>
<tr>
<td>or JOUR 364</td>
<td>Multimedia Capture I (3)</td>
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</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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</tr>
<tr>
<td>JOUR 403</td>
<td>College Magazine Production I (3)</td>
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</tr>
<tr>
<td>WEXP 498</td>
<td>Work Experience in (Subject) (1 - 4)</td>
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</tr>
<tr>
<td>or JOUR 498</td>
<td>Work Experience in Journalism (1 - 4)</td>
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<td></td>
<td>Total Units:</td>
<td>22</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- analyze content of newspapers, magazines, and online media.
- demonstrate an understanding of basic news, feature writing, and reporting in print and online media.
- evaluate and critique his or her own journalistic work and the work of others.
- apply knowledge of grammar and AP style to create mass media products that conform to journalistic conventions.
- produce news and feature articles and news and feature photographs for publication in a newspaper, magazine, or online publication.
- apply principles of audience and journalistic ethics to his or her writing and photography, especially as they relate to gender, ethnicity, and culture.
- demonstrate understanding of the fundamentals of mass media theories, concepts, and practices as they relate to gender, ethnicities, and cultural constructs.

**Career Information**

The Multimedia News Specialist certificate is geared for students who need to develop media skills as a component of their existing jobs or want to acquire media skills as an opportunity to advance. The certificate is meant to train vocational students for work on print or online publications at a business, organization, or government agency. Students in this category may be, or want to become, responsible in their job duties for business newsletters, company web sites, or public relations outreach within organizations. Students pursuing a certificate often are not interested in an exclusive media career but are seeking media skills to enhance their present job skills. They typically are not students who desire professional media careers. This certificate gives students the opportunity to gain skills as print and multimedia editors, writers, reporters, copy editors, photographers and designers on a company’s or organization’s online media web site, newsletter, or trade magazine.

**Visual Journalism Certificate**

The Visual Journalism certificate provides students the opportunity to fully prepare themselves for entry-level positions as multimedia photographers in the journalism field. Students will complete courses in both Journalism and Photography with an emphasis on building a multimedia journalistic portfolio.

Recommended High School Preparation: Courses in art, English, journalism, basic photography, and graphic arts.

Costs: In addition to the normal student expenses (for textbooks, personal equipment, and supplies) digital print materials fees may be required. These fees may vary each semester. If these fees create a financial burden, students should consult the Financial Aid Office for possible assistance.

Catalog Date: June 1, 2020

**Certificate Requirements**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>JOUR 300</td>
<td>Newswriting and Reporting</td>
<td>3</td>
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<td>Mass Media and Society (3)</td>
<td>3</td>
</tr>
<tr>
<td>or COMM 351</td>
<td>Mass Media and Society (3)</td>
<td></td>
</tr>
<tr>
<td>or ENGWR 384</td>
<td>Mass Media and Society (3)</td>
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</tr>
</tbody>
</table>
Journalism (JOUR)

JOUR 300 Newswriting and Reporting

This is a beginning course in newswriting and reporting. It provides instruction and practice in news reporting and fundamentals of news writing, including analyses of news stories and different types of stories in newspapers and magazines. The course concentrates on news leads and simple news story types, organization and structure of news and feature stories, and the language and style of journalism.

Upon completion of this course, the student will be able to:

- describe how news is gathered.
- recognize the basic techniques of news and feature writing.

Student Learning Outcomes

This is a beginning course in newswriting and reporting. It provides instruction and practice in news reporting and fundamentals of news writing, including analyses of news stories and different types of stories in newspapers and magazines. The course concentrates on news leads and simple news story types, organization and structure of news and feature stories, and the language and style of journalism.

Upon completion of this course, the student will be able to:

- describe technical and aesthetic qualities of successful photojournalistic photographs.
- demonstrate a thorough knowledge of current computer software and digital imaging skills as they apply to photojournalism.
- produce photographs using various digital camera methods.
- create a portfolio and related materials for employment.
- demonstrate an understanding of and proficiency in multimedia storytelling.
- analyze content of newspapers, magazines, and online media.
- produce news and feature photographs and multimedia content for publication in a newspaper, magazine, or online publication.
- apply principles of audience and journalistic ethics to his or her photography/multimedia content, especially as they relate to gender, ethnicity, and culture.
- demonstrate understanding of the fundamentals of mass media theories, concepts, and practices as they relate to gender, ethnicity, and cultural constructs.
- demonstrate understanding of journalistic writing style and reporting.
• analyze newspaper and magazine stories.
• organize and write news story leads.
• organize and write news and feature stories.
• interview and research for news and feature stories.
• apply principles of news and feature writing in preparation of copy for possible publication.

**JOUR 302 Style for Media Writers**

**Units:** 1  
**Hours:** 18 hours LEC  
**Prerequisite:** ENWR 101 with a grade of “C” or better, or placement through the assessment process.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course provides a review of English grammar for writers who seek careers in the mass media. Students will review basic grammar, spelling, punctuation, and Associated Press style, focusing on their use in online and print media.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

• apply the proper use of punctuation marks in news stories, feature stories, and photo captions.

• apply the Associated Press style rules in news stories, feature stories, and photo captions.

• apply the rules of spelling in news stories, feature stories, and photo captions.

**JOUR 310 Mass Media and Society**

**Same As:** COMM 351 and ENGR 384  
**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ENGR 101 or ESLW 310 with a grade of “C” or better; or placement into ENGR 101 or ESLW 320 through the assessment process  
**Advisory:** CSU; UC  
**General Education:** AA/AS Area V(b); CSU Area D4; IGETC Area 4G  
**C-ID:** C-ID JOUR 100  
**Catalog Date:** June 1, 2020

This is an interdisciplinary course exploring aspects of communication and the impact of mass media on the individual and society. The survey includes basic communication models, books, magazines, newspapers, recordings, movies, radio, television, advertising, public relations, the Internet, theories of communication, relationships between mass media and business and government, and processes and effects from a social science perspective. Credit may be awarded for only one section of either COMM 351, ENWR 384, or JOUR 310.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

• identify the basic principles of each form of basic communication.

• demonstrate an understanding of mass media and its relationship to the public.

• differentiate among news, opinion, feature writing, and electronic presentations.

• analyze and evaluate each form of media.

• assess the impact of media messages on various audiences.

**JOUR 320 Race and Gender in the Media**
This multi-media course is an overview of print, broadcast and Internet news, and entertainment media in the U.S. from World War I to the present. Using readings from selected texts, old newsreels, clips from movies, radio and television broadcasts, and Internet selections, as well as period literature, students will analyze and debate the changes in media with particular focus on social class, gender, and ethnicity. Critical thinking will be emphasized in this course.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze the approaches of U.S. news and entertainment media.
- assess the effectiveness of media messages.
- analyze and assess social and class bias in news and entertainment media.
- analyze and assess gender and race bias in news and entertainment media.
- analyze and assess race and gender bias in U.S. media advertisements.

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**JOUR 340 Writing for Publication**

This is an introductory course in writing nonfiction for publication. Emphasis will be on developing a saleable article for magazines, newspapers, or online media sources; finding ideas; analyzing publications; writing a query letter; researching and interviewing; and organizing, writing, and illustrating an article. Credit may be awarded for ENGWR 330 or JOUR 340, but not for both.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate writing and marketing skills to successfully write magazine articles and find the most appropriate print or online publications to market them.
- demonstrate ideas with a focus and slant toward a particular print or online publication.
- research sources and develop interview techniques.
- write and edit salable articles for print or online publications.
- analyze both print and online publications for appropriateness and timeliness of proposed articles.

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**JOUR 350 Writing for Broadcasting/Podcasting**

This course covers the theory and technique of writing for the broadcast media. It includes reporting for radio and television news, as well as online media, writing commercials, and public service programming, and an introduction to production techniques. The course is recommended for students who plan to work in broadcasting, instructional media, and related fields.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze the basic structure of radio and television journalism.
- analyze the audiences of broadcast media.
- choose sources and conduct interviews for stories.
- write, edit, and produce news and feature stories for television, radio, and online media.

JOUR 360 Photojournalism

This course provides instruction in photojournalism and magazine techniques in photography. Students will study features, environmental portraits, sports, spot news, and the photo essay styles of journalistic photography. Students will also capture and use audio to complete multimedia projects. Students will photograph or capture multimedia stories for both online and print campus publications (The Express, Mainline magazine, etc.) to complete assignments for their final portfolios. The course includes lectures, visual presentations, speakers, a required field trip to The Sacramento Bee or another media outlet, and lab time. Students will provide their own adjustable camera and related materials. Credit may be earned for PHOTO 350 or JOUR 360, but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the difference between newspaper and magazine photography.
- apply and demonstrate understanding of ethics of photojournalism.
- shoot the news, feature, and sports photographs.
- shoot the portrait and environmental portrait photograph.
- demonstrate an understanding of principles of editing and self-editing.
- shoot in difficult lighting situations.
- identify major historical and contemporary photojournalists.
- create a photographic essay.
- create a digital and multimedia portfolio.
- demonstrate an understanding of using video to capture news stories.
- apply and demonstrate an understanding of digital imaging ethics as they pertain to photojournalism.
- operate a flash and determine correct flash exposure.
- employ advanced flash techniques.
- capture audio for multimedia content.

JOUR 364 Multimedia Capture I

Same As: PHOTO 380
Units: 3

This course provides instruction in multimedia capture techniques. Students will learn how to capture and edit audio and video content for multimedia projects. The course includes lectures, hands-on labs, and assignments to develop skills in video and audio production. Students will also learn how to incorporate multimedia elements into traditional news stories. Credit may be earned for PHOTO 350 or JOUR 360, but not for both.
This course is designed to expand on the creative concepts and technical elements of capturing video, audio, and still images to create advanced documentary style multimedia content. Students will study advanced techniques in capturing and editing audio, video, and still images. Students will continue to advance their skills with image editing software to complete their final projects. Students must supply at least one of the following to complete the class: a video camera or an adjustable still camera in either film or digital formats. The course includes lectures, visual presentations, and lab time. Credit may be earned for JOUR 365 or PHOTO 381, but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate advanced competency in audio and still image editing equipment and software.
- apply and demonstrate video editing techniques with nonlinear digital video editing software.
- demonstrate critical thinking and appropriate performance skills.
- demonstrate an advanced understanding and proficiency in multimedia storytelling.
- assemble and complete a 5-minute audio-visual slide show that can be used to obtain career placement in the professional world.
JOUR 403 College Magazine Production I

This is a course in which students produce a non-fiction, journalistic college magazine. This course is designed for students interested in writing, graphics, page design, art, photography, or editing.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write and edit a non-fiction magazine article or produce feature photographs to accompany the article for a nonfiction college magazine.
- apply principles of writing, editing, and page design to the production of a college magazine.
- prepare and produce a non-fiction college magazine.

JOUR 407 College Magazine Production II

This course builds on the experience gained in JOUR 403. During this second-semester course, instruction in leadership is provided for students who function as editors and manage a staff that produces a non-fiction, journalistic college magazine. This course is designed for students interested in managing a non-fiction publication with writing, graphics, page design, art, photography, and editing.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- plan the content of the magazine in concert with other section editors, the editor in chief, and managing editor at editorial board meetings.
- assign, receive, and edit assignments of reporters and photographers in accordance with journalistic standards for his or her section of the magazine.
- manage reporters and photographers by guiding them during assignments and ensuring they meet deadline.
- write headlines and format copy for production under deadline pressure.
- exhibit an understanding of production processes by editing page galleys and clarifying content for page designers under deadline pressure.

JOUR 408 College Magazine Production III

This course builds on the experience gained in JOUR 403 and JOUR 407. Instruction in leadership is provided for students who function in top leadership positions (editor-in-chief and managing editor) for the non-fiction, journalistic college magazine. This course is designed for students interested in managing the staff who produce the publication using the skills of writing, graphics, page design, art, photography, and editing.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- create an agenda for each editorial board meeting, lead section editors through the agenda, and plan the vision and the content of the magazine.
- plan the number of pages based on content for the magazine and assign section editors the number of pages they will edit.
- manage section editors and their content through professional conduct.
- coordinate production with design and photo editors.
- lead production processes during production by supervising section editors in the college newsroom to meet the printer deadline.
- coordinate distribution of print product to campus.
- prepare and post digital version of magazine online.

JOUR 410 College Media Production I

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** JOUR 302 with a grade of "C" or better  
**Corequisite:** JOUR 420  
**Advisory:** JOUR 300, JOUR 360, PHOTO 302, and PHOTO 350 with grades of "C" or better  
**Transferable:** CSU  
**C-ID:** C-ID JOUR 130  
**Catalog Date:** June 1, 2020

This course focuses on instruction in writing and producing student news media, primarily the school print newspaper, the Express, a journalistic product for distribution to a college-wide audience. Students will receive instruction in one of the following areas: researching, reporting, and writing articles; taking photographs and participating in photo layouts; editing articles, writing headlines, and planning page layouts in conjunction with editors for print newspaper production. Ethical and legal aspects of communication are also covered. JOUR 420 is the lab component for this course.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- produce work suitable for publication in print newspaper by researching, reporting, and writing stories or by taking and preparing photographs and photo layouts or by editing and laying out pages.
- apply the principles of news judgment to assignments by ranking information appropriately in stories; emphasize key facts in leads, stories, photo captions, and headlines.
- demonstrate an understanding of production processes by meeting required deadlines for publication while working under deadline pressure in the college newsroom.
- research, report, write, and edit stories that are free of libel; respect issues of copyright when publishing photos.
- assess and apply the principles of the First Amendment and other laws appropriate to professional practices; apply ethical principles in pursuit of truth, accuracy, fairness, and diversity.
- develop a digital portfolio of writing, photo, or editing products published in the student publication.

JOUR 411 College Media Production II

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** JOUR 302 and 410 with grades of "C" or better  
**Corequisite:** JOUR 421  
**Transferable:** CSU  
**C-ID:** C-ID JOUR 131  
**Catalog Date:** June 1, 2020

During this second-semester course, students learn intermediate writing and production skills to produce the school print newspaper, the Express, a journalistic product for distribution to a college-wide audience. Students will receive instruction in one of the following areas: researching, reporting, and writing intermediate-level articles; taking intermediate-level photographs and participating in photo layouts; assigning and editing intermediate-level articles, writing headlines, and planning page layouts in conjunction with page designers for the print newspaper. Ethical and legal aspects of communication are also covered. JOUR 421 is the lab component for this course.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- produce intermediate work suitable for publication in print by researching, reporting, and writing intermediate-level stories, or by taking and preparing intermediate-level photographs and photo layouts, or by assigning and editing intermediate-level stories, or by writing headlines, planning issues, and designing pages.

- apply the principles of news judgment to assignments by ranking information appropriately in stories; emphasizing key facts in leads, stories, photo captions, and headlines; ranking stories in page layout in each issue appropriately.

- demonstrate an understanding of production processes by meeting required deadlines and attending required planning meetings in the college newsroom.

- write, report, edit, and shoot intermediate-level stories that are free of libel; respect issues of copyright when publishing photos.

- assess and apply the principles of the First Amendment and other laws appropriate to professional practice.

- develop an intermediate-level digital portfolio of assignments that includes work in at least two of these areas: writing, editing, photo, or layout assignments published in student print publication.

JOUR 412 College Media Production III

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | JOUR 302 and 411 with grades of "C" or better |
| Corequisite: | JOUR 422 |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

During this third-semester course, students will serve in leadership roles as section editors using the school newspaper, the Express, as a practical laboratory. In this course students will serve in leadership roles. Students will learn to conduct editorial meetings in which issues are planned; research, assign, and edit assignments of reporters and photographers for publication; and manage production alongside page designers for each issue of the newspaper. Ethical and legal aspects of media communication are also covered. JOUR 422 is the required lab component for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- plan the content section of the newspaper under his/her authority, in concert with other section editors and the editor in chief and managing editor at editorial board meetings.

- assign, receive, and edit assignments of reporters and photographers in accordance with journalistic standards for his or her section.

- manage reporters and photographers by guiding them during assignments and ensuring they meet deadline; write headlines and format copy for production under deadline pressure.

- exhibit an understanding of production processes by editing page galleys and clarifying content for page designers under deadline pressure in the college newsroom.

- develop a digital portfolio of all published issues of the Express, which includes the published section pages under his or her management.

JOUR 413 College Media Production IV

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | JOUR 302 and 412 with grades of "C" or better |
| Corequisite: | JOUR 423 |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

In this course instruction is provided in leadership for students who function as editors in chief and managing editors using the school newspaper, the Express, as a practical laboratory. Students will plan publication issues and manage section editors, reporters, and photographers on staff. Students will learn to lead staff meetings in which they plan the vision and content of issues; research and suggest story ideas to section editors; manage section editors and staff; and manage production of every aspect of each issue of the newspaper. Ethical and legal aspects of communication and media are also covered for students who serve in top leadership roles. JOUR 423 is the
required lab component for this course.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- create an agenda for each editorial board meeting, lead section editors through the agenda, and plan the vision and the content of each issue.
- plan the number of pages based on advertising stack and content for each newspaper issue and assign section editors the number of pages they will be allotted.
- manage section editors and their content through professional conduct.
- coordinate production with design editor.
- lead production processes during production by supervising section editors in the college newsroom to meet the printer deadline.
- coordinate content and coverage with online editors.
- develop a digital portfolio of all the issues of the Express under his or her management.

**JOUR 420 College Media Production Lab I**

<table>
<thead>
<tr>
<th>Units:</th>
<th>0.5 - 3</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>27 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>JOUR 302 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Corequisite:</td>
<td>JOUR 410</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This lab course helps students improve their beginning writing, editing, photography, design, and computer skills as an addition to their enrollment in college media production (JOUR 410).

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply journalistic principles to beginning-level, hands-on assignments for either print or online by researching, reporting, and writing stories, or by taking and preparing photographs and participating in simple photo layouts, or by producing online news content, such as photo slideshows, videos, audio clips, and multimedia, or by assigning and editing articles using proofreading marks and AP style.
- assess and apply the essential skills of layout and design by writing and editing simple headlines for the print or on-line publications.
- assess and apply the essential skills of layout and design by using beginning design principles to lay out pages for print edition; upload content for on-line edition.
- develop a digital portfolio of up to ten writing, photo, editing, or design pieces published in print or on-line publications, depending on the number of units in which the student is enrolled.

**JOUR 421 College Media Production Lab II**

<table>
<thead>
<tr>
<th>Units:</th>
<th>0.5 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>27 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>JOUR 302, 410, and 420 with grades of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Corequisite:</td>
<td>JOUR 411</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This lab course helps students build on skills gained in JOUR 410 and JOUR 420. During this second-semester course, students will continue to improve their skills in at least two of the following areas: writing, editing, photography, design, and web production skills as an addition to their enrollment in JOUR 411.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- apply journalistic principles to intermediate-level, hands-on assignments for print and online by researching, reporting, and writing stories, or by taking and preparing photographs and participating in complex photo layouts, or by producing news content, such as photo slideshows, videos, audio clips, and multimedia, or by assigning and editing articles.

- assess and apply the essential skills of intermediate-level layout and design for print or on-line by writing and editing headlines for print or on-line publication headlines using key search words.

- assess and apply the essential skills of intermediate-level layout and design for print or on-line by designing pages that adhere to the principles of modular design.

- develop a digital portfolio of up to twelve writing, photo, editing, or design pieces published in student print or online publications.

JOUR 422 College Media Production Lab III

<table>
<thead>
<tr>
<th>Units:</th>
<th>0.5 - 3</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>27 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>JOUR 302 and 421 with grades of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Corequisite:</td>
<td>JOUR 412</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This lab course helps students build on experiences gained in JOUR 411. During this third-semester course, section editors will learn leadership skills in how to manage news content and staff. Students will plan publication content and manage reporters and photographers. In addition, online section editors will manage multimedia content providers. Students will research and give assignments to staff; edit and produce publishable pieces for the campus newspapers; and manage a section of the publication, as an addition to their enrollment in JOUR 412.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply knowledge of planning the content for a particular section of the print or online newspaper.

- assess story ideas available for newsworthiness and audience on campus and assign them to staff.

- apply management skills of reporters, photographers, podcaster, and videographer by guiding them during assignments and ensuring they meet deadline.

- apply the correct form of headlines and format for each medium.

- develop a digital portfolio of up to seven issues of print content or fifteen published online assignments under his/her section.

JOUR 423

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>None.</th>
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</thead>
<tbody>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

JOUR 495 Independent Studies in Journalism

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Advisory:</td>
<td>ENGWR 300 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

An independent studies project involves an individual student or a small group of students in study, research, or activities beyond the regularly offered journalism courses. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- design and discuss a topical study with a supervising journalism instructor.
- demonstrate the ability to independently pursue a course of study or project in journalism.

JOUR 498 Work Experience in Journalism

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>18 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Advisory:</td>
<td>ENGWR 101 and JOUR 300 with grades of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This is a supervised internship in reporting, editing, or photographing, for the print or electronic media or for online publications. The course allows students to combine practical paid or non-paid work experience with college training. Students are required to complete 60 hours of volunteer work for one unit or 180 hours for three units; or they must complete 75 hours of paid work for one unit or 225 hours for three units. This course may be taken four times for credit as long as there is new or expanded learning on the job. Students may enroll in the course four times over four different semesters and complete a maximum of 16 internship units.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply skills learned in the classroom to a professional journalistic situation.
- assess skills and experience required in a specific journalistic position.
- clarify level of preparation for professional journalism.
# International Studies

| Sacramento City College |

The International Studies program will prepare students for transfer to four-year institutions that offer International Studies or related fields.

Students will:

- engage in course work that will broaden their perspective and skills in the field of international relations
- have access to individual counseling for program planning and career development through a mentoring program with the Program Coordinator
- be afforded the opportunity to develop foreign language proficiency

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**Dean**

Dennis Lee

**Department Chairs**

Riad Bahhur

**Phone**

(916) 558-2401

**Email**

[SCC-BSS@losrios.edu](mailto:SCC-BSS@losrios.edu)

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# Associate Degrees for Transfer

## A.A.-T. in Global Studies

This degree provides a multidisciplinary understanding of global issues and the impact of globalization on people, states, and economies around the world. It covers trade, culture, politics, economic development, military interventions, conflict, relations between states, and environmental impacts.

The Associate in Arts in Global Studies for Transfer (AA-T) degree provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Completing the Associate in Arts in Global Studies will prepare students to apply a global understanding to careers in trade, law, diplomacy, food production, education, human rights, development, relief, and marketing. Students completing this degree will be able to continue their studies in any of the above listed areas and to apply a global perspective to any field of study or work.

**Catalog Date:** June 1, 2020

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### Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLST 301</td>
<td>Introduction to Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
</tr>
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<td>-------------</td>
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<tr>
<td>GLST 302</td>
<td>Global Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

A minimum of 15 units from the following: 15

Select five courses from a minimum of four of the following areas:

**CULTURE AND SOCIETY**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 481</td>
<td>Honors Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>or ANTH 310</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST 365</td>
<td>Asian Civilization</td>
<td>3</td>
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</table>

**GEOGRAPHY**

<table>
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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 300</td>
<td>Physical Geography: Exploring Earth's Environmental Systems</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 310</td>
<td>Human Geography: Exploring Earth's Cultural Landscapes</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 320</td>
<td>World Regional Geography</td>
<td>3</td>
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</tbody>
</table>

**ECONOMICS**

<table>
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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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</table>

**POLITICS**

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<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 302</td>
<td>Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 480</td>
<td>Introduction to International Relations - Honors</td>
<td>3</td>
</tr>
<tr>
<td>or POLS 310</td>
<td>Introduction to International Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

**HUMANITIES**

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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLT 480</td>
<td>World Literature: Antiquity to the Early Modern World - Honors</td>
<td>3</td>
</tr>
<tr>
<td>ENGLT 481</td>
<td>World Literature: Seventeenth Century to Present - Honors</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 352</td>
<td>Introduction to World Religions</td>
<td>3</td>
</tr>
<tr>
<td>WGS 302</td>
<td>Global Women's Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 21

1 Students are encouraged to include a foreign language as part of their Global Studies program. While it is not required to complete this degree, many transfer institutions include a foreign language proficiency as part of their global studies degrees.

The Associate in Arts in Global Studies for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- formulate a broad and cohesive understanding of global dynamics, issues, and events and incorporate that knowledge into their daily life and career.
- evaluate their role as a member of a global network of interdependent people and societies.
- analyze various multidisciplinary approaches that explain the causes and consequences of globalization.
- analyze local and regional societal, economic, political, and environmental issues within a global context.
Associate Degrees

A.A. in International Studies

The major consists of a core of 29.5-33 units, which satisfy university transfer requirements. Elective courses allow students to pursue interests in languages, culture, business, philosophy, history, fine arts, literature, and other studies. Students who undertake the ISP major will prepare for transfer to universities that offer International Studies Majors or related fields; engage in course work that will broaden their perspective and skills in the field of international relations; have access to individual counseling for program planning and career development through a mentoring program with the Program Director; and be afforded the opportunity to develop foreign language proficiency.

Recommended High School Preparation: Standard college preparatory program.

Four Year Transfer Information: UC/CSU systems require standard/basic preparatory course work prior to transfer. The ISP core courses (30 units) are designed to meet articulation and transferability to International Studies, International Relations, and International Business major requirements.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
<td>3</td>
</tr>
<tr>
<td>or ANTH 481</td>
<td>Honors Cultural Anthropology (3)</td>
<td>3</td>
</tr>
<tr>
<td>COMM 325</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 320</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST 311</td>
<td>History of the United States (3)</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 484</td>
<td>History of the United States - Honors (3)</td>
<td>3</td>
</tr>
<tr>
<td>IS 494</td>
<td>Topics in International Studies</td>
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A minimum of 8 units from the following:

Foreign Language (two semesters)

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Total Units: 29.5 - 33

1Student must choose only 1 language to fulfill the 8 unit requirement.

The International Studies Associate in Arts (AA) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- evaluate, examine, and explain the role of the individual and society within the context of global interdependence.
- formulate a critical understanding of social, political, and economic global issues and problems within a global context that is relevant to local experience.
- evaluate, analyze, and critique various social science and humanities perspectives that explain human and environmental history in a global context.
- investigate, analyze, and describe the causes and consequences of economic, political, and cultural globalization through a variety of social science perspectives.
- detect, analyze, and discuss human difference, including difference based on socio-economic, political, cultural, and geographic status.
This course provides a seminar setting in which students can study and discuss regional and global issues in international studies with faculty from a variety of disciplines. Specific regions (e.g., Latin America, Africa, Asia, the Middle East, North America, Europe) are addressed topically.

UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions. This course is formerly known as SOCSC 493.

Upon completion of this course, the student will be able to:

- explain the advantages and disadvantages of a comparative and interdisciplinary approach to international studies.
- discuss essential aspects of a key issue currently confronting the people of each of the regions of the world.
- use interdisciplinary tools to analyze one regional problem in depth.
- demonstrate an ability to approach new problems with appropriate questions based upon interdisciplinary research tools.
Interdisciplinary Studies
| Sacramento City College

The Interdisciplinary Studies degrees are designed for students who seek a greater understanding of disciplines within the Humanities and Fine Arts, environmental issues, the theories, methods, and analytical techniques commonly employed in the fields of Math and Science, or disciplines within the Behavioral and Social Sciences.

Dean
Rukiya Bates

 (916) 558-2204
 counseling@scc.losrios.edu

Associate Degrees

A.A. in Environmental Literacy

The Environmental Literacy degree is designed to provide students with an interdisciplinary knowledge of environmental issues and theories focused on the humanities and social sciences (rather than the natural sciences). The program will require that participants learn (1) various historical, literary, social, psychological, economic, and philosophical dimensions and implications of environmental issues and (2) to read, write, evaluate, revise, and present their ideas with a level of clarity and cogency that will make them eligible for immediate employment.

Catalog Date: June 1, 2020

Degree Requirements

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<th>COURSE CODE</th>
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<td>BIOL 350</td>
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<td>ENGLT 328</td>
<td>Literature and The Environment (3)</td>
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<td>PHIL 306</td>
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Total Units: 18

The Environmental Literacy Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes
Upon completion of this program, the student will be able to:

- possess specialized knowledge that will be applicable in fields such as environmental politics, literature, economics, philosophy, and community activism.
- demonstrate familiarity with and understanding of the major environmental positions presented in the relevant history and literature.
- identify, expose, analyze, and evaluate the interconnections between the environment and the domestic and world economies.
- identify and critically evaluate environmental conflicts in various realms and at various levels.
- write position papers in regard to environmental concerns that are clear, concise, and well constructed.
- identify, expose, analyze, and evaluate the ethical dimensions of various environmental theories and practices.
- compete for environment focused jobs in administration, law, government, design, journalism, etc.

Career Information
This degree will evidence competency in understanding and ability to work successfully with environmental problems and solutions upon graduation with the AA. Students should be able to assume administrative and research positions and other entry level, non-technical positions. For example, graduates with an associate degree in Environmental Literacy should be employable as environmental research assistants and community organizers (e.g., aiding community transition to low carbon activities). Depending on the course work selected, the course of study may lead into several social science (e.g., political science), humanities (e.g., philosophy), or environmental study bachelor degree programs. Note that most environmental study degree programs in California require natural science and math courses over and above those required for this AA. Students may find employment in policy, law, journalism, education, activism, and arts in regard to the environment. Positions such as policy adviser, energy contract negotiator, city resiliency specialist, public transportation coordinator, and environmental journalist are a sample of possible lines of work. Lastly, this program will prepare students to be active, informed participants in their communities in responding to the environmental challenges confronting us.

A.A. in Interdisciplinary Studies: Arts and Humanities
The Interdisciplinary Studies degree is designed for students who seek a greater understanding of disciplines within the arts and humanities. This program is a good choice for students planning on transferring to the California State University or the University of California. The student will be able to satisfy general education requirements and focus on transferable course work that relates to a specific major and/or individual interest.

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020
Degree Requirements

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1Select courses from at least three areas.

The Interdisciplinary Studies: Arts and Humanities Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression.
Career Information

Students who complete this degree pattern can find career opportunities in the growing film and entertainment industries; in education; in the design and fabrication industries, and as an independent contractor concentrating in the area of their study.

A.A. in Interdisciplinary Studies: Math and Science

This Interdisciplinary Studies degree is designed for students who wish to develop a greater understanding of the theories, methods, and analytical techniques commonly employed in the fields of math and science.

Catalog Date: June 1, 2020

Degree Requirements

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<td>Geology of California (3)</td>
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<td>PHYS 310</td>
<td>Conceptual Physics (3)</td>
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<td>PHYS 350</td>
<td>General Physics (4)</td>
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<td>PHYS 360</td>
<td>General Physics (4)</td>
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<td>PHYS 410</td>
<td>Mechanics of Solids and Fluids (5)</td>
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<td>PHYS 420</td>
<td>Electricity and Magnetism (5)</td>
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<tr>
<td>PHYS 430</td>
<td>Heat, Waves, Light and Modern Physics (5)</td>
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<td>PSYC 310</td>
<td>Biological Psychology (3)</td>
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<td>PSYC 311</td>
<td>Biological Psychology Laboratory (1)</td>
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A minimum of 9 units from the following: 9

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<tr>
<td>MATH 300</td>
<td>Introduction to Mathematical Ideas (3)</td>
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<tr>
<td>MATH 310</td>
<td>Mathematical Discovery (3)</td>
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<tr>
<td>MATH 335</td>
<td>Trigonometry with College Algebra (5)</td>
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<td>MATH 342</td>
<td>Modern Business Mathematics (3)</td>
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<td>MATH 350</td>
<td>Calculus for the Life and Social Sciences I (3)</td>
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<td>Calculus for the Life and Social Sciences II (3)</td>
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<td>MATH 370</td>
<td>Pre-Calculus Mathematics (5)</td>
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<tr>
<td>MATH 400</td>
<td>Calculus I (5)</td>
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</table>
### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate an understanding of scientific methodologies.
- demonstrate quantitative reasoning skills.
- apply scientific theories in the interpretation and analysis of the physical universe, its life forms, and its natural phenomena.

### Career Information

Students who complete this degree pattern will be well-suited to pursue careers in science, medicine, math, and education.

### A.A. in Interdisciplinary Studies: Social and Behavioral Sciences

The Interdisciplinary Studies degree is designed for students who seek a greater understanding of disciplines within the social and behavioral sciences. This program is a good choice for students planning on transferring to the California State University or the University of California. The student will be able to satisfy general education requirements and focus on transferable course work that relates to a specific major and/or individual interest.

**Catalog Date:** June 1, 2020

### Degree Requirements

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<tr>
<th>COURSE CODE</th>
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<td>A minimum of 18 units from the following:</td>
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<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<tr>
<td>ANTH 331</td>
<td>The Anthropology of Religion (3)</td>
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<tr>
<td>ANTH 332</td>
<td>Native Peoples of California (3)</td>
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<tr>
<td>ANTH 334</td>
<td>Native Peoples of North America (3)</td>
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<tr>
<td>ANTH 341</td>
<td>Introduction to Linguistics (3)</td>
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<tr>
<td>ANTH 481</td>
<td>Honors Cultural Anthropology (3)</td>
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<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace (3)</td>
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\(^1\)Select courses from at least two sciences.

The Interdisciplinary Studies: Math and Science Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.
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<tr>
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<td>Law and Society (3)</td>
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<td>COMM 321</td>
<td>Interpersonal Communication (3)</td>
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<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<td>COMM 335</td>
<td>Conflict Management (3)</td>
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<td>COMM 341</td>
<td>Organizational Communication (3)</td>
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<td>COMM 351</td>
<td>Mass Media and Society (3)</td>
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<td>DEAF 351</td>
<td>Introduction to American Deaf Culture (3)</td>
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<tr>
<td>ECE 312</td>
<td>Child Development (3)</td>
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<td>ECE 314</td>
<td>The Child, the Family and the Community (3)</td>
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<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<td>ECON 304</td>
<td>Principles of Microeconomics (3)</td>
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<td>ENGWR 384</td>
<td>Mass Media and Society (3)</td>
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<tr>
<td>ETHNS 300</td>
<td>Introduction to Ethnic Studies (3)</td>
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<tr>
<td>ETHNS 320</td>
<td>The African American Experience (3)</td>
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<td>ETHNS 330</td>
<td>The Asian American Experience in America (3)</td>
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<td>ETHNS 340</td>
<td>Chicanos/Mexican Americans in the U.S. (3)</td>
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<td>The Sociology &amp; Psychology of Mexicans and Latinos in the U.S. (3)</td>
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<td>ETHNS 350</td>
<td>Introduction to Native American Studies (3)</td>
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<td>ETHNS 351</td>
<td>Native American Culture and the Impact of Federal Policy (3)</td>
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<td>FCS 320</td>
<td>Marriage and the Family (3)</td>
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<td>FCS 324</td>
<td>Human Development: A Life Span (3)</td>
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<td>Environmental Studies &amp; Sustainability (3)</td>
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<td>Human Geography: Exploring Earth’s Cultural Landscapes (3)</td>
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<td>History of Western Civilization (3)</td>
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<td>HIST 307</td>
<td>History of World Civilizations to 1500 (3)</td>
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<td>History of World Civilizations, 1500 to Present (3)</td>
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<td>HIST 314</td>
<td>Recent United States History (3)</td>
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<td>HIST 320</td>
<td>History of the United States: African-American Emphasis (3)</td>
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<td>Survey of California History: A Multicultural Perspective (3)</td>
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<td>History of African Civilizations</td>
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<td>Asian Civilization</td>
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<td>HIST 373</td>
<td>History of Mexico</td>
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<td>HIST 375</td>
<td>The History of Modern Latin America and Caribbean</td>
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<td>HIST 380</td>
<td>History of the Middle East</td>
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<td>Law, Justice, and Punishment</td>
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<td>Introduction to Government: United States</td>
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<td>Comparative Politics</td>
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<td>Introduction to Government: California</td>
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<td>POLS 310</td>
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<td>POLS 313</td>
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<td>Political Ideologies</td>
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<td>POLS 480</td>
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<td>PSYC 360</td>
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<td>PSYC 364</td>
<td>Psychology of Sexual Orientation</td>
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<td>PSYC 367</td>
<td>Psychology of Minorities</td>
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<td>Psychology of Aging: Adult Development and Aging</td>
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<td>SOC 301</td>
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<td>Marriage and the Family (3)</td>
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<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<td>Sociology of Aging (3)</td>
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<td>Sex and Gender in the U.S. (3)</td>
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<td>Women and Social Action (3)</td>
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<td>SOC 480</td>
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<td>Total Units:</td>
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</table>

1 Select courses from at least three areas.

The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate how societies and social groups operate.
- demonstrate an understanding of the theories and methods employed in the social and behavioral sciences.
- apply critical thinking skills in evaluating sociological, historical, and psychological phenomena.

Career Information

Students who complete this degree pattern will be well-suited to pursue careers in business, social work, criminal justice, law, politics, and education.

Interdisciplinary Studies (INDIS)

INDIS 240 Service Learning Component

Units: 1
Hours: 18 hours LEC
Prerequisite: None.
Enrollment Limitation: This is a service learning component that is linked to designated service learning courses. Students must be co-enrolled in a designated service learning course, and the prerequisites of that course must be met.
This is an one-unit service learning course that can be added only to specific classes that will be designated in the Schedule of Classes. Students must be co-enrolled in a designated service learning course, and the prerequisites of that course must be met. Consultation with the instructor is required prior to enrollment and will generally take place during the first week of class. This course is designed to provide students with civic activities related to their coursework and will allow students to take an experiential approach to learning practical applications of course concepts. It can be added to existing classes in a variety of disciplines.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- complement what they learned by applying course concepts to civic service projects and/or volunteer service positions.
- demonstrate practical skills within the field of study that address social issues at a local, national, or global level.
- apply course concepts to real-world problems.
- exhibit leadership skills and abilities.
- demonstrate practical skills and competencies for effective and competitive workforce performance.
- demonstrate awareness of their society and their own civic/social responsibilities within it.
- demonstrate the benefits of the real-world application of class concepts.

**INDIS 313 Freshman Seminar**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU |
| General Education: | AA/AS Area III(b) |
| Catalog Date: | June 1, 2020 |

This course will assist new college students in achieving academic success. Topics covered will include academic language and culture as they relate to a major, types of cultural wealth, the value and demands of a college education, problem solving strategies, the use of technology in education, academic integrity, campus resources and services, as well as learning life skills that will be applicable to both during college and life after college. The course will introduce students to one or more academic disciplines or areas of study, and discuss the academic and professional expectations and experiences of those disciplines.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- navigate college processes and access resources to establish connections and build community.
- identify personal, familial, and/or cultural assets and how these can be applied for success in college.
- demonstrate a basic understanding of digital tools as they relate to college and career.
- apply contextualized academic skills and conduct research related to college and career.
- examine behavior and choices as related to college and career and the potential effects on their physiological, psychological and social development and well-being.

**INDIS 340 Service Learning Component**

| Units: | 1 |
| Hours: | 18 hours LEC |
| Prerequisite: | None. |
| Enrollment Limitation: | This is a service learning component which is linked to designated service learning courses. Students must be co-enrolled in a designated service learning course, and the prerequisites of that course must be met. Consultation with the instructor is required prior to enrollment and will generally take place during the first week of class. |
This is an one-unit service learning course that can be added only to specific classes that will be designated in the Schedule of Classes. Students must be co-enrolled in a designated service learning course, and the prerequisites of that course must be met. Consultation with the instructor is required prior to enrollment and will generally take place during the first week of class. This course is designed to provide students with civic activities related to their coursework and will allow students to take an experiential approach to learning practical applications of course concepts. It can be added to existing classes in a variety of disciplines.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- complement what they learned by applying course concepts to civic service projects and/or volunteer service positions.
- demonstrate practical skills within the field of study that address social issues at a local, national, or global level.
- cultivate the ability to apply course concepts to real-world problems.
- exhibit leadership skills and abilities.
- obtain practical skills and competencies for effective and competitive workforce performance.
- exhibit awareness of their society and their own civic/social responsibilities within it.
- demonstrate the benefits of the real-world application of class concepts.

INDIS 350 Life and Culture in Study Abroad

This course is designed to allow students to acquire a level of global competence while enrolled in the Los Rios Study Abroad program. Global competence is a continuing process of acquiring specific economic, historical, and geo-political knowledge, which supports the intercultural communication skills and authentic lived experiences that allow a person to function in another culture, and result in attitudes of cultural appreciation and interdependence. While participating in a specific Study Abroad program the student will have opportunities to study and generally survey the host country's historical, cultural, and geopolitical influences, as well as the societal structures, to develop an understanding and appreciation of the host culture as different from U. S. American culture. Students may find information about the pre-enrollment meetings at the Study Abroad website, located at http://www.scc.losrios.edu/studyabroad/.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify aspects of social, physical, and/or emotional well-being for the local community students are studying in, while considering present and future conditions in societies across the globe.
- incorporate specific cultural, geopolitical, economic, and social knowledge into academic and personal contexts for an understanding of global competence.
- analyze personal beliefs, values, and attitudes about the host culture that the student had prior to an intercultural experience and aspects of ethnocentric behavior that can occur within intercultural communication and relations.
- demonstrate an understanding of concepts of physical and emotional wellness to make wise lifestyle choices and develop these skills and competencies to understand oneself as a whole person (integral to one’s environment) .
- identify, analyze, articulate, and describe the effects of intercultural experiences upon physical and emotional wellness while immersed in a country different than one’s native country.
- appreciate visual, historical, and experiential cultural products of cultures different from the student’s own.
- identify and explain aspects of culture shock and techniques to cope with and reduce its effects on physical and emotional wellness.
describe the value of international travel as a part of lifelong learning and personal wellness.

participate in the larger community beyond campus in a positive manner demonstrating an understanding of personal responsibility in the larger context.

undertake thoughtful consideration of divergent points of view and utilize multiple perspectives in considering information.

develop a foundation for cultural pluralism, a rejection of previous personal prejudices, and knowledge of and comfort with others unlike one’s self.

### INDIS 351 Italian Life and Culture in Study Abroad

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Enrollment Limitation:** The student must complete the pre-enrollment process in the Los Rios Community College District Study Abroad program.  
**General Education:** AA/AS Area V(b); AA/AS Area I  
**Catalog Date:** June 1, 2020

This course is designed to allow students to acquire a level of global competence with an emphasis on Italian life and culture while enrolled in the Los Rios Study Abroad program. Global competence is a continuing process of acquiring specific economic, historical, and geopolitical knowledge, which supports the intercultural communication skills and authentic lived experiences that allow a person to function in another culture and result in attitudes of cultural appreciation and interdependence. While participating in a specific Study Abroad program the student will have opportunities to study and generally survey the host country’s historical, cultural, and geopolitical influences, as well as the societal structures, to develop an understanding and appreciation of the host culture as different from U.S. American culture. Students may find information about the pre-enrollment meetings at the Study Abroad website, located at http://www.scc.losrios.edu/studyabroad/.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify aspects of social, physical, and/or emotional well-being for the community while considering present and future conditions in society.

- incorporate specific cultural, geopolitical, economic, and social knowledge into academic and personal contexts for an understanding of global competence.

- analyze personal beliefs, values, and attitudes about the host culture that the student had prior to an intercultural experience and aspects of ethnocentric behavior that can occur within intercultural communication and relations.

- demonstrate an understanding of concepts of physical and emotional wellness to make wise lifestyle choices and develop these skills and competencies to understand him/herself as a whole person (integral to his/her environment).

- identify, analyze, articulate and describe the effects of intercultural experiences upon physical and emotional wellness while immersed in a country different than one’s native country.

- appreciate visual, historical, and experiential cultural products of cultures different from the student’s own.

- identify and explain aspects of culture shock and techniques to cope and reduce its affects on physical and emotional wellness.

- describe the value of international travel as a part of lifelong learning and personal wellness.

- participate in the larger community beyond campus in a positive manner demonstrating an understanding of personal responsibility in the larger context.

- undertake thoughtful consideration of divergent points of view and utilize multiple perspectives in considering information.

- develop a foundation for cultural pluralism, a rejection of previous personal prejudices, and knowledge of and comfort with others unlike oneself.

### INDIS 352 French Life and Culture in Study Abroad

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Enrollment Limitation:** The student must complete the pre-enrollment process into the Los Rios Community College District Study Abroad program.  
**Transferable:** CSU
This course is designed to allow students to acquire a level of global competence, with an emphasis on French Life and Culture, while enrolled in the Los Rios Study Abroad program. Global competence is a continuing process of acquiring specific economic, historical, and geopolitical knowledge, which support the intercultural communication skills and authentic lived experiences that allow a person to function in another culture, and result in attitudes of cultural appreciation and interdependence. While participating in a specific Study Abroad program the student will have opportunities to study and generally survey the host country's historical, cultural, and geopolitical influences, as well as the societal structures, to develop an understanding and appreciation of the host culture as different from U. S. American culture. Information about the pre-enrollment process can be found on the Study Abroad webpage.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify aspects of social, physical, and/or emotional well-being for French society while considering present and future conditions in society.
- incorporate specific cultural, geopolitical, economic, and social knowledge into academic and personal contexts for an understanding of global competence.
- analyze personal beliefs, values, and attitudes about the host culture that the student had prior to an intercultural experience and aspects of ethnocentric behavior that can occur within intercultural communication and relations.
- demonstrate an understanding of concepts of physical and emotional wellness to make wise lifestyle choices.
- identify, analyze, articulate, and describe the effects of intercultural experiences upon physical and emotional wellness while immersed in a country different than one's native country.
- evaluate visual, historical, and experiential cultural products of cultures different from the student's own.
- identify and explain aspects of culture shock and techniques to cope with and reduce its affects on physical and emotional wellness.
- describe the value of international travel as a part of lifelong learning and personal wellness.
- adapt to the larger community beyond campus in a positive manner demonstrating an understanding of personal responsibility in the larger context.
- analyze divergent points of view and utilize multiple perspectives in considering information.
- develop a foundation for cultural pluralism, a rejection of previous personal prejudices, and knowledge of and comfort with others unlike one's self.

INDIS 353 Spanish Life and Culture in Study Abroad

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Enrollment Limitation: This course is only available to students participating in Study Abroad programs in Spain and is therefore not available to all students during open enrollment. The student must complete the pre-enrollment process in the Los Rios Community College District Study Abroad program.
Transferable: CSU
General Education: AA/AS Area V(b); AA/AS Area I
Catalog Date: June 1, 2020

This course is designed to allow students to acquire a level of global competence, with an emphasis on Spanish life and culture, while enrolled in the Los Rios Study Abroad program. Global competence is a continuing process of acquiring specific economic, historical, and geopolitical knowledge, which support the intercultural communication skills and authentic lived experiences that allow a person to function in another culture and result in attitudes of cultural appreciation and interdependence. While participating in a specific Study Abroad program the student will have opportunities to study and generally survey the host country's historical, cultural, and geopolitical influences, as well as the societal structures, to develop an understanding and appreciation of the host culture as different from U. S. American culture. Students may find information about the pre-enrollment meetings at the Study Abroad website, located at http://www.scc.losrios.edu/studyabroad/.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify aspects of social, physical, and/or emotional well-being for Spanish society while considering present and future conditions in society.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the types of STEM occupations explored in the class.
- list and describe the various STEM related programs and courses offered at SCC that support the occupations explored in class.
- evaluate current social, political, and economic issues affecting ethnic minorities in the United States as it relates to STEM degree attainment or employment.
- investigate the unique experiences of a prominent individual in STEM that would be classified by the National Science Foundation as being "underrepresented" in STEM.
- explain their particular "STEM skills" profile and how they plan to improve in those specific areas.
- demonstrate a knowledge and understanding of essential practices for succeeding in difficult STEM coursework.
- explain and give examples of how pursuing a STEM academic pathway may differ from prior educational experiences.
- evaluate the suitability of a STEM pathway as a long-term option.
- evaluate their abilities as a learner and that the unique qualities of post-secondary and career STEM is vastly different than their previous K-12 STEM experiences.
- demonstrate competence in active listening skills and provide appropriate constructive feedback.
- demonstrate the skills necessary to create, assemble, and present informative presentations as it relates to the topics covered in INDIS 499.
INDIS 371 Skills Practice in Science Technology Engineering and Math (STEM)

This course introduces the STEM field from a hands-on learning perspective. Based on a student’s unique STEM-Skill profile, they will generate an individualized plan to address a particular STEM industry need. This plan will consist of an identification of that need and a specific engineered solution to it. In lecture, students will work on improving their STEM-Skills (spatial ability, proportional reasoning, pitch pattern perception, etc.). In lab, students will apply the steps outlined in their plan via hands-on experience in the campus Makerspace. These experiences will include an orientation and use of the equipment in the Makerspace lab in the generation of a final product. This course is not open to students who completed the topic under INDIS 499.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate and explain their own particular "STEM skills" profile.
- evaluate their abilities as a STEM learner.
- assemble a plan of STEM skill advancement based on their individual profile.
- develop a plan that incorporates these skills in their STEM product design and development.
- evaluate their ability to identify a STEM product or service need and how to engineer a solution.
- demonstrate a knowledge of essential practices for succeeding in a challenging STEM environment.
- demonstrate the safe use of design, fabrication, and manufacturing equipment in the Makerspace Lab
- list and describe the various STEM-related programs and courses offered at SCC that support the occupations, services, and products explored in class.

INDIS 372 Numerical Problem Solving in Science Technology Engineering and Math (STEM)

This course introduces the STEM field through various data analysis techniques in a hands-on learning environment. As the course progresses, students will explore various STEM fields of study through a problem-solving lens. Specifically, students will use various mathematical or statistical techniques to uncover a particular STEM industry need. They will then use data analysis techniques to develop a plan for addressing this particular need and forecasting its potential effectiveness. Through a hands-on experience in the campus Makerspace facilities students will be given an opportunity to produce some important element of their proposed solution, and then showcase it to others. This course is not open to students who completed the topic under INDIS 499.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to convert various units of measurement between standard and metric systems.
- recognize and differentiate between key statistical terms covered in the course.
- apply various types of sampling methods to data collection
- display data graphically and interpret graphs.
recognize, describe, and calculate the measures of the center of data: mean, median, and mode.

recognize, describe, and calculate the measures of the spread of data: variance, standard deviation, and range.

understand and use the terminology of probability.

differentiate between Type I and Type II Errors.

describe hypothesis testing in general and in practice.

conduct and interpret hypothesis tests for a given data set.

incorporate their own "STEM-skills" profile into the proposed analytical plans.

demonstrate the safe use of design, fabrication, and manufacturing equipment for which they have not already received training.

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**INDIS 373 Research Writing Techniques in Science Technology Engineering and Math (STEM)**

**Units:** 1.5

**Hours:** 18 hours LEC; 27 hours LAB

**Prerequisite:** INDIS 372 with a grade of "C" or better

**Transferable:** CSU

**Catalog Date:** June 1, 2020

This course introduces the STEM field from a research writing and hands-on learning perspective. In this course, students will select a particular STEM industry topic and develop a plan for researching and reporting on this topic. Emphasis will be on producing a publication-themed manuscript based on their hands-on research for this topic. Therefore, the principal focus of the lecture portion of this course will be the research writing process. The lab portion of the course is where students will be given an opportunity to apply the research practices outlined in his or her plan through a hands-on experience in the campus Makerspace facilities. Students will use the research writing approach to guide them through the entire process and produce a manuscript potentially worthy of submittal for publication in a peer reviewed journal. This course is not open to students who completed the topic under INDIS 499.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- develop a plan that incorporates their STEM-skills in their product design and development.
- differentiate and explain the various elements included in a typical research paper.
- research using library and online sources and effectively incorporate research into manuscripts.
- analyze data and incorporate the findings into a research quality paper.
- exhibit mastery of the conventions of American Psychological Association publication standards.
- produce and evaluate a research quality manuscript outlining their particular topic.
- evaluate the effectiveness of their research plan with regard to the hands-on work done in their Makerspace Lab environment.
- demonstrate the safe use of design, fabrication, and manufacturing equipment that they were not previously trained.
- list and describe the various STEM-related programs and courses offered at SCC that support the occupations, services, and products explored in class.
Humanities | Sacramento City College

Deep in historical significance, and steeped in the arts, literature, and philosophy, the study of humanities offers a rich exploration of classical, Western, and non-Western societies.

Our courses are designed to provide an analysis of cultural development through the influence of art, architecture, literature, music, philosophy, religion, and intersection of significant historical events.

Dean
Patti Leonard

Department Chairs
Dr. Valerie Rohret

(916) 558-2551
LeonarP@scc.losrios.edu

Associate Degree

A.A. in Interdisciplinary Studies: Arts and Humanities

The Interdisciplinary Studies degree is designed for students who seek a greater understanding of disciplines within the arts and humanities. This program is a good choice for students planning on transferring to the California State University or the University of California. The student will be able to satisfy general education requirements and focus on transferable course work that relates to a specific major and/or individual interest.

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

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<td>ART 301</td>
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<td>Women in Film and Literature</td>
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<td>World History in the Twentieth Century (3)</td>
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<td>Indian Classical Fusion Improvisation (1)</td>
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<td>Survey of Music History and Literature (Greek Antiquity to 1750) (3)</td>
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<td>Introduction to the Theatre (3)</td>
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<td>TA 302</td>
<td>History and Theory of the Theatre I (3)</td>
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<td>Diversity in American Theatre (3)</td>
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<td>Theory and Techniques of Acting I (3)</td>
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<td>Total Units:</td>
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</table>

1Select courses from at least three areas.

The Interdisciplinary Studies: Arts and Humanities Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression.

Career Information

Students who complete this degree pattern can find career opportunities in the growing film and entertainment industries; in education; in the design and fabrication industries, and as an independent contractor concentrating in the area of their study.

Humanities (HUM)

HUM 300 Classical Humanities

- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** None.
- **Advisory:** ENGWR 101, ESLW 320, LIBR 318, or LIBR 325 with a grade of "C" or better
- **Transferable:** CSU; UC
- **General Education:** AA/AS Area I; CSU Area C2; IGETC Area 3B
- **Catalog Date:** June 1, 2020

This course is a survey of Western culture that focuses on human accomplishment expressed through painting, sculpture, architecture, music, literature, religion, and philosophy. Emphasis is on the civilizations of the ancient world, Egypt, Greece, Rome, and the Middle Ages. Optional field trips may be scheduled.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- explain and analyze the role of the arts in society as well as analyze their functions as continuous relevant narratives.
- analyze major works of visual arts, music, and literature from each of the periods presented.
- evaluate and logically discuss in written and oral form key cultural and artistic concepts developed in Western culture from ancient times through the Middle Ages.
- compare thematic similarities across a broad range of artistic media, including oral and written literature, music, theatre, visual arts, and architecture.

HUM 310 Modern Humanities

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 101 or ESLW 320 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This is an interdisciplinary course dealing with Western Civilization: literature, art, music, philosophy, and history. This course concentrates on the period from the Renaissance in Europe to the present day.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize the role of the arts in society and their function as a continuous relevant narrative.
- analyze major works of visual arts, music, and literature from each of the periods presented.
- evaluate and logically discuss in written and oral form key cultural and artistic concepts developed in Western culture from the Italian Renaissance to modern times.
- compare thematic similarities across a broad range of artistic media, including oral and written literature, music, theatre, visual arts, and literature.

HUM 320 Asian Humanities

Units: 3
Hours: 54 hours LEC
Prerequisite: LIBR 318 or 325
Advisory: CSU; UC
Transferable: AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course introduces the cultural traditions, art, literature, music, philosophy, and history of the Far East from ancient times to the present. Emphasis is placed upon the relationship of the humanities to the history, religions, and cultural contexts of India, China, and Japan. Other regions and cultures, including Vietnam, Laos, and Korea may also be covered. Ethnocentrism and the relationships between cultures are also studied.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define the major artistic, philosophical, and literary works and movements of a wide variety of Asian cultures from ancient times to the present.
- evaluate the relationship between historical events and figures and the evolution of culture in Asia, (which may include India, China, and Japan, as well as Korea, Vietnam, Laos, and Thailand) from ancient times to the present.
- assess the role of religion and its impact on society in Asian society from ancient times to the present.
- analyze past and present connections between culture, philosophy, religion, and art in a wide variety of Asian traditions.
HUM 332 American Humanities

This course analyzes the literature, art, music, philosophy, and history of America, both before and after the arrival of European explorers. The arts of African American, Native American, Asian American, Eurocentric, and Latino cultures are investigated in order to understand the practical and aesthetic effects of race, ethnicity, class, and gender as they impact American life and culture.

Upon completion of this course, the student will be able to:

- synthesize and critique material from various sources and art forms and discuss them in their historical context.
- analyze the history, contribution, and artistic expression of the African American, Native American, Asian American, Anglo, and Latino cultures.
- identify and evaluate major artistic, literary, and musical works in American cultural history.
- analyze the role of ethnicity, ethnocentrism, and privilege and their impact on American culture.
- analyze and assess the position of American culture within an increasingly global world.

HUM 352 Religious Themes in Western Art, Literature and Music

This course explores major religious themes and their influence on cultural forms such as visual art, literature, philosophy, music, and film. The course emphasizes increasing students' appreciation of the works studied and encourages students to recognize the relationship between these works and the social context in which they were produced.

Upon completion of this course, the student will be able to:

- identify and critique significant cultural forms (music, visual arts, literature, etc.) and analyze these works in terms of the religious and historical context in which they appear.
- assess the impact of major religious traditions and values on the historical development of important secular institutions (such as economic, political, and educational systems) and support conclusions with examples drawn from appropriate cultural forms.
- synthesize various canonical materials from religious traditions (so-called "orthodox" scripture and other official doctrines) and explain the importance of (and perceived threat of) non-canonical sacred teachings (such as Christian Apocrypha, Gnostic scriptures, Kabbalah, and esoteric Islamic texts) followed by minority or marginalized groups.
- explain the process of religious transition during critical points in history (such as the adoption of Christianity by pagan groups in Europe or the transition from Arabian polytheism to Islam) and assess the impact on artistic forms.
- propose theories for differing roles and treatment of women/marginalized groups in various religious traditions throughout history (both between and within sacred narratives).
- analyze representations of various religions in contemporary popular culture and correlate these portrayals with current political movements and global events.
HUM 370 Women and the Creative Imagination

This course examines the creative powers of women throughout the history of art from antiquity to the present. The course offers an interdisciplinary perspective on the contributions of women artists as evidenced in literature and the visual and performing arts. Using gender as the primary lens of analysis, this course seeks to uncover the broader contexts of female experience by probing the relationship women artists had to the historical periods in which they lived and worked. A field trip may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the historical role of women in art, literature, and the performance arts within the context of their culture.
- discuss the religious, historical, cultural, economic, and technological factors that impacted the lives of women artists.
- analyze significant art forms produced by women.
- compare and contrast art, literature, and other arts created by women artists.

HUM 495 Independent Studies in Humanities

UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discuss and analyze the art, music, and literature of the culture or time period under study
- demonstrate an understanding of the cultural uses of art, music, and literature by the culture or time period under study
- critique various methodologies used in the research concerning the culture or time period under study
- develop theories concerning the meaning, symbolism, uses, and analyses of the art, music, and literature of the culture or time period under study
Human/Career Development
| Sacramento City College

Your success is our utmost concern and focus.

Whether you are a new graduate from high school entering college for the first time or you are a student returning to the academic environment, we have something for you. If you are the first in your family to attend college or you are new to the United States, we have something for you. If you are looking to change your career path or increase your skills for the job market, we also have something for you.

The majority of the Human Career Development courses at Sacramento City College are taught by Counseling Faculty.

**Dean**  
Rukiya Bates

**Department Chairs**  
Annette Barfield

**Phone**  
(916) 558-2204

**Email**  
counseling@scc.losrios.edu

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**Human/Career Development (HCD)**

**HCD 83 Diagnostic Learning in English**

- **Units:** 2
- **Hours:** 18 hours LEC; 54 hours LAB
- **Prerequisite:** None.
- **Catalog Date:** June 1, 2020

This is an intensive individualized and small group course offering learning strategies and instructional intervention for students who have difficulty learning English concepts despite traditional methods of instruction. This course is designed and monitored by the Learning dis(Abilities) Program instructor to develop the processing needed to improve reading, writing, and spelling.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- compensate for functional limitations and/or acquired English skills necessary to complete their educational objectives.
- examine and use various specialized instructional methodologies, as needed.
- apply word attack skills to reading and spelling.
- apply phonemic processing word attack skills to reading and spelling.

**HCD 84 Advanced Diagnostic Learning in English**

- **Units:** 2
- **Hours:** 18 hours LEC; 54 hours LAB
- **Prerequisite:** HCD 83 with a grade of "C" or better
- **Catalog Date:** June 1, 2020

This course is designed for students who have trouble learning English concepts with traditional modes of instruction. It builds on the content of HCD 83 by further developing students' perceptual skills to improve reading, writing, and spelling.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply intervention strategies to reading, writing, and spelling assignments in other departments.
- compensate for functional limitations and acquire English skills necessary to complete their educational objectives.
- examine and use adaptive learning devices and various specialized instructional methodologies.
- apply morphemic processing and syllabication skills to improve reading and spelling.

HCD 85 Diagnostic Learning in Mathematics

Units: 2
Hours: 18 hours LEC; 54 hours LAB
Prerequisite: None.
Enrollment Limitation: Student may take this class as long as they are also enrolled in a math class. This class supports math instruction.
Catalog Date: June 1, 2020

This course is designed for students with disabilities who have difficulty learning mathematics through traditional modes of instruction. The emphasis is on assisting students with learning disabilities to prepare for college-level mathematics. It offers individualized, self-paced instruction based upon students' current skills and educational goals.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- employ learning strategies to overcome their functional limitations and improve performance on mathematics tasks.
- relate concrete, hands-on examples, visual and cognitive models of math problems and concepts to the paper and pencil methods of solving equations.
- apply correct formulas and algorithms for solving math problems and equations.

HCD 86 Basic Math Strategies

Units: 2
Hours: 18 hours LEC; 54 hours LAB
Prerequisite: None.
Corequisite: MATH 28 or 34
Catalog Date: June 1, 2020

This course will cover study strategies for students with learning disabilities, who have difficulty in MATH 28 or MATH 34.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- employ learning strategies to overcome functional limitations and improve performance on mathematics tasks.
- relate concrete, hands-on examples, and visual and cognitive models of math problems and concepts to paper and pencil methods of solving equations.
- apply correct formulas and algorithms for solving math problems and equations.

HCD 88 Study Strategies

Units: 1
Hours: 9 hours LEC; 27 hours LAB
Prerequisite: None.
Catalog Date: June 1, 2020
This course will provide non-traditional instructional support for students with disabilities who are enrolled in other college courses. HCD 88 will be graded on a Pass/No Pass basis.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize pertinent learning strategy skills from the following areas: research methods; textbook reading strategies; notetaking strategies; organization of written assignments; editing and proofing of papers; test preparation and test-taking strategies; and time management.
- apply their learned strategy skills based upon their preferred learning style in future academic classes and in the workplace.
- apply self-advocacy skills to obtain accommodations and utilize accommodations throughout their college experience and in the workplace.

HCD 110 Building Foundations for Success

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
General Education: AA/AS Area III(b)
Catalog Date: June 1, 2020

This course provides success strategies and support services to entry level students. The strategies and support services are threaded through three critical areas that enhance student success: academic skills, personal life management, and educational navigation. Optional field trip(s) may be included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply appropriate strategies for time management, goal setting, and note taking.
- recognize personal learning styles and apply study techniques to enhance classroom success.
- apply study techniques and apply test-taking strategies to enhance personal/academic success.
- develop analytical and problem solving skills with regard to circumstances occurring in the personal, educational, and workplace environment.
- apply techniques to improve and enhance physical and emotional wellness.
- identify healthy networks of support.
- demonstrate successful collaborations in a diverse environment; describe their influence and the benefits in building relationships within a diverse group.
- identify college programs and services.
- demonstrate an understanding of their rights and responsibilities as a college student.

HCD 114 Human Potential Seminar

Units: 2
Hours: 36 hours LEC
Prerequisite: None.
Catalog Date: June 1, 2020

This course provides an in-depth examination of techniques to be used in enhancing one's chances for success in college. It is designed to meet the needs of students who are experiencing difficulty in achieving their goals in higher education. Course topics include: motivation, goal setting, communication skills, time management, exam preparation, note taking, and reading college textbooks. This course is designed to assist students to become better prepared for the expectations of college and for those who seek to improve their academic standing.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- apply stress management strategies and techniques.
- examine a variety of skills, ideas, and techniques for academic success.
- identify, locate, and utilize a variety of college support services.
- contrast and compare successful and non-successful behavior related to academic success.
- develop planning and decision-making processes.

**HCD 116 Orientation to College**

**Units:** 0.5 - 1
**Hours:** 9 - 18 hours LEC
**Prerequisite:** None.
**Catalog Date:** June 1, 2020

This course is designed to introduce the student to college resources, programs, and services. Topics covered include short-term goal setting, motivation, time management, skill and interest assessment, educational alternatives, college requirements, and procedures. A field trip may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply short-term goal setting.
- assess skills, interests, and abilities.
- develop an educational plan and identify the elements that go into developing short and long term plans.
- identify the access path to academic and student service programs that can assist in achieving goals.
- identify college academic requirements, standards, and student code of conduct.
- identify the skills and behaviors necessary to be a successful student.
- compare and contrast different systems of higher education.
- cite a number of certificate and Associate Degree programs offered by Sacramento City College and other Los Rios Colleges.

**HCD 118 College Readiness - Success Academy**

**Units:** 3
**Hours:** 54 hours LEC
**Prerequisite:** None.
**Enrollment Limitation:** Instructor consent required for enrollment.
**Catalog Date:** June 1, 2020

This course provides students with an introduction to student learning expectations and the outcomes of higher education. The course will introduce students to strategies for graduating from community college and university systems by exploring four central themes: (1) Academic Success, (2) Community, (3) Transition, and (4) Safety and Wellness. Success strategies and support services are integrated through the course in the following areas: team building activities, student and faculty mentoring, academic skills, personal life management, and educational navigation. University and/or related field trips may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize strategies to effectively participate in student communities in a college-level setting.
- understand the importance of the matriculation process and develop tools and strategies to navigate the college system.
- build relationships with college staff and faculty, and become more aware of college support services.
- recognize the benefits of campus and university tours, technology, multiple artistic expressions, and the “sampler series,” which includes presentations by professors discussing a variety of majors and academic departments on campus.
demonstrate the importance of identifying resources and seeking help during challenging times.

HCD 138 MESA/CCCP Orientation

This course is designed to assist MESA students in obtaining the knowledge and skills necessary to reach their educational objectives in engineering, mathematics, and science-related fields. Topics to be covered include: decision making on careers, education and personal enrichment, study skills and habits, time management, academic preparation, career ladders, building of self-confidence, and educational and career success strategies. A field trip may be offered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify professions in the mathematics, science, and engineering fields and differentiate between a variety of sub-specialties.
- use collaborative learning skills.
- apply decision making strategies to create school, study, and career plans.
- identify the colleges that match student needs academically, personally, and vocationally.
- develop successful team building strategies.

HCD 302 The Puente Project

This course is designed to assist under-represented, motivated students by promoting transfer, student success, and community leadership. Topics in this course include time management, graduation and transfer requirements, campus and community resources, creating a personal statement, and developing mentor relationships. Field trips may be required. Alternative assignments will be provided for those students who cannot participate on the field trips.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- formulate an educational plan based on academic and career goals.
- evaluate and apply information relevant to graduation and transfer processes.
- differentiate between the admission and academic requirements of private universities and public higher education systems in California.
- develop a personal statement.
- develop a working resume.
- examine a sense of self within their own culture.
- recognize, through experience, the importance of community involvement and leadership.
- recognize the usefulness of developing mentor relationships.
HCD 310 College Success

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENWR 300, ESLR 340, and ESLW 340 with grades of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area III(b); CSU Area E1
Catalog Date: June 1, 2020

This course provides students with an introduction to student learning expectations and the outcomes of higher education. Through exposure, exploration, and application of intellectual, social, cultural, and psychological principles students will obtain the skills necessary to reach their educational objectives and prepare them for the challenges of the educational curriculum required to be successful in higher education. Students will expand their knowledge and personal awareness in regard to academic motivation, self-discipline, career exploration, and personal responsibility. Strategies will include an introduction to critical thinking in an academic setting, effective communication skills, goal setting techniques, and study skills. College resources and information competency will also be covered. It is highly recommended for new, continuing, and returning students. The course may be offered for specific populations. An optional field trip may be included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify critical thinking skills for analyzing, evaluating and synthesizing college level material and determine how these higher learning/thinking skills impact their influence and contributions to society/community.
- employ critical thinking skills, to explore the relationship between higher education and life-long learning opportunities and apply this knowledge to make informed decisions in selecting a major, career and/or transfer goal.
- identify the importance of personal and social responsibility and examine their own levels of self-knowledge regarding psychological and sociological perspectives of human diversity and self-management.
- demonstrate information literacy skills for success in college, through effective search, select and evaluation of information.

HCD 312 Guidance for U.S. Newcomers

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU
General Education: AA/AS Area III(b)
Catalog Date: June 1, 2020

This course will introduce U.S. newcomers to cross-cultural issues and college expectations. Topics may include concepts on cultural adjustment while addressing study skill methods necessary for success in a U.S. college environment. Student rights and responsibilities, and student support services will be covered. Information obtained through general education requirements will assist in the development of a student educational planner. Optional field trips may be included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the cultural transitional issues faced by non-native English speakers.
- identify available community and college resources.
- demonstrate knowledge of career planning techniques.
- describe the importance of time management and its role in college success.
- recognize what students rights and responsibilities are as stated in SCC’s college catalog and student guide.

HCD 318 Transfer: Making It Happen

Units: 2
Hours: 36 hours LEC
Prerequisite: None.
This course will introduce community college students to strategies for successful transfer and eventual graduation from four-year colleges or universities. College research, application process, transfer resources, general education breadth and major requirements, and differentiation between college selection and majors will be examined. Self-assessment of values, interests, and well-being will be included. Current transfer trends and issues will also be addressed. Optional field trips may be included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- formulate a transfer plan based on goals, values, personal characteristics, and resources.
- differentiate between the admission and academic requirements of the three systems of higher education in California as well as out-of-state institutions.
- organize the materials needed for successful college applications.

HCD 330 Life and Career Planning

This course offers a holistic approach to life and career planning based on extensive measurement of interests, aptitudes, skills, values, personality, and life and personal circumstances. Personal and career goals will be formulated using career research and decision-making strategies.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- interpret and appraise their aptitudes, interests, values, skills and personality characteristics and relate their relationship to the world of work.
- analyze and apply the principles of decision making and describe the types of careers that match with their research and assessment results.
- research occupational information and formulate an academic and occupational plan employing information gathered.
- describe the goal-setting process and apply it to their own life and career planning.

HCD 495 Independent Studies in Human Career Development

Upon completion of this course, the student will be able to:

- discuss and prepare an outline proposal for the focus of study.
- utilize various information resources to successfully complete their focus of study.
- analyze information and apply the skills necessary to complete an independent study relative to the discipline content area.
• demonstrate an ability to utilize critical thinking skills in the development of the independent study.

• assess and/or examine research information.

• utilize college success strategies in the area of time management and study skills to develop, produce, and complete an independent study.
Independent studies in human services offers students a chance to do research and/or experimentation that is more typical of industry and graduate student work.

Dean
Patti Leonard

(916) 558-2551
JaimeCB@scc.losrios.edu

Human Services (HSER)

HSER 495 Independent Studies in Human Services

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among college, faculty members and students. Independent studies in human services offers students a chance to do research and/or experimentation that is more typical of industry and graduate student work.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- produce work independently on human services related topics.
- debate human services topics with other professionals in the field.

HSER 1000 Supervised Tutoring

Units: 0
Hours: 0.01 hours LEC
Prerequisite: None.
Enrollment Limitation: Student must be enrolled in a college credit course and be referred to tutoring by an instructor or counselor.
Catalog Date: June 1, 2020

This course offers individualized tutoring designed to assist students to increase their success in college courses. Content will vary depending upon the adjunct course. Students may enroll in more than one section for support with more than one college course per semester. This course may be repeated in subsequent semesters.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- report an improved understanding of class concepts.
- report increased confidence in his or her ability to meet coursework requirements.
- express an increased understanding and use of strategies that lead to course success.
History | Sacramento City College

The history major fosters an understanding of ourselves and our world through the study of the remote and recent past. The program develops critical thinking through exposure to a variety of historical themes, analysis and evaluation of evidence, and different points of view. Completion of the major prepares students for transfer to B.A. programs in history and for graduate studies in history leading to the M.A. and Ph.D. degrees. It also equips students for careers in business, government, teaching, law, or journalism.

Dean
Dennis Lee

Department Chairs
Dominic Cerri

(916) 558-2401
SCC-BSS@losrios.edu

Associate Degrees for Transfer

A.A.-T. in History

The history major fosters an understanding of ourselves and our world through the study of the remote and recent past. The program develops critical thinking through exposure to a variety of historical themes, analysis and evaluation of evidence, and different points of view. Completion of the major prepares students for transfer to B.A. programs in history and for graduate studies in history leading to the M.A. and Ph.D. degrees. It also equips students for careers in business, government, teaching, law, or journalism. The Associate in Arts in History for Transfer (AA-T) prepares students for seamless transfer into the CSU system to complete a baccalaureate in History or related field.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>HIST 300</td>
<td>History of Western Civilization (3)</td>
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<tr>
<td>or HIST 307</td>
<td>History of World Civilizations to 1500 (3)</td>
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<tr>
<td>HIST 302</td>
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<td>HIST 310</td>
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<tr>
<td>or HIST 320</td>
<td>History of the United States: African-American Emphasis (3)</td>
<td>3</td>
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<tr>
<td>or HIST 483</td>
<td>History of the United States - Honors (3)</td>
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<tr>
<td>COURSE CODE</td>
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<tr>
<td>or HIST 486</td>
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<tr>
<td>HIST 311</td>
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<td>Recent United States History (3)</td>
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<td>History of the United States: African-American Emphasis (3)</td>
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<td>HIST 327</td>
<td>History of the Chicano/Mexican American (3)</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<td>HIST 360</td>
<td>History of African Civilizations (3)</td>
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<td>HIST 364</td>
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<td>HIST 381</td>
<td>Modern Palestinian History and Culture (3)</td>
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**One course from the following group if not used above:**

A minimum of 3 units from the following:

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<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
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<td>or ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<tr>
<td>ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<td>ETHNS 300</td>
<td>Introduction to Ethnic Studies (3)</td>
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<tr>
<td>GEOG 320</td>
<td>World Regional Geography (3)</td>
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<td>HIST 381</td>
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<tr>
<td>POLS 480</td>
<td>Introduction to International Relations - Honors</td>
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<td>or POLS 310</td>
<td>Introduction to International Relations</td>
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<tr>
<td>PSYC 320</td>
<td>Social Psychology</td>
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<tr>
<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States</td>
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<td>Race, Ethnicity and Inequality in the United States - Honors</td>
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<tr>
<td>WGS 300</td>
<td>Introduction to Women and Gender Studies</td>
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<td></td>
<td><strong>Total Units:</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

The Associate in Arts in History for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate and analyze diverse experiences and perspectives in history through an examination of conflicting narratives and power imbalances.
- demonstrate an understanding of distinct local, regional, and global experiences and their interconnectedness to foster active civic engagement.
- generate significant open-ended questions about the past, and critically analyze primary and secondary sources to construct oral and written historical arguments.
- demonstrate breadth of knowledge of important social, economic, cultural, political, and intellectual currents while recognizing the continuum between the past and present.

### Associate Degrees

#### A.A. in History

The history major fosters an understanding of ourselves and our world through the study of the remote and recent past. The program develops critical thinking through exposure to a variety of historical themes, analysis and evaluation of evidence, and different points of view. The major prepares students for transfer to B.A. programs in history. It also equips students for careers in business, government, teaching, law, or journalism.

Transfer Program: Transfer students should consult the Transfer Information section in this catalog and the History or related major sections of the catalog for the specific institution to which they wish to transfer to determine admissions, general education, and major requirements. Consultation with an SCC counselor is advised.

**Catalog Date:** June 1, 2020

### Degree Requirements
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<th>COURSE CODE</th>
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<td><strong>Introduction to Early United States History:</strong></td>
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<tr>
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<tr>
<td><strong>Introduction to Western Civilization or World Civilizations:</strong></td>
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<td>[ HIST 300</td>
<td>History of Western Civilization (3)</td>
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<tr>
<td><strong>Breadth Area. Some courses can be used to satisfy Breadth Area if they were not taken to satisfy Introduction to World and Western Civilizations requirement:</strong></td>
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<tr>
<td>A minimum of 6 units from the following:</td>
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<tr>
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</tbody>
</table>

The History Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- evaluate and analyze diverse experiences and perspectives in history through an examination of conflicting narratives and power imbalances.
- demonstrate an understanding of distinct local, regional, and global experiences and their interconnectedness to foster active civic engagement.
History (HIST)

HIST 300 History of Western Civilization

This is a study of Western Civilization from pre-historic times to the Reformation. The focus of the course will be on the history of Europe, including a general account of those political, economic, and social institutions as well as the cultural and intellectual forces that have contributed to the making of European societies. The course will examine prehistorical culture, the Ancient Near East, Greece, Rome, the Middle Ages, the Renaissance, and the Reformation. Students should expect to write a minimum of 3,000 words.

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in the history of Western Civilization from pre-historic times to the Renaissance. (ProLO 4)
- generate significant open-ended questions about the history of Western Civilization, and critically analyze primary and secondary sources to construct historical arguments orally and/or in writing. (ProLO 3)
- evaluate and analyze diverse experiences and perspectives in the history of Western Civilization through an examination of conflicting narratives and power imbalances. (ProLO 1)
- apply historical knowledge and historical thinking to contemporary issues. (ProLOs 2, 3, 4)
- collect, sift, organize, question, synthesize, and interpret complex historical material. (ProLOs 1, 2, 3, 4)

HIST 302 History of Western Civilization

This is a study of Western Civilization from the Renaissance to the present. The course will focus on the political, economic, social, cultural, and intellectual forces that have contributed to the making of modern European societies. Students should expect to write a minimum of 3,000 words.

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in the history of Western Civilization from the Renaissance to the present. (ProLO 4)
- generate significant open-ended questions about the history of Western Civilization, and critically analyze primary and secondary
HIST 307 History of World Civilizations to 1500

This course surveys world history to 1500 with an emphasis on the dynamic interaction of cultures and peoples. The course will emphasize the role of social, political, economic, cultural, and intellectual forces as they shape the major world civilizations. It will also focus on the legacy of these civilizations and their contributions to our present cultures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate breadth of knowledge of important social, economic, cultural, political, and intellectual currents in World History while recognizing the continuum between the past and the present. (Chronology)
- evaluate and analyze diverse experiences and perspectives in World History through an examination of various historical sources. (Diversity)
- generate significant open-ended questions about the past, and critically analyze primary and secondary sources to construct historical arguments orally and in writing. (Historical Thinking)
- demonstrate an understanding of distinct local, regional, and global experiences and their interconnectedness to engage responsibly in the world. (Citizenship)

HIST 308 History of World Civilizations, 1500 to Present

This course is a survey of world history from 1500 to the present with an emphasis on the dynamic interaction of cultures and peoples. The focus is on the role played by social, political, economic, cultural, and intellectual forces in shaping the major world civilizations, the legacies of these civilizations, and the on-going tension between tradition and modernity.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate breadth of knowledge of important social, economic, cultural, political, and intellectual currents in World History while recognizing the continuum between the past and the present. (Chronology)
- evaluate and analyze diverse experiences and perspectives in World History through an examination of conflicting narratives and power imbalances. (Diversity)
- generate significant open-ended questions about the past, and critically analyze primary and secondary sources to construct...
HIST 309 World History in the Twentieth Century

This course examines the major historical developments of the 20th Century world: nationalist and revolutionary movements; the development of modern capitalist, communist, and fascist systems; the dynamics of modern colonialism; postcolonial issues; ethnic conflict; environmental challenges; the emergence of new global systems, and the significance of new communication technologies for political movements and nation-states.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate breadth of knowledge of important social, economic, cultural, political, and intellectual currents in World History while recognizing the continuum between the past and the present. (Chronology)
- evaluate and analyze diverse experiences and perspectives in World History through an examination of conflicting narratives and power imbalances. (Diversity)
- generate significant open-ended questions about the past, and critically analyze primary and secondary sources to construct historical arguments orally and in writing. (Historical Thinking)
- demonstrate an understanding of distinct local, regional, and global experiences and their interconnectedness to engage responsibly in the world. (Citizenship)

HIST 310 History of the United States

This course surveys the history of the United States by examining its Native American, European, and African backgrounds beginning with pre-historic migrations of America's first inhabitants through the end of Reconstruction in 1877. This course emphasizes the roles played by cultural, economic, intellectual, political, and social institutions in American history, with an eye toward understanding the history of multiple ethnic groups in a comparative framework. Credit may be earned for History 310 or History 483, but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in United States history through Reconstruction. (ProLo 4)
- generate significant open-ended questions about United States history, and critically analyze primary and secondary sources to construct oral and written historical arguments. (ProLo 3)
- evaluate and analyze the diverse experiences and perspectives of multiple ethnic groups in United States history through an examination of conflicting narratives and power imbalances. (ProLo 1)
- demonstrate an understanding of the interconnectedness between United States and global history to foster active civic engagement. (ProLo 2)
**HIST 311 History of the United States**

- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** None.
- **Advisory:** Eligibility for ENGRWR 300, ENGRWR 108, or ESLW 340, or placement through the assessment process.
- **Transferable:** CSU; UC
- **General Education:** AA/AS Area V(a); AA/AS Area V(b); AA/AS Area V(c); CSU Area C2; CSU Area D6; CSU Area F1; CSU Area F3; IGETC Area 3B; IGETC Area 4F
- **C-ID:** C-ID HIST 140
- **Catalog Date:** June 1, 2020

This course covers the development of American Institutions and society from Reconstruction to the present and partially fulfills American Institutions requirements for California State University and the University of California. The course emphasizes the role played by political, economic, social, cultural, and intellectual forces on the culture and development of multiple ethnic groups in a comparative format. HIST 484 is the "honors" equivalent of HIST 311. Students eligible for the Honors Program may elect to take HIST 484 instead of History 311. Because of the close similarity of the courses credit may be earned for HIST 311 or for HIST 484 but not for both.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in United States history from 1865 to the present. (ProLO 4)
- generate significant open-ended questions about United States history and critically analyze primary and secondary sources to construct historical arguments orally and/or in writing. (ProLO 3)
- evaluate and analyze the diverse experiences and perspectives of multiple ethnic groups in United States history through an examination of conflicting narratives and power imbalances. (ProLO 1)
- demonstrate an understanding of the inter-connectedness between United States history and global history to foster active civic engagement. (ProLO 2)
- apply historical knowledge and historical thinking to contemporary issues. (ProLOs 2, 3, 4)
- collect, sift, organize, question, synthesize, and interpret historical material. (ProLOs 1, 2, 3, 4)

**HIST 314 Recent United States History**

- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** None.
- **Advisory:** Eligibility for ENGRWR 300, ENGRWR 108, or ESLW 340, or placement through the assessment process.
- **Transferable:** CSU; UC
- **General Education:** AA/AS Area V(a); AA/AS Area V(b); AA/AS Area V(c); CSU Area C2; CSU Area D6; IGETC Area 3B; IGETC Area 4F
- **Catalog Date:** June 1, 2020

This course covers United States history from 1945 to the present, offering an in-depth study of post-World War II United States history. The course emphasizes the role played by political, economic, social, cultural, and intellectual forces in shaping the American past and leading to present society. A major focus is the culture and development of multiple ethnic groups in a comparative format. Credit may be earned for HIST 314 or HIST 485, but not both.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in United States history since 1945 (ProLo 4).
- generate significant open-ended questions about United States history, and critically analyze primary and secondary sources to construct historical arguments orally and/or in writing (ProLo 3).
- evaluate and analyze diverse experiences and perspectives in United States history through an examination of conflicting narratives and power imbalances (ProLo 1).
demonstrate an understanding of the interconnectedness between United States history and global history to foster active citizenship (ProLos 1, 2).

- apply historical knowledge and historical thinking to contemporary issues (ProLos 2, 3, 4).

- collect, sift, organize, question, synthesize, and interpret complex material (ProLos 1, 2, 3, 4).

HIST 320 History of the United States: African-American Emphasis

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<td>Hours:</td>
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<tr>
<td>Prerequisite:</td>
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</tr>
<tr>
<td>Advisory:</td>
<td>Eligibility for ENGWR 300, ENGWR 108, or ESLW 340, or placement through the assessment process.</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area V(a); AA/AS Area V(b); AA/AS Area V; CSU Area C2; CSU Area D; CSU Area F1; CSU Area F2; IGETC Area 3B; IGETC Area 4</td>
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<td>C-ID HIST 130</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course covers the development of American Institutions and society through Reconstruction and fulfills American Institutions requirements for California State University and the University of California. The course emphasizes the role played by political, economic, cultural, and intellectual forces in American society and the development of multiple ethnic groups in a comparative format. Beginning on the African Continent, this course will also examine the origins of the Atlantic Slave Trade and its implications for North American labor systems, including slavery. The course pays particular attention to the ways in which black people have influenced the formation and development of this nation; and examines the ways in which racial issues have shaped American society, culture, and politics. Credit may be earned for HIST 320 or HIST 486, but not both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in United States history through Reconstruction. (ProLo 4)

- generate significant open-ended questions about United States history and critically analyze primary and secondary sources to construct historical arguments orally and/or in writing. (ProLo 3)

- evaluate and analyze diverse experiences and perspectives in United States history through an examination of conflicting narratives and power imbalances. (ProLo 1)

- explain the interconnectedness between United States history and global history to foster active civic engagement.

- apply historical knowledge and historical thinking to contemporary issues. (ProLos 2, 3, 4)

- collect, sift, organize, question, synthesize, and interpret complex material. (ProLos 1, 2, 3, 4)


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<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
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<tr>
<td>Advisory:</td>
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<td>Transferable:</td>
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<td>General Education:</td>
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<td>C-ID:</td>
<td>C-ID HIST 140</td>
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</table>

This course covers the development of American Institutions and society from Reconstruction to the present and partially fulfills American Institutions requirements for California State University and the University of California. The course emphasizes the role played by political, economic, cultural, and intellectual forces in American society and the development of multiple ethnic groups in a comparative format. Beginning with a review of the Civil War, HIST 321 closely examines the Reconstruction Era, the societal “place” of African Americans, the development of “Jim Crow” segregation, and the subsequent legal demise of segregation in American life. This course pays close attention to the ways in which African American people have subsequently shaped and contributed to American society, culture, and politics. Credit may be earned for HIST 321 or HIST 487, but not both.
Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in United States history from 1865 to the present. (ProLo 4)
- generate significant open-ended questions about United States history and critically analyze primary and secondary sources to construct historical arguments orally and/or in writing. (ProLo 3)
- evaluate and analyze diverse experiences and perspectives in United States history through an examination of conflicting narratives and power imbalances. (ProLo 1)
- explain the interconnectedness between United States history and global history to foster active civic engagement.
- apply historical knowledge and historical thinking to contemporary issues. (ProLo 2, 3, 4)
- collect, sift, organize, question, synthesize, and interpret complex material. (ProLo 1, 2, 3, 4)

HIST 327 History of the Chicano/Mexican American

This course examines the history of Chicanos/Mexican Americans in North America. It explores pre-Columbian civilizations and the experiences of Chicanos/Mexican Americans within the United States from the colonial period to the present. This course investigates the social, political, economic, legal, and cultural experiences of Chicanos/Mexican Americans and their contributions to American institutions.

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in United States history as experienced by Chicanos/Mexican Americans. (ProLo 4)
- generate significant open-ended questions about Chicanos/Mexican Americans in U.S. history, and critically analyze primary and secondary sources to construct oral and written historical arguments. (ProLo 3)
- evaluate and analyze the diverse experiences and perspectives of Chicanos/Mexican Americans in relation to multiple ethnic groups in United States history through an examination of conflicting narratives and power imbalances. (ProLo 1)
- demonstrate an understanding of the interconnectedness between the United States, Mexican, and global history to foster active civic engagement. (ProLo 2)
- apply historical knowledge and historical thinking to contemporary issues. (ProLo 2, 3, 4)
- collect, sift, organize, question, synthesize, and interpret complex material. (ProLo 1, 2, 3, 4)

HIST 344 Survey of California History: A Multicultural Perspective

This course is a survey of the history of California with an emphasis on the evolution of the state as a multicultural society, beginning with Native Californian cultures prior to contact with Europeans and continuing to the present. Above all, the course examines, compares, and evaluates the historical experiences of Native Californian, Spanish, Mexican, Asian, African American, European American, and other cultural groups and the role the dynamic interaction of those groups has played in creating contemporary realities in California. Field trips to local sites of historical significance may be included.

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in United States history as experienced by Chicanos/Mexican Americans. (ProLo 4)
- generate significant open-ended questions about Chicanos/Mexican Americans in U.S. history, and critically analyze primary and secondary sources to construct oral and written historical arguments. (ProLo 3)
- evaluate and analyze the diverse experiences and perspectives of Chicanos/Mexican Americans in relation to multiple ethnic groups in United States history through an examination of conflicting narratives and power imbalances. (ProLo 1)
- demonstrate an understanding of the interconnectedness between the United States, Mexican, and global history to foster active civic engagement. (ProLo 2)
- apply historical knowledge and historical thinking to contemporary issues. (ProLo 2, 3, 4)
- collect, sift, organize, question, synthesize, and interpret complex material. (ProLo 1, 2, 3, 4)
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in California history. (ProLo 4)
- generate significant open-ended questions about United States history and critically analyze primary and secondary sources to construct historical arguments orally and/or in writing. (ProLo 3)
- demonstrate an understanding of the inter-connectedness between California history, US history, and global history to foster active citizenship. (ProLo 2)
- collect, sift, organize, question, synthesize, and interpret historical material. (ProLos 1, 2, 3, 4)
- evaluate and analyze the diverse experiences and perspectives of multiple ethnic groups in California history through an examination of conflicting narratives and power imbalances. (ProLo 1)
- identify and analyze the historical origins and evolution of California’s multicultural society. (ProLos 1, 2)
- identify and analyze the contributions of diverse cultural groups to the historical evolution of California society. (ProLos 1, 2)
- examine the origins and development of California’s constitution, including the constitutional revision in 1878, and Progressive Era reforms in the early 20th century (especially the nonpartisan ballot, and the initiative, referendum, and recall process). (ProLos 2, 4)

HIST 360 History of African Civilizations

This course is an introductory survey of African history from prehistory to the present. Major topics will include the rise of societies and states in Africa to 1500 CE, the introduction of Christianity and Islam, the Atlantic slave trade, European colonialism, and the emergence of nation states in modern Africa. The course examines the development of social, political, and economic institutions in Africa, the interactions of peoples and cultures, and Africa’s place in global history.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate breadth of knowledge of the major historical events and forces in African History. (ProLo 4)
- generate significant open-ended questions about the African past, and critically analyze primary and secondary sources to construct historical arguments orally and in writing. (ProLo 3)
- incorporate and synthesize an understanding of indigenous political, social, and religious institutions in the study of African history. (ProLos 1 and 4)
- assess and analyze African participation and engagement in global trends and developments as well as the impact of outside influences on Africa. (ProLo 2)
- evaluate and analyze the importance of the diversity of experience and perspectives in African History with an examination of conflicting narratives and power imbalances. (ProLo 1)
- demonstrate an understanding of the connection between the African past and the African present to engage responsibly in the world. (ProLo 2)

HIST 364 Asian Civilization

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | Eligibility for ENGWR 300, ENGWR 108, or ESLW 340, or placement through the assessment process. |
| Transferable: | CSU; UC |

This course is an introductory survey of Asian history from prehistoric times to the present. Major topics will include the rise of societies and states in Asia to 1500 CE, the rise of empires and dynasties, the European colonial encounter, and the modern nation states of Asia. The course examines the development of social, political, and economic institutions in Asia, the interactions of peoples and cultures, and Asia’s place in global history.
This course surveys Asian civilizations to 1600 with an emphasis on East Asia and South Asia. The course focuses on the major social, cultural, economic, and political transformations of Asia, particularly highlighting the influence of these peoples and states on each other and the world. The course will provide students with a historical understanding of topics such as: the rise of complex societies, states, and empires across Asia; the relationship between settlement-based civilizations and the herding civilizations of Central Asia; the emergence of various philosophies, religions, and identities across Asia; Asian technology and innovations; the impact of the Mongol Empire; and the changing relationship of Asia to the wider world.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate breadth of knowledge of important social, economic, cultural, political, and intellectual currents in Asian history through 1600. (ProLO 4)
- generate significant open-ended questions about Asian history through 1600, and critically analyze primary and secondary sources to construct historical arguments orally and in writing. (ProLO 3)
- evaluate and analyze diverse experiences and perspectives in Asian history through an examination of conflicting narratives and power imbalances. (ProLO 1)
- assess and analyze the history of Asian participation and engagement in global trends and developments as well as the impact of outside influences on Asian history through 1600. (ProLOs 1, 2)
- demonstrate an understanding of the connection between the Asian past and the Asian present to engage responsibly in the world. (ProLO 2, 4)
- collect, sift, organize, question, synthesize, and interpret complex material. (ProLOs 1, 2, 3, 4)

HIST 365 Asian Civilization

This course surveys Asian civilizations from 1600 with an emphasis on East Asia and South Asia. The course focuses on the major social, cultural, economic, and political transformations of Asia since 1600, particularly highlighting the influence of these peoples and states on each other and the world. The course will provide students with a historical understanding of topics such as: internal and external pressures on Asian states and peoples, such as European and U.S. imperialism; the rise and transformation of Asian nationalism and nationalist movements; the impact of modern wars and revolutions on Asia; and the relationship between Asia and the wider world from 1600 to the present.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate breadth of knowledge of important social, economic, cultural, political, and intellectual currents in Asian history since 1600. (ProLO 4)
- generate significant open-ended questions about Asian history since 1600, and critically analyze primary and secondary sources to construct historical arguments orally and in writing. (ProLO 3)
- evaluate and analyze diverse experiences and perspectives in Asian history through an examination of conflicting narratives and power imbalances. (ProLO 1)
- assess and analyze the history of Asian participation and engagement in global trends and developments as well as the impact of outside influences on Asian history since 1600.
- demonstrate an understanding of the connection between the Asian past and the Asian present to engage responsibly in the world. (ProLOs 2, 4)
- collect, sift, organize, question, synthesize, and interpret complex material. (ProLOs 1, 2, 3, 4)
HIST 373 History of Mexico

This general survey of Mexican history introduces the cultural, economic, political, and social factors that have shaped Mexico from the pre-Columbian era to the present. Topics of study include pre-Columbian civilizations such as the Olmecs, Maya, and Aztecs and their cultural contributions through architecture and fine arts, the Spanish conquest, colonial New Spain, race, class, and gender in Mexican society, wars of independence and nation building, foreign invasions by the United States and France, the age of Porfirio Diaz, the Revolution of 1910, the modernization of Mexico, and U.S.-Mexico relations.

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in Mexican history from the pre-Columbian era to the present. (ProLo 4)
- generate significant open-ended questions about Mexican history, and critically analyze primary and secondary sources to construct oral and written historical arguments. (ProLo 3)
- evaluate and analyze diverse experiences and perspectives in Mexican history through an examination of conflicting narratives and power imbalances. (ProLo 1)
- demonstrate an understanding of the interconnectedness between Mexican, continental, and global history to foster active civic engagement. (ProLo 2)
- apply historical knowledge and historical thinking to contemporary issues. (ProLos 2, 3, 4)
- collect, sift, organize, question, synthesize, and interpret complex material. (ProLos 1, 2, 3, 4)

HIST 375 The History of Modern Latin America and Caribbean

This course offers a general survey of Latin America and Caribbean history from the 19th century to the present, with focus on social, political, economic, and cultural developments. Course themes include the complex and gradual process of nation building, the region’s incorporation into the global economy, the impact this has had on development and consequential nationalistic re-assertions, the way in which notions of race, class, and gender have informed these processes; the politics of populism, revolution, dictatorship and democracy; and the complex relationship Latin America and the Caribbean share with the United States.

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in Latin America and Caribbean history since Independence (ProLo 4).
- generate significant open-ended questions about Latin America and Caribbean history, and critically analyze primary and secondary sources to construct historical arguments orally and/or in writing (ProLo 3).
- evaluate and analyze diverse experiences and perspectives in Latin America and Caribbean history through an examination of conflicting narratives and power imbalances (ProLo 1).
- analyze Latin America and Caribbean societies in a comparative context to understand the historical construction of differences and similarities (e.g. race, class, gender, etc.) among groups and regions (ProLos 1, 2).
- apply historical knowledge and historical thinking to contemporary issues (ProLos 2, 3, 4).
- collect, sift, organize, question, synthesize, and interpret complex material (ProLos 1, 2, 3, 4).
HIST 380 History of the Middle East

This course surveys the history of the Middle East (Southwest Asia) and North Africa with emphasis on the period from the 6th century CE (AD) to the present. The course focuses on the major social, economic, political, and cultural transformations of the region, while taking into account both regional and global contexts of interaction and change in a comparative format. This course will provide students with a historical understanding of the impact of European colonialism, the discovery of petroleum and its consequences, the Palestinian-Israeli conflict, and the role played by the United States in the region.

Upon completion of this course, the student will be able to:

- demonstrate breadth of knowledge of important social, economic, cultural, political, and intellectual currents in the History of Southwest Asia and North Africa (SWANA) from later antiquity to the present. (ProLO 1)
- analyze the history and society of SWANA in a comparative context, understand the historical construction of differences and similarities among groups and regions (e.g. race, class, gender, nation and ethnicity), and recognize the contributions and interactions of such groups to SWANA history. (ProLO 2)
- generate meaningful open-ended questions about the SWANA past and critically analyze primary and secondary sources to construct historical arguments orally and in writing, employing critical thinking skills that include comparative analysis. (ProLO 3)
- compare, examine, and understand the historical interactions of people in SWANA with peoples and cultures in other parts of Africa, Asia, and Europe through global trade and communication networks, and demonstrate an understanding of distinct local, regional, and global experiences and their interconnectedness in order to engage responsibly in the world. (ProLO 4)
- examine the role of the global economy, natural resources, and geopolitical considerations on the development of the modern SWANA region and its peoples. (ProLOs 1, 2, 3, &4)

HIST 381 Modern Palestinian History and Culture

This course is an introduction to modern Palestinian history and culture. After establishing the ancient historical context of Palestine at the crossroads of Asia, Africa, and the Mediterranean and as an early center of agriculture and civilization, this course focuses mainly on 16th century Ottoman rule to the present. The course covers the impacts of Ottoman rule, the pressures of British and French imperialism, the British Mandate over Palestine, the establishment of the state of Israel, and current Palestinian realities. Palestine’s social and cultural diversity, as well as its place in the imagination of people and movements outside the region, is an important part of its history.

Upon completion of this course, the student will be able to:

- demonstrate breadth of knowledge of important social, economic, cultural, political, and intellectual currents in modern Palestinian history and culture while recognizing the continuum between past and present. (ProLO 1)
- evaluate and analyze diverse experiences and perspectives in modern Palestinian history and culture through an examination of a variety of sources and experiences, including conflicting narratives and power imbalances. (ProLO 2)
- generate meaningful open-ended questions about the Palestinian past, and critically analyze primary and secondary sources to construct historical arguments orally and in writing, and recognize the contested nature of historical narratives. (ProLO 3)
- recognize the various contending and conflicting regional and global forces on Palestinian society and demonstrate their connections to local, national, and regional developments, and compare Palestinian experiences of those forces with those of
other groups in Asia, Africa, and the Americas. (ProLO 4)

- examine the role of Palestinian history and culture in its local, regional, and global contexts, including points of contact or interconnectedness with social justice struggles which call for engaging responsibly in the world. (ProLO 4)

HIST 483 History of the United States - Honors

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
Advisory: Eligibility for ENGWR 300, ENGWR 108, or ESLW 340, or placement through the assessment process.  
Transferable: CSU; UC  
General Education: AA/AS Area V(a); AA/AS Area V(b); AA/AS Area V; CSU Area C2; CSU Area D6; CSU Area F1; CSU Area F2; IGETC Area 3B; IGETC Area 4F  
C-ID: C-ID HIST 130  
Catalog Date: June 1, 2020

This course surveys the history of the United States by examining its Native American, European, and African backgrounds, beginning with Indigenous peoples before 1492 and ending with the collapse of Reconstruction in 1877. This course emphasizes the roles played by cultural, economic, intellectual, political, and social institutions in American history, with an eye toward understanding the history of multiple ethnic groups in a comparative framework. The class is conducted in a seminar format and uses an intensive instructional methodology that is designed to challenge motivated students. Because of the similarity of the courses, credit may be earned for only one of the following courses: History 310, 320, 483, or 486.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in United States history to 1877. (ProLO 4)
- generate significant open-ended questions about United States history, and critically analyze primary and secondary sources to construct historical arguments orally and/or in writing. (ProLO 3)
- evaluate and analyze diverse experiences and perspectives in United States history through an examination of conflicting narratives and power imbalances. (ProLO 1)
- demonstrate an understanding of the inter-connectedness between United States history and global history to foster active civic engagement.
- apply historical knowledge and historical thinking to contemporary issues. (ProLOs 2, 3, 4)
- collect, sift, organize, question, synthesize, and interpret complex material. (ProLOs 1, 2, 3, 4)

HIST 484 History of the United States - Honors

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
Advisory: Eligibility for ENGWR 300, ENGWR 108, or ESLW 340, or placement through the assessment process.  
Transferable: CSU; UC  
General Education: AA/AS Area V(a); AA/AS Area V(b); AA/AS Area V; CSU Area C2; CSU Area D6; CSU Area F1; CSU Area F3; IGETC Area 3B; IGETC Area 4F  
C-ID: C-ID HIST 140  
Catalog Date: June 1, 2020

This course is an introduction to the study of American history from 1865 to the present day. It is a seminar-style honors course that uses an intensive instructional methodology that is designed to challenge motivated students and cultivate advanced critical thinking skills. Particular emphasis will be placed on the role played by the complex interrelationships of political, economic, social, and cultural forces in United States history after the Civil War and the role played by multiple ethnic groups as well. This course is not open to students who have completed HIST 311.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in United States history from 1865 to the present. (ProLO 4)
- generate significant open-ended questions about United States history and critically analyze primary and secondary sources to
construct historical arguments orally and/or in writing. (ProLO 3)

- evaluate and analyze the diverse experiences and perspectives of multiple ethnic groups in United States history through an examination of conflicting narratives and power imbalances. (ProLO 1)

- explain the inter-connectedness between United States history and global history to foster active civic engagement. (ProLO 2)

- apply historical knowledge and historical thinking to contemporary issues. (ProLOs 2, 3, 4)

- collect, sift, organize, question, synthesize, and interpret historical material. (ProLOs 1, 2, 3, 4)

HIST 485 Recent United States History - Honors

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Advisory:** Eligibility for ENGWR 300, ENGWR 108, or ESLW 340, or placement through the assessment process.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area V(a); AA/AS Area V(b); AA/AS Area VI; CSU Area C2; CSU Area D6; IGETC Area 3B; IGETC Area 4F  
**Catalog Date:** June 1, 2020

This course is an introduction to the study of American history from 1945 to the present day. It is a seminar-style honors course that uses an intensive instructional methodology designed to challenge motivated students and cultivate advanced critical thinking skills. Particular emphasis will be placed on the role played by complex interrelationships of political, economic, social, and cultural forces in United States history after World War II, and the role played by multiple ethnic groups as well. This course is not open to students who have completed HIST 314.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in United States history since 1945 (ProLo 4).

- generate significant open-ended questions about United States history, and critically analyze primary and secondary sources to construct historical arguments orally and/or in writing (ProLo 3).

- evaluate and analyze diverse experiences and perspectives in United States history through an examination of conflicting narratives and power imbalances (ProLo 1).

- demonstrate an understanding of the interconnectedness between United States history and global history to foster active citizenship (ProLo 1, 2).

- apply historical knowledge and historical thinking to contemporary issues (ProLo 1, 2, 3, 4).

- collect, sift, organize, question, synthesize, and interpret complex material (ProLo 1, 2, 3, 4).

HIST 486 History of the United States: African American Emphasis - Honors

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Advisory:** Eligibility for ENGWR 300, ENGWR 108, or ESLW 340, or placement through the assessment process.  
**Transferable:** CSU  
**General Education:** AA/AS Area V(a); AA/AS Area V(b); AA/AS Area VI; CSU Area C2; CSU Area D; CSU Area F1; CSU Area F2  
**Catalog Date:** June 1, 2020

This course covers the development of American Institutions and society through Reconstruction and partially fulfills American Institutions requirements for California State University and the University of California. The course emphasizes the role played by political, economic, cultural, and intellectual forces in American society and the development of multiple ethnic groups in a comparative format. Beginning on the African Continent, this course will also examine the origins of the Atlantic Slave Trade and its implications for North American labor systems, including slavery. The course pays particular attention to the ways in which black people have influenced the formation and development of this nation; and examine the ways in which racial issues have shaped American society, culture, and politics. The class is conducted in a seminar format and uses intensive instructional methodology that is designed to challenge motivated students. Credit may be earned for HIST 320 or HIST 486, but not both.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in United States history through Reconstruction. (ProLo 4)
- generate significant open-ended questions about United States history, and critically analyze primary and secondary sources to construct historical arguments orally and/or in writing. (ProLo 3)
- evaluate and analyze diverse experiences and perspectives in United States history through an examination of conflicting narratives and power imbalances. (ProLo 1)
- explain the interconnectedness between United States history and global history to foster active civic engagement.
- apply historical knowledge and historical thinking to contemporary issues. (ProLos 2, 3, 4)
- collect, sift, organize, question, synthesize, and interpret complex material. (ProLos 1, 2, 3, 4)
- demonstrate an understanding of America's growth in a global context.
- explain the major economic, technological and scientific developments and their historical significance.

HIST 487 History of the United States: African American Emphasis - Honors

This course covers the development of American Institutions and society from Reconstruction to the present and partially fulfills American Institutions requirements for California State University and the University of California. The course emphasizes the role played by political, economic, cultural, and intellectual forces in American society and the development of multiple ethnic groups in a comparative format. Beginning with a review of the Civil War, HIST 487 closely examines the Reconstruction Era, the societal "place" of African Americans, the development of "Jim Crow" segregation, and the subsequent legal demise of segregation in American life. This course pays close attention to the ways in which African American people have subsequently shaped and contributed to American society, culture, and politics. Credit may be earned for HIST 487 or HIST 321, but not both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in United States history from 1865 to the present. (ProLo 4)
- generate significant open-ended questions about United States history and critically analyze primary and secondary sources to construct historical arguments orally and/or in writing. (ProLo 3)
- explain the interconnectedness between United States history and global history to foster active civic engagement.
- apply historical knowledge and historical thinking to contemporary issues. (ProLos 2, 3, 4)
- collect, sift, organize, question, synthesize, and interpret complex material. (ProLos 1, 2, 3, 4)

HIST 494 Topics in History

This course covers the development of American Institutions and society from Reconstruction to the present and partially fulfills American Institutions requirements for California State University and the University of California. The course emphasizes the role played by political, economic, cultural, and intellectual forces in American society and the development of multiple ethnic groups in a comparative format. Beginning with a review of the Civil War, HIST 487 closely examines the Reconstruction Era, the societal "place" of African Americans, the development of "Jim Crow" segregation, and the subsequent legal demise of segregation in American life. This course pays close attention to the ways in which African American people have subsequently shaped and contributed to American society, culture, and politics. Credit may be earned for HIST 487 or HIST 321, but not both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, explain, and evaluate the major historical forces in United States history from 1865 to the present. (ProLo 4)
- generate significant open-ended questions about United States history and critically analyze primary and secondary sources to construct historical arguments orally and/or in writing. (ProLo 3)
- evaluate and analyze diverse experiences and perspectives in United States history through an examination of conflicting narratives and power imbalances. (ProLo 1)
- explain the interconnectedness between United States history and global history to foster active civic engagement.
- apply historical knowledge and historical thinking to contemporary issues. (ProLos 2, 3, 4)
- collect, sift, organize, question, synthesize, and interpret complex material. (ProLos 1, 2, 3, 4)
The content of this course will differ each time the course is offered. The objective is to examine various issues of historical significance. U.C. transfer credit will be awarded only after the course has been evaluated by the enrolling U.C. campus. The units completed for this course cannot be counted toward the minimum 60 units required for admission.

**HIST 495 Independent Studies in History**

- **Units:** 1 - 3
- **Hours:** 54 - 162 hours LAB
- **Prerequisite:** None.
- **Advisory:** Eligibility for ENGWR 300, ENGWR 108, or ESLW 340, or placement through the assessment process.
- **Transferable:** CSU
- **Catalog Date:** June 1, 2020

An independent studies project involves an individual student or a small group of students who wish to study, research, and/or pursue historical topics beyond those covered in regularly offered courses. This course will allow students to study specific topics and gain new perspectives in the discipline. U.C. transfer credit will be awarded only after the course has been evaluated by the enrolling U.C. campus. The units completed for this course cannot be counted toward the minimum 60 units required for admission.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- develop and pursue a research agenda on an historical topic or set of historical topics.
- demonstrate the ability to recognize and interpret multiple forms of evidence such as visual images, oral accounts, statistical records, and artifacts from material culture.
- critically analyze and assess historical evidence upon which different explanations and interpretations of historical phenomena are founded.
- explain how socially constructed categories (such as race, class, and gender) can be analyzed to explain historical phenomena.
- identify and explain the sequence of cause and effect of historical phenomena.
Health Education courses feature the exploration of major health issues and behaviors in the various dimensions of health.

Dean
Mitchell Campbell

Department Chairs
Connie Zuercher

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Health Education (HEED)

HEED 300 Health Science

| Units: 3 |
| Hours: 54 hours LEC |
| Prerequisite: None. |
| Advisory: ENGRD 310 and ENGWR 101 with grades of "C" or better. |
| Transferable: CSU; UC |
| General Education: AA/AS Area III(b); CSU Area E1 |
| Catalog Date: June 1, 2020 |

This course focuses on the exploration of major health issues and behaviors in the various dimensions of health. Emphasis is placed on individual responsibility for personal health and the promotion of informed, positive health behaviors. This course will include, but not be limited to, the study of physical and psychological health, creating healthy and caring relationships, avoiding and overcoming harmful habits, building healthy lifestyles, preventing and fighting disease, and facing life’s challenges. Specific topics may include the study of physical, mental, spiritual, social, and emotional health; managing stress; prevention of violence; sexuality; birth control; pregnancy; childbirth; prevention of sexually transmitted diseases, including AIDS; drug, alcohol, and tobacco use and abuse; nutrition and fitness; prevention of communicable diseases.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define, discuss, and differentiate the six dimensions of health and wellness information: physical, emotional, intellectual, social, spiritual, and environmental as well as distinguish the difference between personal health and public health.
- demonstrate an increased self-awareness of health and wellness information through various self-assessment activities.
- communicate orally and in writing in the scientific language of the discipline.
- gain an appreciation of a variety of tools one might use to change behaviors through a variety of assignments covered in different topics.

HEED 301 Health and Societal Issues

| Units: 3 |
| Hours: 54 hours LEC |
| Prerequisite: None. |
| Transferable: CSU |
The focus of this course is to inform students on how to maximize wellness in their personal lifestyles and their environments. This course will help students identify the various factors influencing their current and future levels of wellness. Information presented will include, but not be exclusive to: mental health, stress management, nutrition, weight control, fitness, sexuality, addictive substances, injury and violence, complementary and alternative medicine, environmental issues, and disease.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discuss the physiology of infectious diseases, including prevention and treatment.
- evaluate the effects of cardiovascular disease, diabetes, and chronic lung diseases. Examine possible genetic components, and discuss prevention and treatment options.
- discuss the various types of cancer, prevention strategies, and treatment options.
- assess and discuss injury and violence in our neighborhoods, city, state, and nation and evaluate ways to stay safe.
- explore and examine various complementary and alternative medicine options.
- define and examine various environmental issues and describe their relationship to associated human diseases and discuss solutions to current environmental health issues.
- demonstrate self awareness of health topics including genetic family history, stress management, and the importance of sleep along with a variety of self-assessment activities.

HEED 314 Community First Aid and Safety

Units: 2
Hours: 36 hours LEC
Prerequisite: None.
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is the official American Red Cross First Aid/Cardio-Pulmonary Resuscitation/Automated External Defibrillator for Schools and the Community course. Students will learn adult, child, and infant cardiopulmonary resuscitation (CPR). Students will also learn to safely operate an automated external defibrillator (AED) and basic first-aid. Students need to purchase face shields to work on manikins. American Red Cross Community CPR, AED and First Aid certificates will be issued upon completion of this course with a grade of "B" or better and payment of a $5.00 fee. This certification is valid for one year after the course completion date. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- respond correctly in medical emergencies.
- check accident victims to determine the nature and extent of injuries.
- provide care for breathing emergencies.
- perform cardio-pulmonary resuscitation (CPR) on adults, children, and infants.
- safely operate an automated external defibrillator.
- perform basic first aid.

HEED 321 CPR: BLS for the Professional Rescuer

Units: 1
Hours: 9 hours LEC; 27 hours LAB
Prerequisite: None.
Transferable: CSU
General Education: AA/AS Area III(b)
Catalog Date: June 1, 2020
Cardio-Pulmonary Resuscitation (CPR): Basic Life Support (BLS) for the Professional Rescuer is designed to meet the special needs of the people who are expected to respond in emergency situations. Included are methods for adult, child, and infant CPR as well as performing two-rescuer CPR, operating an automated external defibrillator (AED), and using rescue-breathing devices. Students will learn the skills a professional rescuer needs to act as a crucial link in the emergency medical services (EMS) system. Students will need to purchase a pocket mask rescue-breathing device. Students who earn at least a "B" in the course and pay a $5.00 fee will be eligible to receive an American Red Cross certificate in CPR for the Professional Rescuer. This certification is valid for one year after the course completion date. This course may be taken four times for credit.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- describe the responsibilities of a professional rescuer.
- demonstrate techniques to prevent disease transmission.
- treat breathing and cardiac emergencies for adults, children, and infants.
- perform two-rescuer cardio-pulmonary resuscitation (CPR).
- safely operate an automated external defibrillator (AED).

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**HEED 340 College Success For The Student Athlete**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Advisory:** ENGRD 110 and ENGWR 101 with grades of "C" or better  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area III(b)  
**Catalog Date:** June 1, 2020

This course is designed to assist student athletes in obtaining the skills and knowledge necessary to reach their educational objective. Topics to be covered include: eligibility and recruitment information as mandated by the California Community College Athletic Association (CCCAA) and transfer requirements mandated by the National Collegiate Athletic Association. Other topics include: motivation, discipline, memory development, time management, career planning, study skills and techniques, nutrition, drug and alcohol abuse, and violence. Campus resources will be covered. It is highly recommended for student athletes.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply various study techniques in the areas of reading, memory, note taking, and test taking.
- distinguish learning style, including auditory, visual, and kinesthetic.
- locate and identify campus programs and support services.
- utilize a variety of study and life skill techniques.
- demonstrate an understanding of factors involved in career life planning and career decision making.
- analyze nutritional requirements for athletes.
- explore the relationship between drug and alcohol abuse and violence.

---

**HEED 353 Healthy Eating, Stress Management, and Weight Control**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Transferable:** CSU  
**General Education:** AA/AS Area III(b); CSU Area E1  
**Catalog Date:** June 1, 2020

This course focuses on healthy eating through understanding the various macronutrients and how to obtain the necessary variety needed
for weight management goals while striving to eat whole foods. Weight loss programs and their effectiveness in obtaining a healthy balance will be reviewed. The role of stress management in one’s personal health choices or those issues that are outside of a person’s control will be addressed. A variety of stress management strategies will be discussed. The importance and application of functional fitness designed to train muscles to work together and prepare for daily tasks will be discussed and applied during the course of the semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- gain an appreciation of health topics related to healthy eating, stress management, and weight control.
- discuss the physiology of stress and health effects associated with chronic disease.
- apply and evaluate the effects of maintaining a daily journal to track happy moments, virtues, and how demonstrating gratitude each day as a means of changing one’s mindset to approaching life’s challenges in a more positive manner.
- discuss and compare nutritious methods of preparing a variety of meals.

HEED 495 Independent Studies in Health Education

| Units:     | 1 - 3 |
| Hours:     | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regular offered courses, pursuant to an agreement among college, faculty members, and students. Independent studies in Health Education offers students a chance to do research that is more typical of community and graduate student work.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- produce work independently on health education related topics.
Gerontology | Sacramento City College

The Gerontology program at Sacramento City College will provide students with an overview of the biological, physiological, psychological, and sociological factors involved in aging. Students will be able to apply this knowledge within a variety of careers to better serve and care for our aging population. Students who are planning to continue their study in gerontology by transferring to a four-year college should consult the "Requirements for Transfer Institutions" section of this catalog. Consultation with a Sacramento City College counselor is also advised.

Dean
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Associate Degree

A.S. in Gerontology

The Gerontology program at Sacramento City College will provide students with an overview of the biological, physiological, psychological, and sociological factors involved in aging. Students will be able to apply this knowledge within a variety of careers to better serve and care for our aging population.

Students who are planning to continue their study in gerontology by transferring to a four-year college should consult the "Requirements for Transfer Institutions" section of this catalog. Consultation with a Sacramento City College counselor is also advised.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>GERON 300</td>
<td>Sociology of Aging (3)</td>
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<tr>
<td>or SOC 335</td>
<td>Sociology of Aging (3)</td>
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<tr>
<td>GERON 301</td>
<td>The Biology and Physiology of Aging</td>
<td>3</td>
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<tr>
<td>GERON 302</td>
<td>Psychology of Aging: Adult Development and Aging (3)</td>
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<tr>
<td>or PSYC 374</td>
<td>Psychology of Aging: Adult Development and Aging (3)</td>
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<tr>
<td>or FCS 324</td>
<td>Human Development: A Life Span (3)</td>
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<tr>
<td>or PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<tr>
<td>NUTRI 300</td>
<td>Nutrition (3)</td>
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<tr>
<td>or NUTRI 480</td>
<td>Nutrition Honors (3)</td>
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<tr>
<td>PSYC 390</td>
<td>Psychology of Death and Dying</td>
<td>3</td>
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<tr>
<td>A minimum of 3 units from the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GERON 498</td>
<td>Work Experience in Gerontology (1 - 4)</td>
<td></td>
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</tbody>
</table>
The Gerontology Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- demonstrate skill, ease, confidence, rapport, and listening skills when communicating with the elderly at different cognitive levels.
- evaluate and discuss similarities and differences surrounding diverse aging populations as they relate to life expectancy, mortality, mobility, family, work, retirement, mental health, death, lifestyles, sexuality, and use of services.
- discuss the impact of language and other cultural factors that influence drug education, drug use, and treatment options with the elderly.
- evaluate common methods of care for the dying including hospitals, skilled nursing facilities, and hospice care.
- recognize and identify risk of caregiver stress in cases of Alzheimer’s and other dementia.
- identify and evaluate elder abuse causes, prevention strategies, and resources.
- identify strategies for meeting the challenges of aging within a sociocultural framework.
- recognize and evaluate demographic, socioeconomic, legal, and physiologic aspects of aging.
- develop practical workplace skills and knowledge needed for employment.

**Career Information**

As our population ages, almost every industry is serving the growing population of older adults. Research has demonstrated that, regardless of career path, having training in gerontology is beneficial for those seeking employment. Some possible career opportunities may include but are not limited to: elder care, program aide or assistant, geriatric aide, home care specialist, home health aide, inter-generational care provider, and professional caregiver.

**Certificate of Achievement**

**Gerontology Certificate**

The Gerontology Program will prepare students to manage the health, psychological, and social needs of the elderly population. The need for specialization in gerontology is clearly shown in population trends and documented in literature citing the lack of adequately prepared geriatric caregivers.

Students who are planning to continue their studies in gerontology by transferring to a four-year college should consult the “requirements for transfer institutions” section of this catalog. Consultation with a Sacramento City College counselor is also advised.

**Catalog Date**: June 1, 2020

**Certificate Requirements**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>GERON 300</td>
<td>Sociology of Aging (3)</td>
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<tr>
<td>or FCS 324</td>
<td>Human Development: A Life Span (3)</td>
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</tbody>
</table>
COURSE CODE | COURSE TITLE | UNITS
---|---|---
or PSYC 370 | Human Development: A Life Span (3) | 
NUTRI 300 | Nutrition (3) | 3
or NUTRI 480 | Nutrition Honors (3) | 
PSYC 390 | Psychology of Death and Dying | 3

A minimum of 3 units from the following:

GERON 498 | Work Experience in Gerontology (1 - 4) | 3

Total Units: 18

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate skill, ease, confidence, rapport, and listening skills when communicating with the elderly at different cognitive levels.
- evaluate and discuss similarities and differences surrounding diverse aging populations as they relate to life expectancy, mortality, mobility, family, work, retirement, mental health, death, lifestyles, sexuality, and use of services.
- discuss the impact of language and other cultural factors that influence drug education, drug use, and treatment options with the elderly.
- evaluate common methods of care for the dying including hospitals, skilled nursing facilities, and hospice care.
- recognize and identify risk of caregiver stress in cases of Alzheimer’s and other dementia.
- identify and evaluate elder abuse causes, prevention strategies, and resources.
- identify strategies for meeting the challenges of aging within a sociocultural framework.
- recognize and evaluate demographic, socioeconomic, legal, and physiologic aspects of aging.
- develop practical workplace skills and knowledge needed for employment.

Career Information

Possible career opportunities for a student with an Associate’s Degree in Gerontology may include: Care/Case Aide, Registry Coordinator, Volunteer Services, Elder Care Provider, Program Aide or Assistant, Geriatric Aide, Home Care Specialist, Home Health Aide, Intergenerational Care Provider, and Professional Caregiver.

Gerontology (GERON)

GERON 300 Sociology of Aging

Same As: SOC 335
Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGRD 110 and ENGWR 101 or ESLR 340 and ESLW 340 and ESL 114; and FCS 324; and LIBR 318 with grades of "C" or better.
Transferable: CSU; UC
General Education: AA/AS Area V(b); AA/AS Area III(b); CSU Area D0; CSU Area E1; IGETC Area 4J
Catalog Date: June 1, 2020

In this course students will examine the aging process with emphasis on social factors affecting and effected by an aging population. The course includes an analysis of demographics, history of aging in America, social conditions, resources and support systems, employment, retirement, social class, and cultural differences. Students will be encouraged to reflect on their status in the sociology of aging process. (Credit awarded for GERON 300 or SOC 335.)

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- describe the field of social gerontology and population trends in the U.S. and worldwide.
- identify historical and cross-cultural issues in aging.
- identify cognitive changes that occur as one ages, including personality and mental health.
- analyze the significance of love, intimacy, and sexuality in later life.
- contrast social theories of aging including social supports and intergenerational relationships.
- predict special needs in living arrangements as one ages.
- assess the significance of paid and nonpaid roles in later life.
- develop an awareness of social policies and issues that may have an impact on oneself (the student) as one grows through the process of aging.
- identify special concerns of ethnic minorities and older women.
- describe the process of dealing with death and bereavement—physically, cognitively, and emotionally.
- cite biological theories regarding physiological changes with age.

GERON 301 The Biology and Physiology of Aging

Upon completion of this course, the student will be able to:

- describe the basic concepts in the biology of aging.
- evaluate the tools and techniques available for measuring biological aging.
- describe cellular aging and how that differs from organismal aging.
- describe the factors that influence human longevity and which interventions impact lifespan.
- analyze the diseases of aging and their most common causes.
- discuss possibilities for the future of bio gerontology and aging.

GERON 302 Psychology of Aging: Adult Development and Aging

Upon completion of this course, the student will be able to:

- describe the basic concepts in the biology of aging.
- evaluate the tools and techniques available for measuring biological aging.
- describe cellular aging and how that differs from organismal aging.
- describe the factors that influence human longevity and which interventions impact lifespan.
- analyze the diseases of aging and their most common causes.
- discuss possibilities for the future of bio gerontology and aging.
This course examines the physical, psychological, social, and emotional aspects of the aging process including the interactions between the elderly and the rest of society. Topics include an analysis of stereotypes, social connections, environmental influences, sexuality, physical health, mental health, death, and bereavement. Credit may be earned for either PSYC 374 or GERON 302, but not both.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- examine and discuss different theoretical perspectives used in explaining adult development and behavior.
- explain the normal aging changes and analyze how lifestyle choices influence the aging process.
- analyze and discuss how ethnic diversity influences the aging process.
- analyze the values of different cohorts and how those values impact the aging experience.
- analyze the financial costs of aging in terms of retirement planning, Social Security, pensions, and health care programs.
- compare alternative living environments in terms of appropriateness and affordability.
- compile a diversity of resources, local and otherwise, available to support successful aging.

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**GERON 494 Topics in Gerontology**

<table>
<thead>
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<th>Units:</th>
<th>0.5 - 4</th>
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<tbody>
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<td>Hours:</td>
<td>9 - 72 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
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<tr>
<td>Advisory:</td>
<td>ENGWR 101 and ENGRD 110 with a grade &quot;C&quot; or better.</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This course is designed to examine current issues or specific topics relevant to the field of gerontology. The particular topics to be covered each semester will be determined by gerontology staff. This course may be taken one time. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- discuss various concerns of aging and old age.
- identify issues related to quality of life in late adulthood.
- describe abilities and skills essential in elder care.

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**GERON 495 Independent Studies in Gerontology**

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among college, faculty members, and students. Independent study offers students an opportunity to explore topics in gerontology that are beyond the scope of the courses we currently offer. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- discuss and outline a proposal of study (that can be accomplished within a one semester term) with a supervising instructor qualified within the discipline.
• demonstrate competence in the skills essential to mastery of the major discipline of study that are necessary to accomplish the independent study.

• prepare a written and/or oral report summarizing the results achieved from the independent study.

GERON 498 Work Experience in Gerontology

Units: 1 - 4  
Hours: 18 hours LEC; 60 - 300 hours LAB  
Prerequisite: None.  
Transferable: CSU  
Catalog Date: June 1, 2020

This course provides “hands-on” experience for students to explore their interests and capabilities in assessing and applying therapeutic interventions when working with the elderly. Students will be under the supervision of the instructor and a designated professional in the assigned facility. This work experience course is designed to provide students with effective job development skills that will assist them in obtaining and keeping an internship or a job in the student’s major area. Course content will include understanding the application of education to the workforce; the responsibilities of an internship (where applicable) or a job; completion of Title V Education Code papers (the student’s Application, Learning Objectives, Time sheet, and Evaluations), documentation of the student’s progress and hours spent at the workplace or internship site; and developing workplace (soft) skills relevant to the 21st century workplace. In addition, the student is required to fulfill 18 hours lecture and 75 hours of related, paid work experience or 60 hours of volunteer work experience for one unit; 75 or 60 hours of related work experience for each additional unit. The program allows the student to combine practical, paid or non-paid work experience with college training. The course may be taken up to four times when there is new or expanded learning on the job for up to 16 units. In addition, the student and the Work Experience instructor may tailor the course to meet the student’s specific professional needs by identifying 1-4 workshops, trainings, or conferences that the student may attend as part of the curriculum of the GERON 498 class. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• apply classroom study through application of a planned, supervised, on-the-job experience.

• develop practical workplace skills, acquire knowledge, and build confidence in the workplace.

• evaluate personal strengths and weaknesses in the workplace.
Geology is an interdisciplinary science that seeks to study and understand the physical processes of Earth and other planets, including plate tectonics, rocks, minerals, earthquakes, volcanoes, the fossil record and Earth's history and past climate, and natural geological resources. The Associate in Science in Geology for Transfer provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will transfer with junior standing to the California State University system.

Dean: James Collins

Department Chairs: Michael B. Richardson

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Associate Degree for Transfer

A.S.-T. in Geology

Geology is an interdisciplinary science that seeks to study and understand the physical processes of Earth and other planets, including plate tectonics, rocks, minerals, earthquakes, volcanoes, the fossil record and Earth’s history and past climate, and natural geological resources.

The Associate in Science in Geology for Transfer provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will transfer with junior standing to the California State University system.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):
1. Completion of a minimum of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   A. The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
   B. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.
ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>GEOL 302</td>
<td>Physical Geology</td>
<td>4</td>
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<tr>
<td>GEOL 310</td>
<td>Historical Geology</td>
<td>3</td>
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<td>GEOL 311</td>
<td>Historical Geology Laboratory</td>
<td>1</td>
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<tr>
<td>CHEM 400</td>
<td>General Chemistry I</td>
<td>5</td>
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<tr>
<td>CHEM 401</td>
<td>General Chemistry II</td>
<td>5</td>
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<tr>
<td>MATH 400</td>
<td>Calculus I</td>
<td>5</td>
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<td>MATH 401</td>
<td>Calculus II</td>
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<tr>
<td>Total Units:</td>
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</table>
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate ideas about the natural universe using testable methodology, differentiate between scientific and non-scientific information, and demonstrate understanding of the scientific method by designing a valid scientific inquiry.
- examine and enumerate orally and/or in writing the importance of continuous examination and modification of accepted ideas as a fundamental element in the progress of science.
- analyze a wide variety of natural phenomena using basic definitions and fundamental theories of natural science.
- apply knowledge of current geologic processes to the understanding of Earth’s past geologic history.
- synthesize diverse geological terminology and concepts and be able to explain them to a diverse audience.
- evaluate and analyze contemporary geologic problems including the implications of human activities on geologic resources.
- integrate information about the rate and scale of simple geologic processes and be able to convert between them.

Career Information

The Geology transfer degree is designed to facilitate students’ successful transfer to four-year colleges that ultimately prepare them for advanced study in a variety of graduate programs as well as a variety of career opportunities in the fields of environmental monitoring, protection and remediation, energy and mineral exploration, paleontology, vulcanology, seismology, climatology, teaching, and research.

Geology (GEOL)

GEOL 300 Physical Geology

- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** ENGRD 310 and ENGWR 300, or ESLR 310 and ESLW 310, with grades of "C" or better. Concurrent enrollment in GEOL 301 is recommended.
- **Advisory:** CSU; UC
- **Transferable:** AA/AS Area IV
- **General Education:** None
- **Catalog Date:** June 1, 2020

This course provides an understanding of the dynamic nature of the planet through the study of Earth processes, with a focus on real-world examples of the scientific method and the relevance of geology to our everyday lives. Topics include global plate tectonics and related processes such as earthquakes and volcanic activity. Other topics include mineral and rock formation, surface water and groundwater, glaciers, coastal environments, natural resources, and global climate change. Successful completion of physical geology prepares the student to recognize, understand, and appreciate the physical processes that continually change Earth over geologic time.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- list and contrast features associated with the three rock families and their associated minerals.
- compare and contrast the different plate boundaries and describe the characteristics of each.
- contrast and interpret hypsographic features produced by tectonics with those produced by geomorphic actions.
- explain and interpret the principle of uniformitarianism and its association with a dynamic and ancient Earth.
- classify and evaluate various depositional and erosional features.
- recognize and appraise the hazards associated with earthquakes, volcanoes, and mass-wasting events.
- identify and explain the importance, availability, and rate of usage of geological natural resources.
GEOL 301 Physical Geology Laboratory

Units: 1
Hours: 54 hours LAB
Prerequisite: None.
Corequisite: GEOL 300 (Physical Geology) or student may have already passed GEOL 300 with a grade C or better.
Advisory: MATH 100 with a grade of "C" or better and ENGRD 310 and ENGWR 300, or ESLR 310 and ESLW 310, with grades of "C" or better.
Transferable: CSU; UC
General Education: AA/AS Area IV
Catalog Date: June 1, 2020

This course is a laboratory study of the basic principles of geology discussed in Physical Geology (GEOL 300), and their applications to everyday life. It encompasses the study and identification of common rocks and minerals; plate tectonic rates and processes; the interpretation and recognition of geologic structures and landforms; interpretation of maps, aerial photographs, and remote sensing images; seismic information; river processes; and analysis of geologic hazards including climate change. One field trip is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and classify minerals by their physical properties.
- evaluate rock samples and differentiate between igneous, sedimentary, and metamorphic rocks.
- appraise major types of aerial photographs, remote sensing imagery, and topographic and geologic maps and interpret geologic information from them.
- interpret ancient geologic, geographic, and environmental settings by using sedimentary rocks.
- formulate views of Earth's interior based on analyzing seismic information.
- explain major Earth features to demonstrate understanding of plate tectonic processes.

GEOL 302 Physical Geology

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: MATH 100 with a grade of "C" or better and ENGRD 310 and ENGWR 300, or ESLR 340 and ESLW 340, with grades of "C" or better; or placement through the assessment process.
Advisory: CSU; UC
Transferable: AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A
General Education: C-ID GEOL 101
C-ID:
This in-depth course provides an understanding of the dynamic nature of Earth through the study of earth processes including plate tectonics, the major rock types and the minerals that comprise them, volcanoes, earthquakes and Earth's interior, crustal deformation and mountain building, fossils and deep time, energy and mineral resources, surface water and groundwater, oceans and coasts, glaciers, deserts, and global change. The course uses real-world examples of the scientific method as a foundation for understanding the geological sciences and focuses on the relevance of geology to our everyday lives. At least one field trip (for example to Cache Creek Canyon or Point Reyes National Seashore) or an appropriate alternative activity will be required as an introduction to geological environments and field methods in geology.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- list and contrast features associated with the three rock families and their associated minerals.
- compare and contrast the different plate boundaries and describe the characteristics of each.
- contrast and interpret hypsographic features produced by tectonics with those produced by geomorphic actions.
- explain and interpret the principle of uniformitarianism and its association with a dynamic and ancient Earth.
- classify and evaluate various depositional and erosional features.
- recognize and appraise the hazards associated with earthquakes, volcanoes, and mass-wasting events.
- identify and explain the importance, availability, and rate of usage of geological natural resources.

GEOL 305 Earth Science

| Units:      | 3 |
| Hours:      | 54 hours LEC |
| Prerequisite: | MATH 100 with a grade of "C" or better and ENGRD 310 and ENGWR 300, or ESLW 340 and ESLR 340, with grades "C" or better. |
| Advisory:   | CSU; UC |
| Transferable: | AA/AS Area IV; CSU Area B1; IGETC Area 5A |
| C-ID:       | C-ID GEOL 120 |
| Catalog Date: | June 1, 2020 |

Earth science is an introductory science course that covers a broad range of topics including geology, oceanography, meteorology, and astronomy. Sub-topics are introduced and placed into the context of the scientific method. Using recent, historical, and prehistorical earth science events as examples, the course emphasizes the interrelatedness of the various disciplines and focuses on Earth as a dynamic, synthetic, and continually evolving - yet stable - planet.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the history and place of Earth in the solar system and universe using the scientific method and scientific principles.
- examine and evaluate systems and processes that operate in the atmosphere, hydrosphere, and lithosphere.
- analyze problems affecting daily life such as earthquake risks, landslide problems, rising sea levels, global warming, and use and abuse of natural resources.
- explain the practical applications of earth science in a highly technical society and demonstrate scientific literacy in the subject.
- examine how physical properties and processes such as buoyancy and convection drive Earth processes.
- interpret data and observations with relevance to specific course topics, e.g. interpreting meteorological data for use in weather forecasting.

GEOL 306 Earth Science Laboratory

| Units:      | 1 |
| Hours:      | 54 hours LAB |
| Prerequisite: | None. |
| Corequisite: | GEOL 305 |
This course emphasizes scientific methods and systematic laboratory procedures in the earth sciences. It includes practical and written experience in rock and mineral identification, plate tectonics and earthquakes, river and glacial topography, geologic and topographic maps, oceanography and meteorology exercises, and concepts in astronomy. At least one field trip (for example to Cache Creek Canyon or Point Reyes National Seashore) or an appropriate alternative activity will be required as an introduction to geological environments and field methods in geology. The course is not available for credit to students who have completed GEOL 302.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast the English and metric systems of measurement.
- distinguish between specimens of rocks and minerals, and explain their formation.
- differentiate between various geological processes that work to shape the topography of Earth.
- examine and describe various oceanographic features and their distributions.
- utilize the concepts of longitude and latitude and their use in navigation and time-keeping.
- assess how oceanographic processes operate and interact with meteorological and geological processes.
- examine basic patterns and phenomena in the solar system and universe such as planetary motion, solar and lunar eclipses, and constellations.
- relate basic astronomical observations to common astronomical phenomena.

GEOL 308 Introduction to Geology

This course provides an introduction to geological processes and the dynamic nature of Earth as a system. It includes discussion of fundamental geological concepts such as plate tectonics, the major rock types and the minerals that comprise them, volcanoes, earthquakes and Earth's interior, crustal deformation and mountain building, deep time, fossils and evolution, and the history of Earth. A focus on the relevance of geology to our everyday lives makes this course ideal for introductory-level and non-science majors and those students desiring a stronger background in the basic sciences.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- list and contrast features associated with the three rock families and their associated minerals.
- compare and contrast the major plate boundary types and describe the characteristics of each.
- explain and interpret the principle of uniformitarianism and its association with a dynamic and evolving Earth.
- recognize and assess hazards associated with natural geological phenomena such as earthquakes and mass wasting events.
- identify and describe a variety of geological materials and phenomena that are part of our everyday lives.

GEOL 310 Historical Geology

This course is not available for credit to students who have completed GEOL 302.
This course covers the origin and geologic history of the Earth and the evolution of its living organisms. Plate tectonic theory is used to explain changes in composition and structure of rocks of the Earth’s crust from the formation of the Earth to the present. Emphasis is placed on the formation of sedimentary rocks and the fossils contained within them for the purpose of understanding how they record changes in Earth’s environmental processes and ecosystems. Evolution and extinction are studied to understand how they reflect environmental changes in the Earth’s ocean, atmosphere, and surface. One field trip experience may be required.

Upon completion of this course, the student will be able to:

- analyze how an active geologic environment produces characteristic features seen in stratigraphic records of past environments.
- apply plate tectonic theory to formulate past, present, and future changes in configurations of continents, and the geologic features related to those changes.
- assess principles of evolution and extinction, the logic and evidence leading to their development, and their relevance to our understanding of Earth through time.
- recognize the vast amount of geologic time available for Earth processes and changes in organisms that have lived on Earth.
- evaluate relative and absolute age dating techniques as appropriate tools to establish Earth’s natural history and geologic time.
- discuss the research methods used by scientists who study the earth and its history.
- synthesize evidence used in interpreting past environmental conditions on Earth using a variety of lines of evidence such as stratigraphy, fossils, and isotopes.
- predict possible trends for Earth’s future environment (climate trends, sea level, atmospheric conditions).
- examine Earth’s place in the solar system.

GEOL 311 Historical Geology Laboratory

Laboratory activities will accompany and complement GEOL 310, Historical Geology. Use of sedimentary rocks, fossils, geologic maps, and cross sections will aid in interpreting ancient environments, tectonic settings, and geologic history. Other concepts addressed include age relations and correlation of rock and time units, and introduction to fossil identification and biostratigraphy. At least one field trip (for example to Cache Creek Canyon or Point Reyes National Seashore) or an appropriate alternative activity will be required as an introduction to sedimentary environments and field methods in geology.

Upon completion of this course, the student will be able to:

- evaluate sedimentary environments from fossil identification and sedimentary structures.
- relate sedimentary rock types and structures to specific sedimentary environments.
- formulate geologic histories based on map information and field data.
- manipulate laboratory equipment such as scales, microscopes, glassware, hand-lenses, and other geological tools.
- develop an understanding of the meaning of fossil assemblages.
contrast the evidence for mobilism (plate tectonics) versus the stabilism hypothesis in light of the geographic distribution of fossil assemblages.

identify major fossil clades.

arrange major fossil clades in geologic time and describe the ecological importance of major fossil clades during that time.

calculate or determine the absolute dates of a variety of geological or biological samples.

deduce the relative dates of a variety of geological settings, structures, and strata.

assess, interpret, and construct geologic maps and cross sections.

manipulate paleogeographic maps and assess their relevance toward a modern understanding of plate tectonic theory.

GEOL 325 Environmental Hazards and Natural Disasters

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: MATH 100 or 104; AND ENGRD 110, ENGW 101 OR ESL 325 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B1; IGETC Area 5A
C-ID: C-ID GEOL 130
Catalog Date: June 1, 2020

This course covers the Earth systems and environmental effects and applications of Earth-related processes. It focuses on earthquakes, volcanic eruptions, landslides, flooding, and hurricanes, as well as covering related current events. Topics also include the availability and exploitation of natural resources, waste disposal, and global climate change. Humans as a force in environmental change are emphasized.

This course addresses geology, engineering, environmental studies, natural resources, geography, and science education. One field trip may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the scientific method
- understand the interactions of Earth’s systems, processes, and cycles including plate tectonics, and the rock and hydrologic cycles
- recognize and understand how to mitigate geologic hazards
- identify and describe potential environmental hazards associated with different geomorphologic settings.
- describe short- and long-term consequences of environmental hazards on human activities.
- compare and contrast renewable and non-renewable natural resources.
- analyze the impact of human activity on natural resources.
- distinguish between short- and long-term global climate trends.
- evaluate current environmental issues that involve Earth system processes.
- communicate complex course concepts effectively in writing and diagrams

GEOL 345 Geology of California

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGRD 310 and ENGW 300, or ESLR 310 and ESLW 310, with grades of "C" or better.
Advisory: None.
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B1; IGETC Area 5A
C-ID: C-ID GEOL 200
Catalog Date: June 1, 2020

This course provides a survey of the physical and historical aspects of California geology, emphasizing the linkage of geology and people
through economic and social impacts. This course is recommended for non-majors and majors in geology and is of particular value to science, engineering, environmental studies, education, and economics majors. One field trip may be required (for example to Cache Creek Canyon or Point Reyes National Seashore).

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify the geologic provinces of California and describe their evolution.
- identify geologic processes in California that are operating today and that have operated in the past.
- identify and evaluate the impact of various geologic processes and natural resources on California's economy and history.
- identify the features associated with plate tectonics.
- interpret California's geologic history through plate tectonics.
- examine California's rock types.
- demonstrate familiarity with rocks and geologic processes responsible for their formation.
- analyze California's geologic hazards.
- integrate knowledge of California's rock types with the geologic disasters associated with them.
- assess how the unique topographic, mineralogic, and environmental characteristics of the state's natural provinces reflect fundamental differences in their geology.
- appraise California's geologic resources, their distribution, use, and conservation.
- synthesize various course topics and their relevance to the continuing interaction of geology and humans in California.

**GEOL 391 Field Studies in Geology**

**Units:** 1 - 3  
**Hours:** 6 - 18 hours LEC; 36 - 108 hours LAB  
**Prerequisite:** GEOL 302, 305, 308, or 310 with a grade of "C" or better  
**Enrollment Limitation:** For course topic "Geology and Natural History of the Eel River, Northern California," students must demonstrate swimming and basic canoeing abilities. Students must be able to swim 50 yards and demonstrate they can enter and exit a canoe from beach and dock; paddle forward, turn, stop and reverse; right a capsized canoe; and perform an assisted entry from the water. Swim testing and canoe testing will be administered by the CSU Sacramento Aquatic Center at Lake Natoma or the Humboldt State University Center Activities Program at Humboldt Bay.

**Transferable:** CSU; UC  
**Catalog Date:** June 1, 2020

This course requires field trips to selected locations of geologic interest. Course content varies according to field trip destination but may include topics in physical geology, environmental geology, economic geology, natural history, and/or introduction to tools and techniques used for geosciences field research (e.g. map and compass, the Global Positioning System (GPS), Geographic Information Systems (GIS), etc.). Units are awarded based on both lecture and laboratory (one unit per 18 hours lecture and/or 54 hours laboratory or a combination of lecture and laboratory hours).

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- relate geologic concepts and processes discussed in lecture to actual locations and situations.
- describe and explain geologic phenomena related to the specific examples under study.
- integrate student-observed geologic information to interpret and explain patterns and processes.
- analyze collected field data.
- demonstrate a fundamental understanding of the geologic processes which have shaped and continue to shape the topic area.
- appraise the status of the natural versus modified geological systems of the topic area.
- assess the various geological systems of the topic area from a human resource perspective.
GEOL 495 Independent Studies in Geology

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

An independent studies project involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and apply the knowledge, skills and experience that are gained during the independent study project.
- understand and communicate the relevance of the independent study project to the broader discipline.
Global Studies
| Sacramento City College

Global Studies students will look at globalization through the lenses of history, economics, political science, geography, environment, and culture. They will understand the history and key features of the pro and antiglobalization debates, and will follow how popular struggles for social justice have shaped, and resisted, the global order.

Dean

Department Chairs  Dominic Cerri

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Associate Degree for Transfer

A.A.-T. in Global Studies

This degree provides a multidisciplinary understanding of global issues and the impact of globalization on people, states, and economies around the world. It covers trade, culture, politics, economic development, military interventions, conflict, relations between states, and environmental impacts.

The Associate in Arts in Global Studies for Transfer (AA-T) degree provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):
(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   (a) The intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
   (b) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
(2) Obtainment of a minimum grade point average of 2.0.
ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Completing the Associate in Arts in Global Studies will prepare students to apply a global understanding to careers in trade, law, diplomacy, food production, education, human rights, development, relief, and marketing. Students completing this degree will be able to continue their studies in any of the above listed areas and to apply a global perspective to any field of study or work.

Catalog Date: June 1, 2020

Degree Requirements

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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tr>
<td>GLST 301</td>
<td>Introduction to Global Studies</td>
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<td>GLST 302</td>
<td>Global Issues</td>
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<td>A minimum of 15 units from the following:</td>
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<td>Select five courses from a minimum of four of the following areas:</td>
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<td>CULTURE AND SOCIETY</td>
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<td>ANTH 481</td>
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<td>COURSE CODE</td>
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<td>or ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present (3)</td>
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<td>POLS 480</td>
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<td>PHIL 352</td>
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<td>WGS 302</td>
<td>Global Women’s Issues (3)</td>
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</table>

1 Students are encouraged to include a foreign language as part of their Global Studies program. While it is not required to complete this degree, many transfer institutions include a foreign language proficiency as part of their global studies degrees.

The Associate in Arts in Global Studies for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- formulate a broad and cohesive understanding of global dynamics, issues, and events and incorporate that knowledge into their daily life and career.
- evaluate their role as a member of a global network of interdependent people and societies.
- analyze various multidisciplinary approaches that explain the causes and consequences of globalization.
- analyze local and regional societal, economic, political, and environmental issues within a global context.

Global Studies (GLST)

GLST 301 Introduction to Global Studies
This course is an introduction to the interdisciplinary field of Global Studies. Students will look at globalization through the lenses of history, economics, political science, geography, environment, and culture. They will understand the history and key features of the pro and anti-globalization debates, and will follow how popular struggles for social justice have shaped, and resisted, the global order.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and describe various definitions and meanings of globalization.
- describe the history of world systems of commerce and cultural exchange culminating in globalization.
- identify the major world regions and understand the major differences between them as well as how they are connected to one another.
- identify, examine, and understand the impacts of globalization on different class, ethnic, and gender groups within those regions in a comparative format.
- analyze the economic, political, cultural, and ecological dimensions of globalization, including controversies associated with each.
- connect the various aspects of globalization with contemporary world developments, problems, and opportunities.
- examine the responses to globalization from a variety of activist groups, including from among those most adversely impacted, such as indigenous groups, migrants, the historically impoverished, ethnic and racial groups, and those trapped in conflict zones, and analyze the key principles and effectiveness of those responses emanating from movements for social justice.

GLST 302 Global Issues

This course introduces students to the origins, current status, and future trends of major transnational issues confronting the global community. Topics include population trends, economic development and inequality, basic human needs (for food, water, health care), human rights, international conflict and security concerns, military actions, competition over resources, movements for independence and social justice, and environmental problems. The course also focuses on global governance, including the study of collective global responsibilities towards a just global order, with emphasis on the social justice struggles of economic, ethnic, racial, and national groups challenged by regional or global powers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify major recurring and emerging global issues.
- examine and analyze one or more specific global problems of international or regional nature, and discuss approaches to its/their solution from an international perspective, with attention to considerations of economic and political power balances and imbalances.
- analyze the interconnections between and among global issues and associated social justice movements exhibiting economic, political, cultural, ecological, racial, or ethnic dimensions.
- compare and evaluate the efficacy of national, regional, and international efforts to solve the problems associated with global issues and identify and examine opportunities and obstacles towards their resolution.
Library | Sacramento City College

The Sacramento City College Library credit courses are designed to equip students with vital research skills, enabling their success in college classes and on the job. Students will gain "research survival skills" to cope with the information-rich environment in which they live and work. In particular, these classes teach students how to find and evaluate information from print, the Internet, and other online resources.

SCC Librarians offer non-credit sessions demonstrating the use of library resources and the Internet. Librarians are also available to guide students through the research process whenever the library is open. Please drop by the reference desk on the second floor of the Learning Resource Center for assistance or more information.

Dean

Kevin Flash

Department Chairs

Karen Tercho

(916) 558-2253

MurillC@scc.losrios.edu

Associate Degree

A.S. in Library and Information Technology

The Library and Information Technology program is designed to assist students in the development of a wide range of technical skills in both library and media services that can lead to or enhance employment in the library field for paraprofessionals. Additionally, the curriculum is a valuable introduction to the field for students who plan to go into graduate studies to become librarians.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISA 315</td>
<td>Introduction to Electronic Spreadsheets</td>
<td>2</td>
</tr>
<tr>
<td>LIBT 100</td>
<td>Introduction to Library and Information Technology</td>
<td>1</td>
</tr>
<tr>
<td>LIBT 300</td>
<td>Introduction to Library Services</td>
<td>2</td>
</tr>
<tr>
<td>LIBR 325</td>
<td>Internet Research Skills (3)</td>
<td>3</td>
</tr>
<tr>
<td>or LIBT 325</td>
<td>Internet Research Skills (3)</td>
<td></td>
</tr>
<tr>
<td>LIBT 330</td>
<td>Library Technical Processes</td>
<td>3</td>
</tr>
<tr>
<td>LIBT 331</td>
<td>Library Cataloging Procedures</td>
<td>3</td>
</tr>
<tr>
<td>LIBT 333</td>
<td>Library/Media Materials and Equipment</td>
<td>1</td>
</tr>
<tr>
<td>LIBT 343</td>
<td>Library Public Services</td>
<td>3</td>
</tr>
<tr>
<td>LIBT 345</td>
<td>Library Teamwork and Supervision</td>
<td>2</td>
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<tr>
<td>LIBT 110</td>
<td>Job Search Skills</td>
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<td>COURSE CODE</td>
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<tr>
<td>LIBT 498</td>
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<tr>
<td></td>
<td>A minimum of 1 unit from the following:</td>
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</tr>
<tr>
<td>WEXP 498</td>
<td>Work Experience in (Subject) (1 - 4)</td>
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<td>or LIBT 498</td>
<td>Work Experience in Library and Information Technology (1 - 4)</td>
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<tr>
<td></td>
<td>Total Units:</td>
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</table>

The Library and Information Technology Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- describe the philosophical and legal foundations of libraries and the history, mission, roles, and organization of various types of libraries and networks.
- examine and analyze the ethical, legal, and socio-political issues surrounding information and information technology and the basic laws, standards, and governance that pertain specifically to libraries and the Internet.
- evaluate materials and electronic resources, construct and implement effective search strategies, and select the most appropriate information retrieval systems to meet library user needs.
- apply standard methods of selecting/deselection, acquiring, preparing, organizing (cataloging and classifying), maintaining, and circulating library materials.
- describe the role technology plays in the creation, retrieval, and delivery of library resources and services.
- select, use, and maintain appropriate equipment for library functions and services; perform basic troubleshooting.
- manage a small library, a school library media center, or a department within a library.
- understand the history of the Internet, how it functions, ethical issues relating to it, and how to use informational resources on the Internet to do research.
- prepare for a job search in the library profession, create related application materials such as a resume and cover letter, and practice interviewing for a library position.

### Career Information

Almost every community in the nation has a library. In the greater Sacramento area alone, there are almost 200 libraries of various kinds employing professional librarians and library clerks and technicians. Jobs are available in public, school, businesses, and special libraries as well as in media centers.

### Certificate of Achievement

#### Library and Information Technology Certificate

The Library and Information Technology program is designed to assist students in the development of a wide range of technical skills in both library and media services that can lead to or enhance employment in the library field for paraprofessionals. Additionally, the curriculum is a valuable introduction to the field for students who plan to go into graduate studies to become librarians.

**Catalog Date:** June 1, 2020

### Certificate Requirements

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<td>Library/Media Materials and Equipment</td>
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<td>Library Public Services</td>
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<tr>
<td>LIBT 110</td>
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</tr>
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<td></td>
<td>A minimum of 2 units from the following:</td>
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<td>2</td>
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<tr>
<td></td>
<td>A minimum of 1 unit from the following:</td>
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</tr>
<tr>
<td>WEXP 498</td>
<td>Work Experience in (Subject) (1 - 4)</td>
<td>1</td>
</tr>
<tr>
<td>or LIBT 498</td>
<td>Work Experience in Library and Information Technology (1 - 4)</td>
<td></td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- describe the philosophical and legal foundations of libraries and the history, mission, roles, and organization of various types of libraries and networks.
- examine and analyze the ethical, legal, and socio-political issues surrounding information and information technology and the basic laws, standards, and governance that pertain specifically to libraries and the Internet.
- evaluate materials and electronic resources, construct and implement effective search strategies, and select the most appropriate information retrieval systems to meet library user needs.
- apply standard methods of selecting/deselecting, acquiring, preparing, organizing (cataloging and classifying), maintaining, and circulating library materials.
- describe the role technology plays in the creation, retrieval, and delivery of library resources and services.
- select, use, and maintain appropriate equipment for library functions and services; perform basic troubleshooting.
- manage a small library, a school library media center, or a department within a library.
- understand the history of the Internet, how it functions, ethical issues relating to it, and how to use informational resources on the Internet to do research.
- prepare for a job search in the library profession, create related application materials such as a resume and cover letter, and practice interviewing for a library position.

**Career Information**

Almost every community in the nation has a library. In the greater Sacramento area alone, there are almost 200 libraries of various kinds employing professional librarians and library clerks and technicians. Jobs are available in public, school, businesses, and special libraries as well as in media centers.

**Certificate**

School Library Media Center Certificate
The School Library Media Center Certificate is designed to prepare students with the skills and knowledge needed to run a school library media center. Students with little or no experience working in libraries will gain a valuable understanding of common job requirements for work in school library media centers. Students who are currently employed in school libraries will gain an improved understanding of their jobs and potentially increase their employment opportunities.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<th>UNITS</th>
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<tbody>
<tr>
<td>LIBT 100</td>
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<td>1</td>
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<tr>
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<td>Introduction to Library Services</td>
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</tr>
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<tr>
<td>LIBT 333</td>
<td>Library/Media Materials and Equipment</td>
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</tr>
<tr>
<td>LIBT 340</td>
<td>Running a School Library Media Center</td>
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<tr>
<td>LIBT 343</td>
<td>Library Public Services</td>
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<tr>
<td>LIBT 498</td>
<td>Work Experience in Library and Information Technology (1-4)</td>
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<tr>
<td>or WEXP 498</td>
<td>Work Experience in (Subject) (1-4)</td>
<td>1 - 4</td>
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</table>

Total Units: 17 - 20

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- manage a school library media center.
- describe the skills and personal qualities that make an effective library paraprofessional.
- describe the philosophical and legal foundations of libraries and the history, mission, roles, and organization of various types of libraries and networks.
- describe the processes required for acquiring and maintaining a library collection.
- identify the most appropriate methods for providing library services to a diverse clientele.
- understand the history of the Internet, how it functions, ethical issues relating to it, and how to use informational resources on the Internet to do research.
- select, use, and maintain appropriate equipment for library functions and services; perform basic troubleshooting.

Career Information

There are a large number of job opportunities for School Library Media Center Assistants in the Sacramento region. There are multiple school districts in Sacramento County alone. Most K-12 school sites have a school library media center and school administrators are interested in well trained library staff to run these facilities.

Library (LIBR)

LIBR 305 Legal Information Resources

| Units: | 0.5 |
| Hours: | 9 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGWR 300 (College Composition); or ESLW 320 (Advanced-Low Writing) and ESLR 320 (Advanced-Low Reading) with grades of "C" or better; or placement through the assessment process. Basic familiarity with |
This course will explore both print and electronic legal information resources. Students will gain a general understanding of the legal system in the United States and the associated legal resources. They will learn how to analyze topics, define information needs, and utilize appropriate legal resources. It is designed for people working in libraries with legal resources, students who might be doing legal research, or individuals interested in the legal field.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and select the appropriate legal resource to use when researching and answering specific questions and topics.
- examine and evaluate the qualities and usefulness of various types of legal resources.
- analyze a legal research question, evaluate appropriate resources, and develop effective and efficient research strategies using the appropriate legal resources.
- describe appropriate uses of print and online legal resources.

**LIBR 307 Medical Information Resources**

- **Units:** 1
- **Hours:** 18 hours LEC
- **Prerequisite:** None.
- **Advisory:** ENGWR 300 (College Composition); or ESLW 320 (Advanced-Low Writing) and ESLR 320 (Advanced-Low Reading) with grades of "C" or better; or placement through the assessment process. Basic familiarity with computers is recommended for this course.

This course will explore print and electronic sources of medical information. It is designed for people working in libraries with medical resources or individuals interested in the medical field.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and select the appropriate medical resource to use when answering specific questions.
- examine and evaluate the qualities and usefulness of various types of medical resources.
- analyze a research question, evaluate appropriate databases, and develop effective and efficient research strategies using internet resources.
- identify the appropriate uses for print and online medical resources.

**LIBR 318 Library Research and Information Literacy**

- **Units:** 1
- **Hours:** 18 hours LEC
- **Prerequisite:** None.
- **Advisory:** ENGWR 300 (College Composition); or ESLW 320 (Advanced-Low Writing) and ESLR 320 (Advanced-Low Reading) with grades of "C" or better; or placement through the assessment process. Basic familiarity with computers is recommended for this course.

This course provides students with the information competency skills necessary for research and information evaluation. Students will delve into the academic research process as well as gain insight into the vast world of information. The skills acquired in this course are applicable to academic research, on-the-job research, and lifelong learning.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- develop strategies for choosing, exploring, and refining a research topic.
- strategically search for different types of information using a wide variety of research tools, approaching research as an ongoing process of inquiry.
- identify differences in the creation, use, and value of scholarly and academic sources, web resources, and other types of sources.
- evaluate sources for currency, relevance, authority, accuracy, and suitability for college-level research.
- use information ethically by giving credit to the original ideas of others and avoiding plagiarism.

**LIBR 325 Internet Research Skills**

<table>
<thead>
<tr>
<th>Same As:</th>
<th>LIBT 325</th>
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</thead>
<tbody>
<tr>
<td>Units:</td>
<td>3</td>
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<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>None.</td>
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<tr>
<td>Advisory:</td>
<td>ENGWR 300 (College Composition); or ESLR 320 (Advanced-Low Reading) and ESLW 320 (Advanced-Low Writing) with grades of &quot;C&quot; or better; or placement through the assessment process. Successful completion of CISC 300 or basic familiarity with computers is recommended for this course.</td>
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<td>Transferable:</td>
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<td>General Education:</td>
<td>AA/AS Area III(b)</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course is an introductory survey to the content, use, and the evaluation of electronic information sources. Emphasis is placed on the effective use of the Internet as a research tool. This course covers free Internet search tools as well as subscription databases and emerging technologies. Searching strategies are covered as are techniques for selecting appropriate search tools for different research needs. Historical and social issues surrounding the Internet are also discussed. This course will also discuss the use of Internet technologies in libraries. The Internet seeking and evaluation skills learned in this class are critical for anyone who is seeking employment in a library setting. Credit may be awarded for LIBR 325 or LIBT 325, but not for both.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and analyze the historical and ongoing development of the Internet, including social and ethical issues.
- analyze a research question, evaluate potential appropriate databases, and construct effective and efficient research strategies using Internet resources.
- identify online databases and other electronic sources to select appropriate, relevant information.
- employ critical thinking skills in evaluating information for authority, relevance, scope, timeliness, and accuracy.
- evaluate information retrieval systems in terms of reliability, ease of use, and consistency.
- compare and contrast information retrieval systems such as search engines, directories, and library databases.

**LIBR 495 Independent Studies in Library**

<table>
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<th>Units:</th>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regular offered courses, pursuant to an agreement among college, faculty, and students. Independent study in Library coursework allows students to investigate and explore areas of interest in the field.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- produce work independently on library related topics.
Library and Information Technology (LIBT)

LIBT 100 Introduction to Library and Information Technology

| Units: | 1 |
| Hours: | 18 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGWR 300 (College Composition); or ESLR 320 (Advanced-Low Reading) and ESLW 320 (Advanced-Low Writing) with grades of "C" or better; or placement through the assessment process. Successful completion of CISC 300 or basic familiarity with computers is recommended for this course. |

This course is designed to introduce students to the Library and Information Technology Program at Sacramento City College and to the culture and expectations of the library profession as a whole. Topics will include an overview of the library profession and important skills used by library paraprofessionals such as effective communication and basic computer skills. Students will also learn to use the college's learning management system, library catalog, and databases. Students should plan on taking this course in conjunction with or before they begin LIBT 300.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the different types of libraries and the different parts of a library organization.
- describe the skills and personal qualities that make an effective library paraprofessional.
- utilize the online catalog and online subscription databases effectively.
- describe the importance of equity, diversity, and representation in libraries.

LIBT 110 Job Search Skills

| Units: | 1 |
| Hours: | 18 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGWR 300 (College Composition); or ESLR 320 (Advanced-Low Reading) and ESLW 320 (Advanced-Low Writing) with grades of "C" or better; or placement through the assessment process. Basic familiarity with computers is recommended for this course. Successful completion of CISC 300 or basic familiarity with computers is recommended for this course. |

This course will prepare students for a successful job search in any field. Utilizing traditional and electronic methods; students will research job opportunities in their chosen profession; identify key workplace skills; learn best practices for writing applications; resumes; and cover letters; learn relevant career networking skills; and practice interviewing techniques.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze a job advertisement.
- create a professional resume and cover letter.
- complete a mock interview demonstrating an understanding of appropriate interview behavior and skills.
- give examples of communication techniques that are important for interpersonal networking.

LIBT 300 Introduction to Library Services
This course is designed for persons interested in exploring paraprofessional library employment and for students interested in understanding the use of library resources. The course covers the history and types of libraries and information providers; an overview of library services including reference and technical services; instruction and practice in the use of library classification systems; equity and diversity in library settings; current issues in libraries and library employment opportunities. Three field trips to local libraries and archives or alternative assignments will be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- discuss and analyze the history of library evolution as it has determined today's libraries and school library media centers.
- distinguish the various types of libraries, the functions and roles of libraries, and school library media centers.
- recount the basic ethical, legal, and socio-political issues surrounding libraries, information, and information technology as well as basic laws, standards, and governance that pertain specifically to libraries.
- analyze methods of effective communication and apply them appropriately to customer relations, handling complaints, and problem behavior.
- compare and contrast employment opportunities in all types of libraries and related information centers.

**LIBT 325 Internet Research Skills**

This course is an introductory survey to the content, use, and the evaluation of electronic information sources. Emphasis is placed on the effective use of the Internet as a research tool. This course covers free Internet search tools as well as subscription databases and emerging technologies. Searching strategies are covered as are techniques for selecting appropriate search tools for different research needs. Historical and social issues surrounding the Internet are also discussed. This course will also discuss the use of Internet technologies in libraries. The Internet seeking and evaluation skills learned in this class are critical for anyone who is seeking employment in a library setting. Credit may be awarded for LIBR 325 or LIBT 325, but not for both.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and analyze the historical and ongoing development of the Internet, including social and ethical issues.
- analyze a research question, evaluate potential appropriate databases, and construct effective and efficient research strategies using Internet resources.
- identify online databases and other electronic sources to select appropriate, relevant information.
- employ critical thinking skills in evaluating information for authority, relevance, scope, timeliness, and accuracy.
- evaluate information retrieval systems in terms of reliability, ease of use, and consistency.
- compare and contrast information retrieval systems such as search engines, directories, and library databases.
LIBT 330 Library Technical Processes

This course will introduce the student to the work in a library technical services department. A primary focus will be duties and responsibilities of the library paraprofessional with regard to acquisitions processes (selection, verification, ordering, and receiving). Also included is an overview of other technical services responsibilities, such as cataloging and catalog maintenance.

Upon completion of this course, the student will be able to:

- identify infrastructures (technologies, vendor services, etc.) applicable to technical services.
- identify the different parts of collection development, including selecting books and using a variety of selection tools.
- describe various technical services functions, including acquisitions, physical processing, and preservation.
- describe the digitization process.
- describe the the importance of diversity in library collections.

LIBT 331 Library Cataloging Procedures

This course will introduce the student to the rules and practices of cataloging. The course includes the study of both descriptive and subject cataloging and classification systems. The course will also cover the formats required for both computerized and traditional catalog records.

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the cataloging rules and tools.
- interpret MARC records and produce cataloging records in MARC format.
- perform copy cataloging for various types of materials.
- develop an awareness of non-MARC cataloging standards, such as Bibliographic Framework, Dublin Core, MODs, METs, etc.

LIBT 333 Library/Media Materials and Equipment

This course will introduce the student to the work in a library technical services department. A primary focus will be duties and responsibilities of the library paraprofessional with regard to acquisitions processes (selection, verification, ordering, and receiving). Also included is an overview of other technical services responsibilities, such as cataloging and catalog maintenance.

Upon completion of this course, the student will be able to:

- identify infrastructures (technologies, vendor services, etc.) applicable to technical services.
- identify the different parts of collection development, including selecting books and using a variety of selection tools.
- describe various technical services functions, including acquisitions, physical processing, and preservation.
- describe the digitization process.
- describe the the importance of diversity in library collections.
This is a survey course in the understanding, use, and care of electronic media materials and equipment used in libraries. The course includes the utilization of computers and computer networks, audio, video and related technologies. A field trip to a local library or alternative assignments may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize, compare, and contrast the diversity of media materials and equipment that are important to staff functions and customer services in the library.
- demonstrate technical skills in the utilization of media equipment.
- demonstrate understanding of the increasing importance of non-book and non-print media found in many library collections.
- identify the appropriate use of media for a variety of applications.
- identify and practice using proper selection tools for choosing and acquiring media and equipment.
- identify sources and develop contacts with individuals and institutions to facilitate resource sharing.
- demonstrate research skills and knowledge related to new and emerging technologies.

**LIBT 340 Running a School Library Media Center**

<table>
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<tbody>
<tr>
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<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course on the school library media center provides a broad overview of its philosophy, history, function, and relationship to elementary and secondary schools. The course covers collections, technology, programming, marketing and public relations, budgeting, professional development, staffing, organization, advocacy, equity and diversity, and the relationship between the library program and the school curriculum. A field trip to a local school library media center or alternative assignments may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- describe the history of the school library media center and its current function and relationship with the school curriculum.
- acquire and organize library and media materials, using technology.
- develop public relations and fund raising campaigns for a school library media center.
- assist teachers with instructing students in the use of all types of library and media materials and electronic resources.
- create goals and objectives for a school library media center and recommend procedures for their implementation.

**LIBT 341 Library Services for Children and Youth**

<table>
<thead>
<tr>
<th>Units:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>ENGWR 300 (College Composition); or ESLR 320 (Advanced-Low Reading) and ESLW 320 (Advanced-Low Writing) with grades of &quot;C&quot; or better; or placement through the assessment process. Basic familiarity with computers is recommended for this course. Successful completion of CISC 300 or basic familiarity with computers is recommended for this course.</td>
</tr>
<tr>
<td>Advisory:</td>
<td></td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>
This course will be an exploration of the traditional and electronic resources essential to working effectively with children and adolescents. Material selection and evaluation, information literacy, and programming will be related to classic and popular literature and media, equity, diversity, multiculturalism, and other contemporary subjects. Students will experience storytelling, book talking, program preparation, and other ways of sharing literature with children and youth. A field trip to a local library or an alternative assignment may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- review the historical development of literature for children and teens.
- utilize information sources in a variety of formats to meet the information needs of children, youth, and parents.
- develop appropriate criteria for the selection and evaluation of library materials for children and youth.
- analyze children and youth adult materials for readers' advisory purposes and differentiate among the various genres and reading comprehension levels.
- identify various methods of sharing literature with children and teens (storytelling, book talking, displays, and programming).

**LIBT 342 Libraries in Correctional Settings**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ENGWR 300 (College Composition); or ESLR 320 (Advanced-Low Reading) and ESLW 320 (Advanced-Low Writing) with grades of "C" or better; or placement through the assessment process. Basic familiarity with computers is recommended for this course. Successful completion of CISC 300 or basic familiarity with computers is recommended for this course. |
| Advisory: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course is designed to provide students with an overview of the main skills, requirements, and knowledge expected of staff members working in correctional libraries. Topics include the history and current state of correctional libraries, collection development and management, library staffing in correctional settings, literacy improvement opportunities, and legal issues.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- describe the history and current state of libraries in correctional facilities
- identify the main concepts of collection development and maintenance in correctional libraries
- identify the main issues of managing and staffing libraries in correctional settings
- identify options to improve literacy among prison populations through library and literacy programming in correctional libraries
- identify legal issues specific to correctional libraries

**LIBT 343 Library Public Services**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | LIBT 100 and LIBT 300 with a grade of "C" or better OR current enrollment in LIBT 100 and LIBT 300 |
| Advisory: | ENGWR 300 (College Composition); or ESLR 320 (Advanced-Low Reading) and ESLW 320 (Advanced-Low Writing) with grades of "C" or better; or placement through the assessment process. Basic familiarity with computers is recommended for this course. Successful completion of CISC 300 or basic familiarity with computers is recommended for this course. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course acquaints students with library access and reference services, including the different aspects of interacting with library patrons in a public environment and providing them with access to library collections. Students will learn to select and successfully utilize the appropriate resource to assist library patrons with questions and finding information. Students will also learn about circulation systems, security, collection maintenance, and resource sharing in libraries. Ethical issues in libraries such as intellectual property, privacy, equity, and diversity will also be addressed. Field trips to local libraries or alternative assignments will be required. Students will be required to be
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use basic reference, information, and community resources in print, non-print, and digital formats in order to conduct and support basic research and reference inquiries.
- interpret legal and ethical issues involved in reference services, including user privacy, confidentiality, and copyright.
- conduct effective reference interviews, help users define their information needs, and determine when referrals are necessary.
- search for and identify materials in all formats and assist users in accessing those materials from local and non-local sources.
- identify appropriate processes, technology, and equipment for circulating library materials, resource sharing, reserves, and user services.
- explain principles, policies, and procedures of security for people, equipment, and collections.

LIBT 345 Library Teamwork and Supervision

<table>
<thead>
<tr>
<th>Units: 2</th>
<th>Hours: 36 hours LEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: LIBT 100 and LIBT 300 with a grade of &quot;C&quot; or better OR current enrollment in LIBT 100 and LIBT 300.</td>
<td></td>
</tr>
<tr>
<td>Advisory: ENGW 300 (College Composition); or ESLR 320 (Advanced-Low Reading) and ESLW 320 (Advanced-Low Writing) with grades of &quot;C&quot; or better; or placement through the assessment process. Basic familiarity with computers is recommended for this course. Successful completion of CISC 300 or basic familiarity with computers is recommended for this course.</td>
<td></td>
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<tr>
<td>Transferable: CSU</td>
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<tr>
<td>Catalog Date: June 1, 2020</td>
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</tbody>
</table>

In this course, students will be introduced to basic skills and competencies needed to operate a school library media center, small library, or department within a large library. The course includes working within an organization, effective communication, planning and organization, time management, marketing and public relations, customer service, budgeting, operational manuals and reports, problem behavior, disaster preparedness, and the principles of supervision. Visits to local libraries or alternative assignments may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze methods of effective communication and apply them appropriately to customer service, handling complaints and problem behavior, and emergency management.
- formulate operational manuals, reports, and disaster preparedness procedures.
- describe the responsibility of supervisors for managing conflict, observing employment laws, facility management, and new technology into daily library operations.
- identify how to develop positive relationships within the organization and the community and work effectively with volunteers and support organizations.
- recognize the principles of supervision and apply them effectively in hiring, training, motivating, delegating, counseling and disciplining, and evaluating staff, and volunteers.

LIBT 494 Topics in Library and Information Technology

<table>
<thead>
<tr>
<th>Units: 0.5 - 4</th>
<th>Hours: 9 - 72 hours LEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None.</td>
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<tr>
<td>Transferable: CSU</td>
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<tr>
<td>Catalog Date: June 1, 2020</td>
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</tbody>
</table>

This course is designed to enable library technology students to learn about recent developments in the library field. Selected topics would not include those that are part of current course offerings.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop analytical reasoning and critical thinking skills as they relate to the study of libraries.
- demonstrate an understanding and apply principles of library technology.

LIBT 495 Independent Studies in Library and Information Technology

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regular offered courses, pursuant to an agreement among college, faculty, and students. Independent studies in Library and Information Technology allow students to investigate and explore areas of interest in the field.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- produce work independently on library related topics.
- discuss library issues with other professionals in the field.

LIBT 498 Work Experience in Library and Information Technology

Units: 1 - 4
Hours: 60 - 300 hours LAB
Prerequisite: LIBT 100, 300, 330, and 343 with grades of "C" or better; LIBT 331 with a grade of "C" or better OR current enrollment in LIBT 331.
Advisory: ENWR 300 (College Composition); or ESLR 320 (Advanced-Low Reading) and ESLW 320 (Advanced-Low Writing) with grades of "C" or better; or placement through the assessment process. Basic familiarity with computers is recommended for this course.
Transferable: CSU
Catalog Date: June 1, 2020

This is structured, on-the-job training experience in Sacramento area libraries and school library media centers under the supervision of professional librarians and library media specialists. The student, in collaboration with the work experience supervisors, will prepare learning objectives that are approved by the instructor. Each student will be required to keep a job journal.

One unit of credit will be granted for each 60 hours of unpaid work per unit or 75 hours of paid work. This course may be taken up to three times for credit. A minimum of three units is required for the certificate and/or degree. A student may use 1 unit of WEXP 498 to fulfill the Library and Information Technology program requirements. The other 2 units must be LIBT 498.

Only one Work Experience course may be taken per semester.

For the Library and Information Technology degree or certificate, each student is required to work in a minimum of two libraries. If the student is already working in a library at a paraprofessional level, the current job may be counted as one of the libraries.

This course should be taken after completing most of the other coursework for the Library and Information Technology certificate or degree.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- choose appropriate actions to meet goals and schedules and accept responsibility for accomplishments, successes, failures, and mistakes in work environments, which will allow the student to succeed in a work environment.
• evaluate appropriate methods to communicate ideas or plans to stakeholders including supervisors, advisory boards, staff, and co-workers.

• apply classroom study through application of planned, supervised on-the-job experience.
Mathematics and Statistics
| Sacramento City College

The mathematics program provides students the opportunity to complete the lower-division coursework required for four-year programs in mathematics. For students who plan to transfer, completion of the CSU General-Breadth or IGETC general education pattern is encouraged. It is highly recommended that students meet with a counselor because major and general education requirements vary for each college/university. These courses also fulfill general education requirements for allied health, biological sciences, physical sciences, computer science and engineering.

Dean
Angelena Lambert

Department Chairs
Joseph Steever

(916) 558-2202
Rebeca.Rodriguez@scc.losrios.edu

Associate Degrees for Transfer

A.S.-T. in Mathematics

The mathematics program provides students the opportunity to complete the lower-division coursework required for four-year programs in mathematics. This program is for students who plan to transfer to a California State University (CSU). Completion of the CSU General-Breadth or IGETC general education pattern is required. It is highly recommended that students meet with a counselor because major and general education requirements vary for each college/university.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 400</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 401</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 402</td>
<td>Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>MATH 410</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 420</td>
<td>Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>
The Associate in Science in Mathematics for Transfer (AS-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- explain and apply basic concepts of single variable calculus including various forms of derivatives and integrals, their interconnections, and their uses in analyzing and solving real-world problems.
- explain and apply basic concepts of multivariable calculus, linear algebra, or differential equation techniques, their interconnections, and their uses in analyzing and solving real-world problems.
- write logical proofs of basic theorems.

Career Information

Mathematicians work as statisticians, analysts, computer programmers, actuaries, researchers, planners, and educators. This major is designed to meet the lower-division requirements for most bachelor’s degrees in Mathematics.

Associate Degrees

A.S. in Mathematics

The mathematics program provides students the opportunity to complete the lower-division coursework required for four-year programs in mathematics. For students who plan to transfer, completion of the CSU General-Breadth or IGETC general education pattern is encouraged. It is highly recommended that students meet with a counselor because major and general education requirements vary for each college/university. These courses also fulfill general education requirements for allied health, biological sciences, physical sciences, computer science, and engineering.

Note: Students planning to transfer to four-year institutions are advised to meet with a counselor for general education requirements.

Note: The University of California has a credit restriction on certain combinations of mathematics courses. See counselor for detailed information on current UC Transferable Course Agreement.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<td>MATH 410</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 420</td>
<td>Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
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<tr>
<td>CISP 360</td>
<td>Introduction to Structured Programming (4)</td>
<td></td>
</tr>
<tr>
<td>CISP 400</td>
<td>Object Oriented Programming with C++ (4)</td>
<td></td>
</tr>
<tr>
<td>CISP 401</td>
<td>Object Oriented Programming with Java (4)</td>
<td></td>
</tr>
<tr>
<td>ENGR 405</td>
<td>Engineering Problem Solving (3)</td>
<td></td>
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<tr>
<td>PHIL 325</td>
<td>Symbolic Logic (3)</td>
<td></td>
</tr>
<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics</td>
<td></td>
</tr>
<tr>
<td>or STAT 480</td>
<td>Introduction to Probability and Statistics - Honors (4)</td>
<td></td>
</tr>
</tbody>
</table>


The Mathematics Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- explain and apply basic concepts of single variable calculus including various forms of derivatives and integrals, their interconnections, and their uses in analyzing and solving real-world problems.
- explain and apply basic concepts of multivariable calculus, linear algebra, or differential equation techniques, their interconnections, and their uses in analyzing and solving real-world problems.
- write logical proofs of basic theorems.
- analyze and evaluate various theoretical and real-world problems and analyze existing solutions or create and evaluate novel solutions using mathematics, logic, and technology as appropriate.

Career Information

Mathematicians work as statisticians, analysts, computer programmers, actuaries, researchers, planners, and educators. This major is designed to meet the lower-division requirements for most bachelor's degrees in Mathematics.

Mathematics (MATH)

MATH 14 Preparation for Math - Success Academy

<table>
<thead>
<tr>
<th>Units:</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>18 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Placement through the assessment process.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course provides an introduction to student learning expectations and the outcomes of higher education. This course has a specific focus on math preparation through the implementation of individualized group instruction for students. This course is primarily intended for students who will be taking an Arithmetic, Pre-Algebra, Elementary Algebra, or Intermediate Algebra course in the upcoming semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an increased ability to reason about mathematics.
- identify areas of further development in mathematics and plan for remediation.
- identify the resources available to math students seeking help at SCC.
- differentiate between lack of preparation and test anxiety.

MATH 27 Self-Paced Basic Skills Mathematics

<table>
<thead>
<tr>
<th>Units:</th>
<th>0.5 - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This is a self-paced course in basic mathematics skills including the basic operations of addition, subtraction, multiplication, and division applied to the whole numbers, fractions, and decimals. This course is graded Pass/No Pass. Credit is earned in one-half unit increments and is dependent on progress in the course and class participation. This is an open-entry/open-exit course which may be taken for a maximum of two units. This course does not fulfill the learning skills requirement for graduation.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- perform basic operations and applications of addition, subtraction, multiplication, and division with whole numbers.
- perform basic operations and applications of addition, subtraction, multiplication, and division with non-negative rational numbers in fraction notation.
- perform basic operations and applications of addition, subtraction, multiplication, and division with non-negative rational numbers in decimal notation.
- translate simple English phrases and sentences into simple algebraic expressions and equations.
- evaluate simple expressions and solve one-step single variable linear equations.
- compute ratios and rates.
- set up ratios and proportions for use in applications.
- perform basic operations and applications of addition, subtraction, multiplication, and division with non-negative rational numbers in percent notation.

MATH 28 Basic Skills Mathematics

| Units: | 3 |
| Hours: | 54 hours LEC; 18 hours LAB |
| Prerequisite: | None. |
| Catalog Date: | June 1, 2020 |

This is a lecture course with lab time in basic mathematics skills including the basic operations of addition, subtraction, multiplication, and division applied to the whole numbers, fractions, and decimals. This course does not fulfill the learning skills requirement for graduation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- perform basic operations and applications of addition, subtraction, multiplication, and division with whole numbers.
- perform basic operations and applications of addition, subtraction, multiplication, and division with non-negative rational numbers in fraction notation.
- perform basic operations and applications of addition, subtraction, multiplication, and division with non-negative rational numbers in decimal notation.
- translate simple English phrases and sentences into simple algebraic expressions and equations.
- evaluate simple expressions and solve one-step single variable linear equations.
- compute ratios and rates.
- set up ratios and proportions for use in applications.
- perform basic operations and applications of addition, subtraction, multiplication, and division with non-negative rational numbers in percent notation.
- state and write simple arguments that are mathematically correct.

MATH 34 Pre-algebra

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: | MATH 28 with a “C” or better, or completion of the MATH 27 curriculum (80% or higher on all six chapter tests), or placement through the assessment process. |
| Catalog Date: | June 1, 2020 |

The emphasis in this course will be on skills necessary for success in elementary algebra. Course content will include review of fundamentals of arithmetic including whole numbers, common fractions, decimal fractions, and percentages. Other topics include order
of operations, signed numbers, complex fractions, exponents, and scientific notation. There will be an introduction to the algebra of polynomials and/or an introduction to graphing lines, as time permits.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- perform basic operations and applications of addition, subtraction, multiplication, and division with whole numbers, integers, rational numbers, and percentages.
- apply the order of operations to simplify expressions involving whole numbers, integers, and rational numbers.
- simplify complex fractions containing numerical expressions.
- apply rules of exponents in simplifying algebraic expressions involving integer exponents.
- simplify and evaluate radical expressions.
- apply appropriate solving techniques to linear equations.
- translate English phrases and sentences into algebraic expressions and equations.
- apply algebraic methods to solve word problems involving formulas and linear equations.

MATH 80 Mathematics Study Skills

This course will help students increase their motivation and confidence and maximize their abilities in any mathematics course. Students will consider their current levels of math and test anxieties and make progress in lowering them to a productive level. Students will gain strategies to overcome barriers to mathematical success. Specific concepts will be designed for the current level of each student. This course is primarily intended for students who will be taking another mathematics or statistics course concurrently, but students may also take this course as preparation before enrolling in a mathematics or statistics course. This course is graded as Pass/No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an increased ability to think clearly about mathematics.
- identify weaknesses and develop plans for remediation.
- identify resources and increase assertiveness in using them.
- differentiate between lack of preparation and test anxiety.

MATH 100 Elementary Algebra

This course includes the fundamental concepts and operations of algebra with problem solving skills emphasized throughout. Topics include properties of real numbers, linear equations and inequalities, integer exponents, polynomials, polynomial factorization, rational expressions and equations, radical expressions and equations, rational exponents, systems of linear equations and inequalities, the rectangular coordinate system, graphs and equations of lines, and quadratic equations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• demonstrate mastery in simplifying and performing basic operations on rational numbers and exponential, polynomial, rational, and radical expressions.

• classify polynomials according to type and apply appropriate factoring techniques.

• apply appropriate solving techniques to linear, quadratic, rational, and radical equations, linear inequalities, and systems of linear equations in two variables.

• graph linear equations in two variables and find equations of lines.

• apply algebraic methods and critical thinking skills when solving application problems.

MATH 103 Elementary Algebra, Part I

Units: 3
Hours: 54 hours LEC
Prerequisite: MATH 34 with a grade of “C” or better, or placement through the assessment process.
Catalog Date: June 1, 2020

This course will cover the first half of the traditional MATH 100 course. Topics include: properties of real numbers, linear equations and inequalities, integer exponents, polynomials, systems of linear equations and inequalities, the rectangular coordinate system, graphs and equations of lines, and applications.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate mastery in simplifying and performing basic operations on rational numbers and on exponential and polynomial expressions.

• apply appropriate solving techniques to linear equations, linear inequalities, and systems of linear equations in two variables.

• graph linear equations in two variables and find equations of lines.

• apply algebraic methods and critical thinking skills when solving application problems.

MATH 104 Elementary Algebra, Part II

Units: 3
Hours: 54 hours LEC
Prerequisite: MATH 103 or 134 with a grade of “C” or better
Catalog Date: June 1, 2020

This course covers the second half of the traditional MATH 100 course. Topics include: polynomial factorization, rational expressions and equations, radical expressions and equations, rational exponents, quadratic equations, and applications.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• simplify and perform basic operations on polynomial, rational, and radical expressions.

• classify polynomials according to type and apply appropriate factoring techniques.

• apply appropriate solving techniques to quadratic, rational, and radical equations.

• apply algebraic methods and critical thinking skills when solving application problems.

MATH 109 Fundamentals of Algebra for Liberal Arts Mathematics and Statistics

Units: 4
Hours: 72 hours LEC
This course consists of elements of beginning and intermediate algebra needed for STAT 300, MATH 300, or MATH 310. Topics include modeling using expressions, equations, functions, and graphs; polynomial inequalities. Note: This course is not intended for students pursuing business or STEM majors and who plan to take courses in science, computer information science, engineering, mathematics, physics, chemistry, business or economics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- solve linear, quadratic, absolute value, square root, exponential, logarithmic equations.
- solve systems of linear equations in two variables and linear and absolute value inequalities.
- graph linear, quadratic, absolute value, exponential, and logarithmic functions.
- apply elementary operations on functions.
- use mathematical modeling to solve applications.

MATH 110 Elementary Geometry

Units: 5
Hours: 90 hours LEC
Prerequisite: MATH 100 or 104 with a grade of "C" or better, or placement through the assessment process.
General Education: AA/AS Area II(b)
Catalog Date: June 1, 2020

This course introduces Euclidean Geometry. Topics include sets, definitions, postulates, theorems, deductive and inductive reasoning, proof, parallel lines, triangles, polygons, congruence, similarity, constructions, the Pythagorean Theorem, right triangle trigonometry, circles, analytic geometry, and elementary solid geometry.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- clearly state Euclidean definitions, postulates, and theorems.
- find missing side lengths and angle measures in a diagram using appropriate theorems.
- use compass and straightedge to perform constructions and use a protractor to measure angles.
- write 2-column direct proofs and indirect proofs using the definitions, postulates, and theorems of Euclidean geometry.
- apply appropriate formulas when finding areas of planar figures, surface area and volume of solids, and when analyzing diagrams in the Cartesian coordinate system.

MATH 120 Intermediate Algebra

Units: 5
Hours: 90 hours LEC
Prerequisite: MATH 100 or 104 with a grade of "C" or better, or placement through the assessment process.
General Education: AA/AS Area II(b)
Catalog Date: June 1, 2020

This course reviews and extends the concepts of elementary algebra, with problem solving skills emphasized throughout. Topics that are reviewed and extended include linear and quadratic equations, factoring polynomials, rational expressions, exponents, radicals, equations of lines, and systems of equations. New topics include graphs and their translations and reflections, functions, exponential and logarithmic functions, graphs of quadratic functions, conic sections, nonlinear systems of equations, polynomial, rational, and absolute value inequalities, sequences, series, and the Binomial Theorem.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
MATH 121 Intermediate Algebra with Lab

Units: 5
Hours: 90 hours LEC; 18 hours LAB
Prerequisite: MATH 100 or 104 with a grade of "C" or better, or placement through the assessment process.
Catalog Date: June 1, 2020

This is an intermediate algebra course designed for students who need more classroom time in order to be successful in algebra. This course reviews and extends the concepts of elementary algebra with problem solving skills emphasized throughout. Topics that are reviewed and extended include linear and quadratic equations, factoring polynomials, rational expressions, exponents, radicals, equations of lines, and systems of equations. New topics include graphs and their translations and reflections, functions, exponential and logarithmic functions, graphs of quadratic functions, conic sections, nonlinear systems of equations, polynomial, rational, and absolute value inequalities, sequences, series, and The Binomial Theorem.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- simplify expressions and solve equations involving absolute values, polynomials, rational expressions, radicals, exponentials, and logarithms.
- solve systems of equations and solve linear, polynomial, rational, and absolute value inequalities.
- demonstrate an understanding of the definition of a function and use function notation, including the algebra of functions, composite functions, and inverse functions.
- sketch the graphs of basic functions, quadratic functions, transformations of these functions, and conic sections.
- apply algebraic methods when solving word problems.

MATH 123 Intermediate Algebra, Part I

Units: 3
Hours: 54 hours LEC
Prerequisite: MATH 100 or 104 with a grade of "C" or better, or placement through the assessment process.
Catalog Date: June 1, 2020

This course will cover the first half of the traditional MATH 120 course. Topics include solving linear equations and inequalities, factoring of polynomials, rational expressions, exponents, radicals, solving equations containing rational and radical expressions, equations of lines, functions and absolute value equations and inequalities, and complex numbers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- simplify expressions and solve equations involving absolute values, polynomials, rational expressions, and radicals.
- solve linear and absolute value inequalities.
- demonstrate an understanding of the definition of a function, use function notation, and perform the four arithmetic operations on functions.
- sketch the graphs of basic functions and transformations of the functions.
- apply algebraic methods when solving word problems.
MATH 124 Intermediate Algebra, Part II

This course will cover the second half of the traditional MATH 120 course. Topics include quadratic expressions, equations, inequalities and graphs, conic sections, linear and nonlinear systems of equations, composite and inverse functions, exponential and logarithmic functions, and sequences and series.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- solve quadratic equations using a variety of methods, solve exponential and logarithmic equations, and solve equations quadratic in form.
- solve linear and nonlinear systems of equations and solve polynomial and rational inequalities.
- find composite and inverse functions.
- graph quadratic functions, conic sections, exponential functions, and logarithmic functions, including transformations.
- apply algebraic methods when solving word problems.

MATH 134 Prealgebra and Algebra for Statistics Part I

This is the first part of a two-course sequence preparing students for a course in Elementary Statistics. This course covers the arithmetic of whole, signed, fractional, mixed, and decimal numbers, linear equations in one variable, lines and linear equations in two variables, systems of equations in two variables, and arithmetic operations on polynomials. This course is not intended as preparation for Trigonometry.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate mastery in simplifying and performing basic operations on whole numbers, integers, rational numbers, and polynomials.
- apply the order of operations to simplify expressions involving whole numbers, integers, and rational numbers.
- apply rules of exponents in simplifying algebraic expressions involving integer exponents.
- apply appropriate solving techniques to linear equations of one variable and systems of linear equations of two variables.
- graph linear equations in two variables and find equations of lines.
- classify polynomials according to type, simplify, and perform basic operations on polynomials.
- apply algebraic methods and critical thinking skills when solving application problems.

MATH 135 Prealgebra and Algebra for Statistics Part II

Units: 6
Hours: 108 hours LEC
Prerequisite: MATH 27 or 28 with a grade of "C" or better, or placement through the assessment process.
Catalog Date: June 1, 2020

This course is not intended as preparation for Trigonometry.
This is the second part of a two-course sequence preparing students for a course in Elementary Statistics. This course covers polynomial factoring, rational expressions and equations, radical expressions and equations, the algebra of functions, graphs of elementary functions, modelling with functions, exponential and logarithmic functions, systems of equations in three variables, solving quadratic equations, and summation notation. This course is only intended as preparation for STAT 300 and MATH 300.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- simplify expressions and solve equations involving absolute values, polynomials, rational expressions, radicals, exponentials, and logarithms.
- solve nonlinear systems of equations and solve quadratic, polynomial, rational, and absolute value inequalities.
- demonstrate an understanding of the definition of a function and use function notation, including the algebra of functions, composite functions, and inverse functions.
- sketch the graphs of basic functions, quadratic functions, and transformations of these functions.
- solve problems involving arithmetic, geometric, and other types of sequences and series. Use the Binomial Theorem to expand binomials.
- apply algebraic methods when solving word problems.

**MATH 140 Mathematics Competency**

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: | MATH 100 or 104 with a grade of "C" or better, or placement through the assessment process. |
| General Education: | AA/AS Area II(b) |
| Catalog Date: | June 1, 2020 |

This course introduces students to everyday uses of mathematics. Topics will include measurement systems, reasoning and logic, elections, inflation and other indexes, chance and risk, and finances. Students will conclude the course by selecting a module of mathematical interest from a list of available topics drawn from career technical programs and contemporary careers including but not limited to nursing, occupational therapy, flight technology, and cosmetology.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- choose appropriate mathematical models for analyzing democratic and social phenomenon.
- compare and choose among financial options such as loans and annuities or make other relevant financial decisions.
- compute and compare risk factors in various situations.
- create visual and graphical representations of data relevant to topics.
- design and implement experiments to test hypotheses of relevant topics.
- explain positions on topics using valid arguments.
- demonstrate the use of mathematics and critical thinking in contemporary vocational and technical fields.

**MATH 170 Algebra Review for Calculus**

| Units: | 2 |
| Hours: | 36 hours LEC |
| Prerequisite: | None. |
| Catalog Date: | June 1, 2020 |

This is a review of college preparatory high school algebra. It includes the necessary skills for success in higher mathematics courses including calculus. Topics include real numbers, linear equations and inequalities, properties of lines, absolute values, polynomials and...
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate preparedness for subsequent UC Davis mathematics courses such as precalculus or calculus. The students will place into the next mathematics course based on scores from the UCD Mathematics Placement Exam, which they will take upon completion of MATH 170.
- demonstrate an understanding of polynomials, rational expressions, equations and inequalities, exponents, radical, and logarithms and demonstrate conceptual rather than strictly procedural knowledge of these topics.
- demonstrate increased competence in problem solving, including application problems, and a higher level of mathematical maturity.
- model substantive interpretation of algebraic problems.

MATH 295 Independent Studies in Mathematics

This is an independent studies course. The topics are to be arranged between the instructor and the student.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate understanding of the mathematical concepts studied in the course.
- demonstrate competence in the mathematical skills studied in the course.

MATH 300 Introduction to Mathematical Ideas

This course is intended to help the non-Mathematics major student relate to the spirit of mathematics through a study of some engaging ideas of mathematics. Several specific topics will be chosen from: numeration systems, logic, sets, number theory, algebraic modeling, geometry, combinatorics, probability, statistics, consumer mathematics, graph theory, voting and apportionment, matrices, and perhaps others. This course is not recommended for students entering elementary school teaching or for business administration majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze inferences and conjectures present in a variety of mathematical ideas and systems.
- construct well written solutions to mathematical exercises.
- apply critical thinking skills developed in studying a mathematical topic to issues that transcend mathematics.
- research and demonstrate an understanding of and explain mathematical ideas that are at an appropriate skill level.

MATH 310 Mathematical Discovery
This course is designed to introduce students to the spirit of mathematics by involving them in aspects of mathematical processes of exploration, conjecture, and proof. Students will examine mathematical patterns and relations, formulate conjectures, and prove their conjectures. Educational standards and issues are a focus throughout the content of the course. Areas of mathematics from which content may be derived include number theory, statistics, probability, geometry, and sequences and series. This course is recommended for students interested in a career in education.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain mathematical relationships inherent in problems and situations.
- make conjectures about mathematical relationships and content.
- prove or disprove conjectures about mathematical relationships and content.
- develop an appreciation of mathematical relevance to everyday life.
- analyze documents directing the study of mathematics in American schools, as well as the strategies, procedures, and emphases advocated in those documents.

MATH 335 Trigonometry with College Algebra

This is a full trigonometry course with algebra concepts reviewed, extended, and integrated when they are relevant to the trigonometric concepts. The trigonometric topics include right triangle trigonometry, unit circle trigonometry, graphs of trigonometric functions, proofs of trigonometric identities, solving trigonometric equations, applications of trigonometric functions (laws of sines and cosines), inverse trigonometric functions, the polar coordinate system, and vectors. The algebra topics include translations and stretches of graphs, graphs of polynomial and rational functions, domain and range, even and odd functions, inverse functions, simplifying and factoring expressions, and equation solving.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply trigonometric functions to the angles of a right triangle and arcs on the unit circle.
- evaluate trigonometric functions of common angles (using both radian and degree measure) and inverse trigonometric functions.
- recognize, apply, and prove trigonometric identities and solve trigonometric equations.
- create and analyze graphs of polynomial functions, rational functions, trigonometric functions, inverse trigonometric functions, curves in parametric form, and curves in polar form. (Trigonometric function graphing will include changes in period, phase, and amplitude.)
- convert between polar and rectangular coordinates and equations, compute and solve equations involving complex numbers in standard and trigonometric form, and use DeMoivre's Theorem to evaluate powers and roots of complex numbers.
- apply trigonometric and algebraic concepts as problem-solving tools by modeling problems with appropriate equations, including use of the Laws of Sines and Cosines and vector applications with vectors represented in both \((a, b)\) and \(ai+bj\) form.
MATH 340 Calculus for Business and Economics

The content of this course includes review of the logarithmic and exponential functions, intuitive introduction to limits, and development of the derivative and definite integral. Application of these concepts to economics and business will be emphasized.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- find the derivatives of polynomial, rational, exponential, and logarithmic functions.
- find the derivatives of functions involving constants, sums, differences, products, quotients, and the chain rule.
- sketch the graphs of functions using horizontal and vertical asymptotes, intercepts, first and second derivatives to determine intervals where the function is increasing and decreasing, maximum and minimum values, intervals of concavity, and points of inflection.
- analyze the marginal cost, profit, and revenue when given the appropriate function.
- determine maxima and minima in optimization problems using the derivative.
- use derivatives to find rates of change and tangent lines.
- use calculus to analyze revenue, cost, and profit.
- find definite and indefinite integrals by using the general integral formulas, integration by substitution, and other integration techniques.
- use integration in business and economics applications.

MATH 342 Modern Business Mathematics

This course is designed around applications of mathematics in economic and business contexts. Specific topics will include functions and related business formulas, tables and graphs, finance (interest, annuities, and exponential models in economics), rates of change including applications and optimization, and linear programming.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze formulas, tables, graphs, and data sets in order to form conclusions or make predictions.
- calculate both present and future values involving compound interest and annuities.
- analyze applications of annuities involving loan amortization and sinking funds, applying necessary formulas.
- identify and graph linear, quadratic, power, polynomial, exponential, and logarithmic functions.
- formulate and apply exponential growth or decay functions pertaining to business applications.
- evaluate rates of change for a variety of elementary functions and apply them to marginal analysis.
- find and interpret optimum values related to business applications.
- solve linear programming problems using a graphical approach.
MATH 350 Calculus for the Life and Social Sciences

This course is an introduction to calculus. Topics include functions, trigonometric functions, limits, analytic geometry, and differential calculus with applications to biological and social sciences. This course is intended for students majoring in the biological and social sciences and some business majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- simplify algebraic and trigonometric expressions as they appear in calculus computations.
- compute limits and discuss the continuity of a given function.
- find derivatives of functions and interpret derivatives as rates of change.
- apply differentiation techniques to curve sketching and optimization problems.
- solve problems in life and social science areas involving exponential, logarithmic and trigonometric functions through the application of calculus techniques.
- find antiderivatives of algebraic and trigonometric functions.

MATH 351 Calculus for the Life and Social Sciences

This course is a continuation of MATH 350. Topics include: definite and indefinite integrals, power series, analytic geometry, multivariate calculus, and differential equations, with applications to life and social sciences.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply differentiation and integration techniques to algebraic, exponential, logarithmic, and trigonometric functions.
- calculate definite, double, and improper integrals; find indefinite integrals; demonstrate a variety of techniques including numerical approximation methods; and use integration to find the area between curves and the volume of solids.
- calculate partial derivatives of functions of several variables and calculate and explain the significance of extrema of these functions in applied settings.
- analyze surfaces and graph functions of two variables in the three-dimensional coordinate system.
- confirm the convergence or divergence of infinite series using appropriate justification and compute Taylor and Maclaurin series of functions.
- solve separable and first-order linear differential equations.
- interpret results of the analysis of mathematical modeling in applications of population growth or decay, manufacturer and consumer perspectives, chemical mixtures and reactions, and other course topics.
MATH 352 Calculus for the Life and Social Sciences III

This course, along with MATH 350 and MATH 351, completes the UC calculus sequence for some biology and medicine majors. The topics include solving first-order linear differential equations using integrating factors, equilibria and stability, matrices, eigenvalues and eigenvectors, analytic geometry, directional derivatives and gradient vectors, chain rule for functions of several variables, optimization and applications, theory, modeling and applications of linear and nonlinear systems of ordinary differential equations, permutations and combinations, probability, conditional probability, independence, and Bayes’ formula and applications.

Upon completion of this course, the student will be able to:

- evaluate and apply the chain rule, directional derivatives, and gradient vectors for functions of several variables.
- apply geometric methods for vectors, lines, and planes.
- devise models and solve linear and nonlinear systems of ordinary differential equations.
- analyze results of computing eigenvalues and eigenvectors.
- compute counts and probabilities in a variety of experimental events.
- compute and apply Bayes’ Formula.

MATH 355 Calculus for Biology and Medicine I

This course is an introduction to differential calculus and elementary differential equations via applications in biology and medicine. It covers limits, derivatives of polynomials, trigonometric and exponential functions, graphing, and applications of the derivative to biology and medicine. Topics include the Fundamental Theorem of Calculus and techniques of integration, including integral tables and numerical methods. This course does not meet the prerequisite for PHYS 410.

Upon completion of this course, the student will be able to:

- simplify algebraic and trigonometric expressions as they appear in calculus computations.
- compute limits and discuss the continuity of a given function.
- apply differentiation and integration techniques to algebraic, exponential, logarithmic, and trigonometric functions.
- apply differentiation techniques to curve sketching and optimization problems.
- solve problems in life and social science areas involving exponential, logarithmic, and trigonometric functions through the application of calculus techniques.
- apply the Fundamental Theorem of Calculus to the evaluation of definite integrals.
- solve separable and first-order linear differential equations.
- interpret results of the analysis of mathematical modeling in applications of population growth or decay, manufacturer and consumer perspectives, chemical mixtures and reactions, and other course topics.
MATH 356 Calculus for Biology and Medicine II

This course is the continuation of MATH 355. It covers matrix algebra with eigenvalues and eigenvectors, systems of linear equations, functions of several variables, partial derivatives, systems of differential equations, probability, and applications to biology and medicine. This course does not meet the prerequisite for PHYS 410 or PHYS 420.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- calculate double integrals.
- calculate partial derivatives of functions of several variables and calculate and explain the significance of extrema of these functions in applied settings.
- analyze surfaces and graph functions of two variables in the three-dimensional coordinate system.
- solve separable and first-order linear differential equations; devise models and solve linear and nonlinear systems of ordinary differential equations.
- evaluate and apply the chain rule, directional derivatives, and gradient vectors for functions of several variables.
- analyze results of computing eigenvalues and eigenvectors.
- compute counts and probabilities in a variety of experimental events.
- compute and apply Bayes' Formula.

MATH 370 Pre-Calculus Mathematics

This course is designed to prepare students for MATH 400, 401, and 402. A brief review is followed by an in-depth extension of the properties of polynomial, rational, exponential, logarithmic, and trigonometric functions. Additional topics include inequalities, systems of non-linear equations, conic sections, sequences and series, analytic geometry, polar and parametric equations, and matrices. Graphing calculators may be required for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- solve equations and inequalities and manipulate expressions.
- demonstrate a deep understanding of functions and their properties.
- graph a variety of curves (showing intercepts, asymptotes, vertices, etc.) defined by a rectangular, polar, and parametric equations.
- solve application problems by creating and using mathematical models that involve synthesis of course concepts.
- prove simple mathematical facts.

MATH 372 College Algebra for Calculus
This course provides a rigorous treatment of college-level algebra and its applications, with a particular focus on preparing students for the calculus sequence for Science, Technology, Engineering, and Mathematics (STEM) majors. Topics include polynomial, rational, radical, exponential, absolute value, and logarithmic functions; graphs, and equations; systems of equations; the theory of polynomial equations; analytic geometry including conics; sequences and series; and mathematical induction. Emphasis is given to analytical reasoning and problem-solving. This course may be taken concurrently with MATH 373, Trigonometry for Calculus. Completion of both MATH 372 AND MATH 373 with grades of "C" or better meets the prerequisite for MATH 400, Calculus I.

Upon completion of this course, the student will be able to:

- solve equations and inequalities and manipulate expressions.
- solve systems of equations and inequalities.
- demonstrate a deep understanding of functions and their properties.
- graph a variety of curves (showing intercepts, asymptotes, vertices, etc.).
- solve application problems by creating and using mathematical models that involve synthesis of course concepts.

Student Learning Outcomes

MATH 373 Trigonometry for Calculus

This course provides a rigorous treatment of trigonometry and its applications, with a particular focus on preparing students for the calculus sequence for Science, Technology, Engineering, and Mathematics (STEM) majors. Topics include right triangle trigonometry, unit circle trigonometry, graphs of trigonometric functions, proofs of trigonometric identities, solving trigonometric equations, applications of trigonometric functions (laws of sines and cosines), inverse trigonometric functions, the polar coordinate system, and vectors. Emphasis is given to analytical reasoning and problem-solving. This course may be taken concurrently with MATH 372, College-Algebra for Calculus. Completion of both MATH 372 AND MATH 373 with grades of "C" or better meets the prerequisite for MATH 400, Calculus I.

Upon completion of this course, the student will be able to:

- apply trigonometric functions to the angles of a right triangle and arcs on the unit circle.
- evaluate trigonometric functions of common angles (using both radian and degree measure) and inverse trigonometric functions.
- recognize, apply, and prove trigonometric identities and solve trigonometric equations.
- create and analyze graphs of trigonometric functions, inverse trigonometric functions, curves in parametric form, and curves in polar form. (Trigonometric function graphing will include changes in period, phase, and amplitude.)
- convert between polar and rectangular coordinates and equations, compute and solve equations involving complex numbers in standard and trigonometric form, and use DeMoivre's Theorem to evaluate powers and roots of complex numbers.
- apply trigonometric and algebraic concepts as problem-solving tools by modeling problems with appropriate equations, including use of the Laws of Sines and Cosines and vector applications with vectors represented in both (a, b) and ai+bj form.
- prove simple mathematical facts.

Student Learning Outcomes

MATH 400 Calculus I
This course explores the basic concepts of analytic geometry, limits (including indeterminate forms), derivatives, and integrals. The topics covered will include graphs, derivatives, and integrals of algebraic, trigonometric, exponential, logarithmic, and hyperbolic functions. Standard proofs will be covered, such as delta-epsilon proofs and proofs of some theorems. Applications will be covered, including those involving rectilinear motion, differentials, related rates, graphing, and optimization.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- compute limits of algebraic, exponential, logarithmic, and trigonometric functions.
- calculate derivatives of algebraic, exponential, logarithmic, and trigonometric functions.
- evaluate integrals of algebraic, exponential, logarithmic, and trigonometric functions.
- apply derivatives and integrals to solve physics, economic, geometric, and/or other problems.
- prove basic theorems related to limits, continuity, and differentiability, including delta-epsilon proofs.

**MATH 401 Calculus II**

This course is a continuation of MATH 400. Topics covered will include techniques of integration, numerical integration, improper integrals, infinite series, parametric equations, polar coordinates, and possibly conic sections. Many applications will be covered including those involving areas between plane regions, volumes of revolution, work, moments and centers of mass, average value, arc length, and surface area.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate integrals using a variety of integration techniques including integration by parts, partial fraction decomposition, trigonometric substitution and others.
- devise and evaluate integrals to find the volume and surface area of a solid of revolution, total work, the length of a curve, the center of mass of a solid, and other applications of integration.
- estimate integrals using numerical techniques.
- evaluate improper integrals.
- evaluate the calculus components of parametric and polar relations including finding tangent lines, areas, and arc lengths.
- prove convergence or divergence of sequences and series such as alternating series, harmonic series, Maclaurin and Taylor series, and power series and determine radius and intervals of convergence.
- construct power series representations of functions, derivatives, and integrals.
- estimate and determine maximum errors in finding function values using infinite and finite power series.
- solve separable differential equations.

**MATH 402 Calculus III**
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- find the distance between a point and a line, a point and a plane, two parallel planes, or two skew lines; Find the equations of lines and planes.
- calculate the arc length and curvature at any point for a space curve.
- evaluate partial derivatives and directional derivatives. Find the extrema for functions of two variables; find the maximum and minimum values of a function subject to the given constraints.
- evaluate double and triple integrals using rectangular, polar, cylindrical, and spherical coordinate systems as well as change of variables using the Jacobian; apply double and triple integrals to solving geometry and physics problems.
- evaluate line and surface integrals using Green's Theorem, Stoke's Theorem, and the Divergence Theorem.

MATH 410 Introduction to Linear Algebra

This course is an introductory course in linear algebra. Topics include matrices, determinants, systems of equations, vector spaces, linear transformations, eigenvectors, and applications. Proofs of elementary theorems of basic linear algebra will be covered. The course is intended for majors in mathematics, engineering, science, and related fields.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO 1: prove basic results of linear algebra, using appropriate proof-writing techniques.
- Objective: prove theorems on linear independence of vectors; properties of subspaces; linearity, injectivity and surjectivity of functions; and properties of eigenvectors and eigenvalues.
- SLO 2: solve linear systems using matrices and matrix operations.
- Objective: solve linear systems using Gaussian and Gauss-Jordan elimination.
- SLO 3: demonstrate an understanding of abstract concepts such as Euclidian n-space, multidimensional vector spaces, subspaces of vector spaces, and the relationship between matrices and n-tuples.
- Objective: find the dimension of spaces such as those associated with matrices and linear transformations.
- SLO 4: demonstrate an understanding of the relationships between systems of equations, matrices, determinants, inverse matrices, vectors, linear transformations, row space, column space, null space, kernel, eigenvalues, and eigenvectors in linear algebra problems.
- Objective: find eigenvalues and eigenvectors and use them in applications.
- Objective: use properties of inner product spaces to determine linear independence, normal vectors, bases, change of basis, orthogonality, diagonalization, and orthogonal diagonalization.
MATH 420 Differential Equations

Units: 4
Hours: 72 hours LEC
Prerequisite: MATH 401 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area II(b); CSU Area B4; IGETC Area 2
C-ID: C-ID MATH 240
Catalog Date: June 1, 2020

This course will cover the theory and applications of solutions to ordinary differential equations and systems of ordinary differential equations. Students will be introduced to various topics useful in the solution of these differential equations including power series, Laplace transforms, matrices, eigenvalues and eigenvectors, and numerical methods.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- solve a variety of ordinary differential equations using techniques such as reduction of order, method of undetermined coefficients, variation of parameters, power series, and Laplace transforms.
- analyze, model, and solve elementary applied science problems such as Newton's Law of Cooling, mixing, falling bodies, and Newton's Second Law of Motion with ordinary differential equations.
- identify differential equations such as linear, separable, exact, and Cauchy-Euler.
- solve systems of linear differential equations.

MATH 494 Topics in Mathematics

Units: 0.5 - 4
Hours: 9 - 72 hours LEC
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides the ability to take a course in mathematics that covers topics that are not part of the regular curriculum. This course may only be taken once, even if course offerings cover different topics. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate understanding of the mathematical concepts studied in the course.
- demonstrate competence in the mathematical skills studied in the course.

MATH 495 Independent Studies in Mathematics

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This is an independent studies course. The topics are to be arranged between the instructor and the student. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate understanding of the mathematical concepts studied in the course.
Mathematics Support (MATHS)

MATHS 20 Support for Intermediate Algebra

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<thead>
<tr>
<th>Units:</th>
<th>3</th>
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<tbody>
<tr>
<td>Hours:</td>
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<tr>
<td>Prerequisite:</td>
<td>Placement through the assessment process.</td>
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<tr>
<td>Corequisite:</td>
<td>MATH 120</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in MATH 120, Intermediate Algebra. Topics and homework assignments are often connected to the students’ assignments in MATH 120. Students who completed this topic as MATHS 299 are not eligible to take this course. This course is graded as Pass/No Pass. This course was formerly known as MATHS 120.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use support mathematics skills to simplify expressions and solve equations involving absolute values, polynomials, rational expressions, radicals, exponentials, and logarithms.
- use support mathematics skills to solve systems of equations and solve linear, polynomial, rational, and absolute value inequalities.
- use support mathematics skills to demonstrate an understanding of the definition of a function and use function notation, including the algebra of functions, composite functions, and inverse functions.
- use support mathematics skills to sketch the graphs of basic functions, quadratic functions, transformations of these functions, and conic sections.
- use support mathematics skills to apply algebraic methods when solving word problems.

MATHS 35 Support for Trigonometry with College Algebra

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<th>Units:</th>
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<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>Placement through the assessment process.</td>
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<tr>
<td>Corequisite:</td>
<td>MATH 335</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in MATH 335: Trigonometry with College Algebra. Topics and homework assignments are often connected to the students’ assignments in MATH 335. The course includes applications of the concepts and skills covered. Students who completed this topic as MATHS 299 are not eligible to take this course. This course is graded as Pass/No Pass. This course was formerly known as MATHS 135.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use support mathematics skills to apply trigonometric functions to the angles of a right triangle and arcs on the unit circle.
- use support mathematics skills to evaluate trigonometric functions of common angles (using both radian and degree measure) and inverse trigonometric functions.
- use support mathematics skills to recognize, apply, and prove trigonometric identities and solve trigonometric equations.
- use support mathematics skills to create and analyze graphs of polynomial functions, rational functions, trigonometric functions, inverse trigonometric functions, curves in parametric form, and curves in polar form. (Trigonometric function graphing will include changes in period, phase, and amplitude.)
use support mathematics skills to convert between polar and rectangular coordinates and equations, compute and solve equations involving complex numbers in standard and trigonometric form, and use DeMoivre's Theorem to evaluate powers and roots of complex numbers.

use support mathematics skills to apply trigonometric and algebraic concepts as problem-solving tools by modeling problems with appropriate equations, including use of the Laws of Sines and Cosines and vector applications with vectors represented in both \((a, b)\) and \(ai+bj\) form.

MATHS 40 Support for Calculus for Business and Economics

<table>
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<tr>
<th>Units:</th>
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<td>Hours:</td>
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<tr>
<td>Prerequisite:</td>
<td>Placement through the assessment process.</td>
</tr>
<tr>
<td>Corequisite:</td>
<td>MATH 340</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in Calculus for Business and Economics (MATH 340). Topics and homework assignments are often connected to the students' assignments in MATH 340. The course includes applications of the concepts and skills covered. This course is graded as Pass/No Pass. Students who have taken this course as MATHS 299 are not eligible to take this course. This course was formerly known as MATHS 140.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use support mathematics skills to find the derivatives of polynomial, rational, exponential, and logarithmic functions.
- use support mathematics skills to find the derivatives of functions involving constants, sums, differences, products, quotients, and the chain rule.
- use support mathematics skills to sketch the graphs of functions using horizontal and vertical asymptotes, intercepts, first and second derivatives to determine intervals where the function is increasing and decreasing, maximum and minimum values, intervals of concavity, and points of inflection.
- use support mathematics skills to analyze the marginal cost, profit, and revenue when given the appropriate function.
- use support mathematics skills to determine maxima and minima in optimization problems using the derivative.
- use support mathematics skills to find rates of change and tangent lines.
- use support mathematics skills to analyze revenue, cost, and profit.
- use support mathematics skills to find definite and indefinite integrals when applying the general integral formulas, integration by substitution, and other integration techniques.
- use support mathematics skills in business and economics applications.

MATHS 42 Support for Modern Business Mathematics

<table>
<thead>
<tr>
<th>Units:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Placement through the assessment process.</td>
</tr>
<tr>
<td>Corequisite:</td>
<td>MATH 342</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in Modern Business Mathematics. Topics and homework assignments are often connected to the students' assignments in MATH 342. The course includes applications of the concepts and skills covered. Students who completed this topic as MATHS 299 are not eligible to take this course. This course is graded as Pass/No Pass. This course was formerly known as MATHS 142.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
use support mathematics skills to analyze formulas, tables, graphs, and data sets in order to form conclusions or make predictions.

use support mathematics skills to calculate both present and future values involving compound interest and annuities.

use support mathematics skills to analyze applications of annuities involving loan amortization and sinking funds, applying necessary formulas.

use support mathematics skills to identify and graph linear, quadratic, power, polynomial, exponential, and logarithmic functions.

use support mathematics skills to formulate and apply exponential growth or decay functions pertaining to business applications.

use support mathematics skills to evaluate rates of change for a variety of elementary functions and apply them to marginal analysis.

use support mathematics skills to find and interpret optimum values related to business applications.

use support mathematics skills to solve linear programming problems using a graphical approach.

MATHS 70 Support for College Algebra for Calculus

| Units:       | 3 |
| Hours:       | 54 hours LEC |
| Prerequisite:| Placement through the assessment process. |
| Corequisite: | MATH 372 |
| Catalog Date:| June 1, 2020 |

This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in MATH 372: College Algebra for Calculus. Topics and homework assignments are often connected to the students’ assignments in MATH 372. The course includes applications of the concepts and skills covered. This course is graded as Pass/No Pass. This course was formerly known as MATHS 172.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use mathematics support skills to solve equations and inequalities and manipulate expressions.
- use mathematics support skills to solve systems of equations and inequalities.
- use mathematics support skills to demonstrate a deep understanding of functions and their properties.
- use mathematics support skills to graph a variety of curves (showing intercepts, asymptotes, vertices, etc.).
- use mathematics support skills to solve application problems by creating and using mathematical models that involve synthesis of course concepts.

MATHS 71 Support for Trigonometry for Calculus

| Units:       | 2 |
| Hours:       | 36 hours LEC |
| Prerequisite:| Placement through the assessment process. |
| Corequisite: | MATH 373 |
| Catalog Date:| June 1, 2020 |

This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in MATH 373: Trigonometry for Calculus. Topics and homework assignments are often connected to the students’ assignments in MATH 373. The course includes applications of the concepts and skills covered. This course is graded as Pass/No Pass. This course was formerly known as MATHS 173.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use mathematics support skills to apply trigonometric functions to the angles of a right triangle and arcs on the unit circle.
- use mathematics support skills to evaluate trigonometric functions of common angles (using both radian and degree measure) and inverse trigonometric functions.
- use mathematics support skills to recognize, apply, and prove trigonometric identities and solve trigonometric equations.
use mathematics support skills to create and analyze graphs of trigonometric functions, inverse trigonometric functions, curves in parametric form, and curves in polar form. (Trigonometric function graphing will include changes in period, phase, and amplitude.)

use mathematics support skills to convert between polar and rectangular coordinates and equations, compute and solve equations involving complex numbers in standard and trigonometric form, and use DeMoivre’s Theorem to evaluate powers and roots of complex numbers.

use mathematics support skills to apply trigonometric and algebraic concepts as problem-solving tools by modeling problems with appropriate equations, including use of the Laws of Sines and Cosines and vector applications with vectors represented in both \((a, b)\) and \(ai+bj\) form.

use mathematics support skills to prove simple mathematical facts.

MATHS 95 Support for Introduction to Mathematical Ideas

<table>
<thead>
<tr>
<th>Units</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>36 hours LEC</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Placement through the assessment process.</td>
</tr>
<tr>
<td>Corequisite</td>
<td>MATH 300</td>
</tr>
<tr>
<td>Catalog Date</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in Introduction to Mathematical Ideas. Topics and homework assignments are often connected to the students’ assignments in MATH 300. Students who completed this topic as MATHS 299 are not eligible to take this course. This course is graded as Pass/No Pass. This course was formerly known as MATHS 100.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use support mathematics skills to analyze inferences and conjectures present in a variety of mathematical ideas and systems.
- use support mathematics skills to construct well written solutions to mathematical exercises.
- use support mathematics skills to apply critical thinking skills developed in studying a mathematical topic to issues that transcend mathematics.
- use support mathematics skills to research and demonstrate an understanding of and explain mathematical ideas that are at an appropriate skill level.

MATHS 96 Support for Mathematical Discovery

<table>
<thead>
<tr>
<th>Units</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>36 hours LEC</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Placement through the assessment process.</td>
</tr>
<tr>
<td>Corequisite</td>
<td>MATH 310</td>
</tr>
<tr>
<td>Catalog Date</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in Mathematical Discovery (MATH 310). Topics and homework assignments are often connected to the students’ assignments in MATH 310. This course is graded as Pass/No Pass. This course was formerly known as MATHS 110.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use support mathematics skills to explain mathematical relationships inherent in problems and situations.
- use support mathematics skills to make conjectures about mathematical relationships and content.
- use support mathematics skills to prove or disprove conjectures about mathematical relationships and content.
- use support mathematics skills in developing an appreciation of mathematical relevance to every day life.
- use support mathematics skills to analyze documents directing the study of mathematics in American schools, as well as the
Statistics (STAT)

STAT 10 Support for Introduction to Probability and Statistics

<table>
<thead>
<tr>
<th>Units:</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>36 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Placement through the assessment process.</td>
</tr>
<tr>
<td>Corequisite:</td>
<td>STAT 300</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in Introduction to Probability and Statistics (STAT 300). Topics and homework assignments are often connected to the students’ assignments in STAT 300. The course includes applications of the concepts and skills covered. This course is graded as Pass/No Pass. Students who have taken this course as MATH 299 are not eligible to take this course. This course was formerly known as STAT 110.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use support mathematics skills to summarize and display data.
- use support mathematics skills to compute and interpret probabilities.
- use support mathematics skills to construct confidence intervals for various parameters.
- use support mathematics skills to perform various hypothesis tests.
- use support mathematics skills to analyze the correlation coefficient and regression equation of bivariate data.
- use support mathematics skills when using technology to perform statistical tasks.
- use support mathematics skills when applying the concepts and techniques of statistics to real world applications.

STAT 100 Pre-Statistics

<table>
<thead>
<tr>
<th>Units:</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>72 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>MATH 34 with a grade of &quot;C&quot; or better, or placement through the assessment process.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course prepares students for transfer-level Statistics. Topics include ratios, rates, and proportional reasoning; arithmetic with fractions, decimals and percents; evaluating expressions, solving equations, and analyzing formulas to understand statistical measures; use of linear and exponential functions to model bivariate data; graphical and numerical descriptive statistics for quantitative and categorical data. Note: This course is not intended for students who plan to take courses in science, computer information science, engineering, mathematics, physics, chemistry, or business and economics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- simplify linear expressions, solve linear equations and inequalities, and evaluate statistical formulas using the order of operations agreement.
- sketch the graphs of linear and exponential functions, and find equations of linear and exponential functions given two points on the line or curve.
- apply and interpret algebraic and statistical models when solving word problems.
STAT 300 Introduction to Probability and Statistics

This course is an introduction to probability and statistics. Topics include elementary principles and applications of descriptive statistics, counting principles, elementary probability principles, probability distributions, estimation of parameters, hypothesis testing, linear regression and correlation, and ANOVA. Scientific calculators with two-variable statistical capabilities are required for this class.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- summarize and display data.
- compute and interpret probabilities.
- construct confidence intervals for various parameters.
- perform various hypothesis tests.
- use correlation and regression to analyze bivariate data.
- utilize technology to perform statistical tasks.
- apply the concepts and techniques of statistics to real world applications.

STAT 480 Introduction to Probability and Statistics - Honors

This course is an introduction to probability and statistics designed for students in the honors program. Topics include elementary principles and applications of descriptive statistics, counting principles, elementary probability principles, probability distributions, estimation of parameters, hypothesis testing, linear regression and correlation, and ANOVA. Scientific calculators with two-variable statistical capabilities may be required for this class. This honors section uses an intensive instructional methodology designed to challenge motivated students. Credit will be awarded for either STAT 480 or STAT 300, not both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- summarize and display data.
- compute and interpret probabilities.
- construct confidence intervals for various parameters.
- perform various hypothesis tests.
- use correlation and regression to analyze bivariate data.
- utilize technology to perform statistical tasks.
- apply the concepts and techniques of statistics to real world applications.
### STAT 495 Independent Studies in Statistics

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This is an independent studies course. The topics are to be arranged between the instructor and the student. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.
Mechanical-Electrical Technology
| Sacramento City College

The Mechanical Electrical Technology Department teaches courses in the design, installing, operating and maintenance of heating, ventilating, air conditioning, and refrigeration systems. The Mechanical-Electrical Department is committed to providing educational opportunities for current and future workforce needs. We strive to maintain the highest educational standards in the Air Conditioning, Heating, Ventilation, Refrigeration, Environmental Control, Building Automation, Renewable and Sustainable Energy, as well as Energy Efficiency and Management.

Dean
Donnetta Webb

Department Chairs
Jonathan Zeh

(916) 558-2358
ZehJ@scc.losrios.edu

Associate Degree

A.S. in Mechanical-Electrical Technology

MET Program Information

The Mechanical-Electrical Technology (MET) program provides instruction in design, installation, operation, repair, and maintenance of a wide range of mechanical and electrical equipment from small residential equipment to large commercial and industrial facilities. The entire spectrum of mechanical and electrical systems is covered including energy management, mechanical system commissioning, indoor air quality, building automation systems, refrigerant recovery and management, electrical controls, pneumatic controls, electronic controls, instrumentation, and heat pumps. These systems include heating, ventilating, air conditioning, and refrigerating (HVAC/R).

Students will learn the theory and fundamentals of mechanical equipment and be exposed to hands-on training in sophisticated training laboratories. Laboratory equipment that students will work with include a water cooled chiller, cooling towers, steam and hot water boilers, thermal energy storage system, heat reclaim system, power management system, packaged and split system air conditioners, furnaces, and high, medium, and low temperature refrigeration systems. Students will also configure, program, and commission several Direct Digital Control (DDC) Systems, pneumatic systems, variable frequency drive (VFD), and programmable logic controllers (PLC), and work directly on the operating systems in the laboratory facility.

The program includes both day and evening lecture and laboratory class sections. Classes are conducted as both lecture and laboratory. Effective writing, verbal communication, electronic communication, sketching, drafting, mechanical calculations, and computer skills are emphasized across the curriculum.

Recommended High School Preparation

Completion of college preparatory English and general mathematics courses is highly desirable but not required. Courses in drafting, algebra, and computer fundamentals will be beneficial.

Program Costs

In addition to normal student expenses such as tuition and textbooks, MET students must purchase safety glasses for use in laboratory and shop classes. If this fee creates a financial burden, students should consult the Financial Aid Office for possible assistance.

Catalog Date: June 1, 2020

Degree Requirements

| COURSE CODE | COURSE TITLE | UNITS |
The Mechanical-Electrical Technology Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- apply problem-solving and analytical thinking skills in the maintenance, operation, testing, troubleshooting, and repair of heating, cooling, and refrigeration systems, accessories, and controls.
- utilize tools and equipment in the maintenance, operation, testing, troubleshooting, and repair of heating, cooling, and refrigeration systems, accessories, and controls.
- demonstrate an understanding of the requirements of the Federal Refrigerant Transition and Recovery Certification license examination.
- recognize the importance of proper handling of refrigerants and the environmental impact of improper refrigerant management.
- operate and troubleshoot both a water boiler and low pressure steam boiler system, pumping and piping systems, and related heating equipment.
- design a heating-cooling system for a residential and commercial application from concept to finish.
- explain the operation of chilled water systems, air distribution, variable air volume systems, thermal storage, cooling towers, and energy management.
- explain the concepts related to absorption air conditioning systems, helical-rotary, and centrifugal water chillers.
- demonstrate an understanding of electrical circuits and controls.
- design an electrical control schematic and troubleshoot various electrical equipment.
- utilize freehand sketching and drafting skills for use in field applications.
- demonstrate an understanding of the different types, applications, and proper use of instruments to measure and record temperature, humidity, flow, light, sound, velocity, pressure, combustion emissions, air quality, voltage, level, force, and vibration.
- analyze complex systems of the automatic controls industries.
• design and program Variable Frequency Drives, Programmable Logic Control systems, Direct Digital Control systems, and Pneumatic Control systems.

• explain the theory and demonstrate practical skill sets required of an entry level Building Automation Systems Technician.

• analyze manufacturer’s data of equipment performance and economic factors related to heating, cooling, and refrigeration equipment, and estimate the cost of a refrigeration system installation including materials, labor, and profit.

• solve problems involving heat transfer, heating and cooling loads, air distribution, and psychrometrics of air.

• evaluate and determine the need for periodic equipment maintenance and demonstrate an understanding of a maintenance contract.

Career Information

Upon completion of the MET program, students may find employment in the following industry sectors: government (federal, state, county, and city agencies), health care, commercial air conditioning and refrigeration service/repair, utilities, construction, facilities management, engineering, high technology, food production, and manufacturing. Typical job titles include: stationary engineer, air conditioning and refrigeration technician, maintenance mechanic, boiler operator, automatic control technician, wholesale and manufacturer’s sales representative.

Certificates of Achievement

Mechanical Systems Technician Certificate

The Mechanical Systems Technician Certificate of Achievement provides entry level instruction in design, installation, repair, and maintenance of a wide range of mechanical and electrical equipment from small residential equipment to light commercial buildings. The entry level skills covered included fundamental mechanical and electrical systems including indoor air quality, refrigerant recovery and management, electrical controls, and heat pumps.

Students will learn the theory and fundamentals of mechanical equipment and be exposed to hands-on training in sophisticated training laboratories. Laboratory equipment that students will work with includes high, medium, and low temperature refrigeration systems and electrical systems.

The program includes both day and evening lecture and laboratory class sections. Classes are conducted as both lecture and laboratory. Effective writing, verbal communication, electronic communication, mechanical calculations, and computer skills are emphasized across the curriculum.

Recommended High School Preparation

Completion of college preparatory English and general mathematics courses is highly desirable but not required. Courses in drafting, algebra, and computer fundamentals will be beneficial.

Program Costs

In addition to normal student expenses such as tuition and textbooks, MET students must purchase safety glasses for use in laboratory and shop classes. If this fee creates a financial burden, students should consult the Financial Aid Office for possible assistance.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MET 360</td>
<td>Mechanical Systems Maintenance</td>
<td>1.5</td>
</tr>
<tr>
<td>MET 256</td>
<td>Fundamentals of Instruments and Electricity</td>
<td>1.5</td>
</tr>
<tr>
<td>MET 257</td>
<td>Fundamentals of Workplace Success</td>
<td>1.5</td>
</tr>
<tr>
<td>MET 351</td>
<td>Basic Mechanical Systems</td>
<td>5</td>
</tr>
<tr>
<td>MET 352</td>
<td>Mechanical Systems Calculations</td>
<td>3</td>
</tr>
<tr>
<td>MET 361</td>
<td>Refrigeration Systems</td>
<td>3</td>
</tr>
<tr>
<td>MET 362</td>
<td>Refrigeration Systems Calculations</td>
<td>3</td>
</tr>
<tr>
<td>MET 363</td>
<td>Refrigerant Transition and Recovery Processes and Procedures</td>
<td>1.5</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------</td>
<td>-------</td>
</tr>
<tr>
<td>MET 364</td>
<td>Electrical Controls</td>
<td>3</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>23</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate and determine the need for periodic equipment maintenance, and demonstrate an understanding of a maintenance contract.
- apply problem-solving and analytical thinking skills in the maintenance, operation, testing, troubleshooting and repair of heating, cooling, and refrigeration systems, accessories, and controls.
- utilize tools and equipment in the maintenance, operation, testing, troubleshooting and repair of heating, cooling, and refrigeration systems, accessories, and controls.
- demonstrate an understanding of the industry required Federal Refrigerant Transition and Recovery Certification license examination.
- recognize and demonstrate the importance of proper handling of refrigerants and the environmental impact of improper refrigerant management.
- explain the basic concepts of electrical circuits and control theory.
- design an electrical control schematic and troubleshoot various electrical equipment.
- utilize freehand sketching and drafting skills for field applications.
- analyze manufacturer’s data of equipment performance and economic factors related to heating, cooling, and refrigeration equipment.
- solve problems involving heating-cooling loads, heat transfer, air distribution, and psychrometrics of air.

Career Information

Upon completion of the Mechanical Systems Technician Certificate of Achievement, students will be qualified for employment in the following industry sectors: government (federal, state, county, and city agencies), health care, utilities, construction, engineering, high technology, food production, and manufacturing. Typical job titles include: utility engineer, maintenance mechanic, air conditioning and refrigeration technician, and wholesale and manufacturer’s sales representative.

Mechanical-Electrical Technology Certificate

MET Program Information

The Mechanical-Electrical Technology (MET) program provides instruction in design, installation, operation, repair, and maintenance of a wide range of mechanical and electrical equipment from small residential equipment to large commercial and industrial facilities. The entire spectrum of mechanical and electrical systems is covered including energy management, mechanical system commissioning, indoor air quality, building automation systems, refrigerant recovery and management, electrical controls, pneumatic controls, electronic controls, instrumentation, and heat pumps. These systems include heating, ventilating, air conditioning, and refrigerating (HVAC/R).

Students will learn the theory and fundamentals of mechanical equipment and be exposed to hands-on training in sophisticated training laboratories. Laboratory equipment that students will work with include a water cooled chiller, cooling towers, steam and hot water boilers, thermal energy storage system, heat reclaim system, power management system, packaged and split system air conditioners, furnaces, and high, medium, and low temperature refrigeration systems. Students will also configure, program, and commission several Direct Digital Control (DDC) Systems, pneumatic systems, variable frequency drive (VFD), and programmable logic controllers (PLC), and work directly on the operating systems in the laboratory facility.

The program includes both day and evening lecture and laboratory class sections. Classes are conducted as both lecture and laboratory. Effective writing, verbal communication, electronic communication, sketching, drafting, mechanical calculations, and computer skills are emphasized across the curriculum.

Recommended High School Preparation

Completion of college preparatory English and general mathematics courses is highly desirable but not required. Courses in drafting, algebra, and computer fundamentals will be beneficial.

Program Costs
In addition to normal student expenses such as tuition and textbooks, MET students must purchase safety glasses for use in laboratory and shop classes. If this fee creates a financial burden, students should consult the Financial Aid Office for possible assistance.

**Catalog Date:** June 1, 2020

## Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MET 360</td>
<td>Mechanical Systems Maintenance</td>
<td>1.5</td>
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<td>MET 256</td>
<td>Fundamentals of Instruments and Electricity</td>
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<td>MET 351</td>
<td>Basic Mechanical Systems</td>
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</tr>
<tr>
<td>MET 352</td>
<td>Mechanical Systems Calculations</td>
<td>3</td>
</tr>
<tr>
<td>MET 361</td>
<td>Refrigeration Systems</td>
<td>3</td>
</tr>
<tr>
<td>MET 362</td>
<td>Refrigeration Systems Calculations</td>
<td>3</td>
</tr>
<tr>
<td>MET 363</td>
<td>Refrigerant Transition and Recovery Processes and Procedures</td>
<td>1.5</td>
</tr>
<tr>
<td>MET 364</td>
<td>Electrical Controls</td>
<td>3</td>
</tr>
<tr>
<td>MET 368</td>
<td>Heat Pump Operation and Maintenance</td>
<td>3</td>
</tr>
<tr>
<td>MET 371</td>
<td>Heating and Power Machinery</td>
<td>3</td>
</tr>
<tr>
<td>MET 372</td>
<td>Power Machinery, Heating and Air Conditioning Calculations</td>
<td>3</td>
</tr>
<tr>
<td>MET 373</td>
<td>Piping, Electrical, and Sheet Metal Drafting</td>
<td>3</td>
</tr>
<tr>
<td>MET 374</td>
<td>Automatic Control Systems I</td>
<td>3</td>
</tr>
<tr>
<td>MET 381</td>
<td>Air Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>MET 383</td>
<td>Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>MET 384</td>
<td>Automatic Control Systems II</td>
<td>3</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>47</td>
</tr>
</tbody>
</table>

## Student Learning Outcomes

Upon completion of this program, the student will be able to:

- apply problem-solving and analytical thinking skills in the maintenance, operation, testing, troubleshooting, and repair of heating, cooling, and refrigeration systems, accessories, and controls.
- utilize tools and equipment in the maintenance, operation, testing, troubleshooting, and repair of heating, cooling, and refrigeration systems, accessories, and controls.
- demonstrate an understanding of the requirements of the Federal Refrigerant Transition and Recovery Certification license examination.
- recognize the importance of proper handling of refrigerants and the environmental impact of improper refrigerant management.
- operate and troubleshoot both a water boiler and low pressure steam boiler system, pumping and piping systems, and related heating equipment.
- design a heating-cooling system for a residential and commercial application from concept to finish.
- explain the operation of chilled water systems, air distribution, variable air volume systems, thermal storage, cooling towers, and energy management.
- explain the concepts related to absorption air conditioning systems, helical-rotary, and centrifugal water chillers.
- demonstrate an understanding of electrical circuits and controls.
- design an electrical control schematic and troubleshoot various electrical equipment.
utilize freehand sketching and drafting skills for use in field applications.

demonstrate an understanding of the different types, applications, and proper use of instruments to measure and record temperature, humidity, flow, light, sound, velocity, pressure, combustion emissions, air quality, voltage, level, force, and vibration.

analyze complex systems of the automatic controls industries.

design and program Variable Frequency Drives, Programmable Logic Control systems, Direct Digital Control systems, and Pneumatic Control systems.

explain the theory and demonstrate practical skill sets required of an entry level Building Automation Systems Technician.

analyze manufacturer’s data of equipment performance and economic factors related to heating, cooling, and refrigeration equipment, and estimate the cost of a refrigeration system installation including materials, labor, and profit.

solve problems involving heat transfer, heating and cooling loads, air distribution, and psychrometrics of air.

evaluate and determine the need for periodic equipment maintenance and demonstrate an understanding of a maintenance contract.

Career Information

Upon completion of the MET program, students may find employment in the following industry sectors: government (federal, state, county, and city agencies), health care, commercial air conditioning and refrigeration service/repair, utilities, construction, facilities management, engineering, high technology, food production, and manufacturing. Typical job titles include: stationary engineer, air conditioning and refrigeration technician, maintenance mechanic, boiler operator, automatic control technician, wholesale and manufacturer’s sales representative.

Certificate

Commercial Building Energy Auditing and Commissioning Specialist Certificate

The Commercial Building Energy Auditing and Commissioning Specialist Certificate of Achievement is designed to meet the high industry demand for the unique skills needed to managing energy and the commissioning of new and existing facilities. The United States Green Building Council has proclaimed commissioning to be mandatory to achieve Leadership in Energy and Environmental Design (LEED) certification. This program will help students meet the Energy and Building Commissioning standards and is designed to help the student learn the information and skills necessary to begin working in the industry. Safety, environmental impact issues, indoor air quality, and equipment maintenance and operation will be emphasized throughout the program.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MET 391</td>
<td>Mechanical Systems Commissioning</td>
<td>2.5</td>
</tr>
<tr>
<td>MET 392</td>
<td>Energy Management and Efficiency for HVAC Mechanical Systems</td>
<td>2.5</td>
</tr>
<tr>
<td>MET 393</td>
<td>Commercial Building Energy Audits and Calculations</td>
<td>2.5</td>
</tr>
<tr>
<td>MET 396</td>
<td>Air and Water Balance of Mechanical Equipment</td>
<td>2.5</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate an understanding of the techniques and practices of commissioning controls and mechanical systems that are used in heating, ventilation, air conditioning, pumping, and water treatment.

- apply knowledge of commissioning to better meet entry level and advanced employment standards.
Mechanical-Electrical Technology (MET)

MET 250 Introduction to Mechanical-Electrical Technology

This introductory course is designed for potential heating, ventilation, and air conditioning/refrigeration (HVAC/R) career professionals such as stationary engineers, commercial refrigeration technicians, commercial HVAC/R control technicians, and residential air conditioning technicians. In this course, students will explore the available career opportunities, be introduced to the fundamentals of refrigeration and technical math associated with this field, and learn the requirements for a certificate in Commercial Building Energy Auditing and Commissioning Specialist, Mechanical-Electrical Technology, Mechanical Systems Technician, and completing the Associate in Science degree in Mechanical-Electrical Technology. A final grade of "C" or better is necessary to move on to MET 256, 257, 351, and 352.

Upon completion of this course, the student will be able to:

- identify career opportunities in the heating, ventilation, and air conditioning/refrigeration industry.
- identify the basic components of a refrigeration system.
- describe the basic theory of heat transfer and how it is applied to a refrigeration system.
- perform a fundamental technical math calculation using unit cancellation.

Career Information

Upon completion of the Commercial Building Energy Auditing and Commissioning Specialist Certificate students may find employment in the following industry sectors: government (federal, state, county, and city agencies), health care, utilities, construction, facilities management, engineering, high technology, food production, and manufacturing. Typical job titles include: commercial building commissioning specialist, commercial energy auditor, energy management and efficiency technician, stationary engineer, air conditioning and refrigeration technician, maintenance mechanic, boiler operator, automatic control technician, solar, photovoltaic, wind (renewable and sustainable) energy technician, and wholesale and manufacturer’s sales representative.

Mechanical-Electrical Technology (MET)

MET 256 Fundamentals of Instruments and Electricity

This course introduces the student to the fundamentals of electrical instruments and concepts required in commercial and industrial practice. Units of instruction include: fundamentals of electricity, Ohms law, use of voltmeters, ammeters, ohmmeters, series and parallel circuits, wiring diagrams, and electromagnetic theory. Students will need to have access to a computer and the Internet and have some
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain basic electrical concepts, such as Ohm's law, practical application of the theory of induction, and correct sizing of electrical conductors.
- explain when, why, and how to use voltmeters, ammeters, and ohmmeters.
- use mathematical concepts related to the study of electricity.

MET 257 Fundamentals of Workplace Success

This course provides the student with basic workplace skills needed to enter the workforce as a machinery systems technician. Units of instruction include teamwork, ethics, diversity, communication skills, writing e-mail messages, Internet websites, conflict resolution, critical thinking, problem solving, conflict resolution, career management, sexual harassment, and drug and alcohol use. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define workplace success, proper attitudes, culture, politics, and attendance.
- exhibit understanding of workplace teamwork, diversity, accountability, quality, and work ethics.
- write cover letters and resumes for technical employment.

MET 294 Topics in Mechanical-Electrical Technology

This is an individualized course developed in cooperation with industry to meet specialized training needs.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand and apply principles learned in mechanical-electrical technology.
- interpret refrigeration, heating, air conditioning, ventilation, or water-wastewater treatment data acquired in the laboratory.
- predict outcomes using the principles of mechanical-electrical technology.
- develop analytical reasoning and critical thinking skills as they relate to the study of mechanical-electrical technology.
- apply classroom study through application of planned, supervised, on-the-job experiences.

MET 295 Independent Studies in Mechanical - Electrical Technology
This course is designed to provide student's additional on-hands experience in the Mechanical Electrical Technology related disciplines. To be eligible for independent study, students must be currently enrolled in at least one Mechanical-Electrical Technology course. They must also discuss the study with a professor in this subject and secure approval.

**MET 351 Basic Mechanical Systems**

<table>
<thead>
<tr>
<th>Units:</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC; 108 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>MET 250 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Advisory:</td>
<td>MET 256, MET 257 and MET 352 with a grade of &quot;C&quot; or better or concurrent enrollment in MET 256, MET 257 and MET 352.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course is designed to introduce the student to the theoretical and practical applications of basic mechanical systems utilized in heating, ventilation, air conditioning, refrigeration, steam power generation, and the treatment of water for use in mechanical systems. Additional studies include fundamental laws of heat; theory of refrigeration and refrigerants; installation, operation, and testing of refrigeration units; and safe, efficient use of related hand, heat, and power tools. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply problem-solving skills to the maintenance, operation, and repair of mechanical systems.
- utilize tools and equipment in the maintenance, operation, and repair of mechanical systems.
- explain the theory and demonstrate practical applications of basic mechanical systems utilized in refrigeration, heating, cooling, steam power generation, and the treatment of water for use in mechanical systems.

**MET 352 Mechanical Systems Calculations**

<table>
<thead>
<tr>
<th>Units:</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
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<tr>
<td>Advisory:</td>
<td>MET 256, MET 257 and MET 351 with a grade of &quot;C&quot; or better or concurrent enrollment in MET 256, MET 257 and MET 351.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area II(b)</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course focuses on building mathematical skills specific to the mechanical-electrical trades; problem solving using metric (SI) units and English and metric unit conversions; solution of word problems involving length, area, volume, weight, strength of materials, work, power, energy, and efficiencies; exponents, scientific notation, and roots; problem solving using graphs and tables; algebraic solutions to applied problems; freehand sketching employing multiview, isometric, and oblique drawing methods; and lettering and dimensioning. Components of this course will be offered online. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- solve calculations related to Mechanical-Electrical Technology courses and mechanical systems using unit cancellation.
- demonstrate problem-solving abilities and practical analytical thinking skills.
- demonstrate freehand sketching and drafting skills for use in mechanical-electrical field applications.

**MET 360 Mechanical Systems Maintenance**
This course introduces the student to maintenance concepts for basic mechanical systems. Units of instruction include coil maintenance, filter management, indoor air quality, lubrication, belts and drives, verifying operation, monitoring equipment, and maintenance contracts. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- explain the theory and demonstrate practical applications of mechanical system maintenance.
- define the parts of a maintenance contract.
- analyze and determine the need for periodic equipment maintenance of various mechanical systems.

**MET 361 Refrigeration Systems**

This course is devoted to the study of residential and commercial refrigeration systems and equipment. Students learn about mechanical compression and refrigeration devices: their operating characteristics, common applications and typical servicing procedures, and related safety practices. Hand tools, power tools, and test instruments are used by the student in lab to repair and service refrigeration devices. Students gain additional experience by analyzing system performance with pressure-enthalpy diagrams. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply problem-solving skills to the maintenance, operation, and repair of refrigeration systems.
- utilize tools and equipment in the maintenance, operation, and repair of refrigeration systems.
- demonstrate an understanding of the theory and practical applications of refrigeration equipment, accessories, and controls.

**MET 362 Refrigeration Systems Calculations**

This course focuses on mathematical problems involving English and metric (SI) units concerned with installation, operations, and maintenance of commercial and industrial refrigeration systems. Emphasis will be placed on basic heat transfer, loads, piping, equipment performance, and economic factors. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply problem-solving skills to refrigeration equipment and systems.
• estimate the cost of a refrigeration system installation including materials, labor, and profit.
• analyze manufacturer's data of equipment performance and economic factors related to refrigeration equipment.

MET 363 Refrigerant Transition and Recovery Processes and Procedures

Units: 1.5
Hours: 27 hours LEC
Prerequisite: MET 351 with a grade of "C" or better
Advisory: MET 361, MET 362, and MET 364 with a grade of "C" or better or concurrent enrollment in MET 361, MET 362, and MET 364.
Transferable: CSU
Catalog Date: June 1, 2020

This course focuses on the recovery and recycling of existing refrigerants, the transition to environmentally safe refrigerants, and the preparation for certification testing in refrigerant handling as mandated by the Clean Air Act, 40 CFR, part 82, subpart F and regulated by the Environmental Protection Agency (EPA). Students will need to have access to a computer and the Internet and have some familiarity with a computer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate the necessary skills to successfully take the HVAC/R industry required Federal Refrigerant Transition and Recovery Certification license examination.
• recognize the importance of proper handling of refrigerants.
• examine the environmental impact of improper refrigerant management.

MET 364 Electrical Controls

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: MET 256, 351, and 352 with grades of "C" or better
Advisory: MET 361, MET 362, and MET 363 with a grade of "C" or better or concurrent enrollment in MET 361, MET 362, and MET 363.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides instruction in power and control circuits and devices used with refrigeration, heating, cooling, and pumping mechanical systems. Units of instruction include a study of electron theory, magnetism, induction, alternating current, direct current, resistance, and capacitance. Students will practice using electrical meters and test instruments in the laboratory. Electrical safety practices will also be covered. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• to explain an understanding of electrical theory, electrical circuits, circuit interpretation, and related electrical phenomenon.
• design an electrical control schematic for a refrigeration system.
• troubleshoot various electrical circuits.
• draw various types of refrigeration control circuits.

MET 368 Heat Pump Operation and Maintenance

Units: 3
Hours: 54 hours LEC
Prerequisite: MET 256, 351, and 352 with grades of "C" or better
This course provides instruction in basic refrigeration and heat pump theory, cooling and heating cycles, defrost cycles, controls, supplemental heat, flow control devices, and heat load calculations. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain basic refrigeration and heat pump theory.
- explain heat pump cooling and heating cycles.
- evaluate heat pump controls, defrost cycles, supplemental heat, and flow control devices.
- design a heating-cooling system for a residential application from concept to finish.

MET 371 Heating and Power Machinery

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: MET 351, 360, and 364 with grades of "C" or better
Advisory: MET 372, MET 373, and MET 374 with a grade of "C" or better or concurrent enrollment in MET 372, MET 373, and MET 374.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides instruction on warm air furnaces, hydronic heating, hot water solar systems, and steam and power plant systems. Instruction includes pumps, pumping head calculations, combustion principles, steam and hot water boilers, warm air furnaces, boiler safety and operating controls, and boiler emissions. Laboratory activities include operation, testing, maintenance, and troubleshooting of warm air furnaces and steam/hot water heating systems. Components of this course will be offered online. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the theory and practice of heating and power machinery.
- operate and troubleshoot a low pressure steam boiler system and related heating equipment.
- describe pumps and piping systems.

MET 372 Power Machinery, Heating and Air Conditioning Calculations

Units: 3
Hours: 54 hours LEC
Prerequisite: MET 361 and 362 with grades of "C" or better
Advisory: MET 371, MET 373, and MET 374 with a grade of "C" or better or concurrent enrollment in MET 371, MET 373, and MET 374.
Transferable: CSU
Catalog Date: June 1, 2020

This course focuses on mathematical problems involving English and metric (SI) units concerned with installation, operation, and maintenance of power machinery, and heating and air conditioning systems. Emphasis will be placed on heat transfer, heating and cooling loads, pipe and pump sizing, steam and hot water system performance, psychrometrics, and duct sizing calculations. Components of this course will be offered online. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
- demonstrate an understanding of applied calculations and analytical thinking.
- solve problems applied to a commercial building's ventilation, heating, and cooling systems

MET 373 Piping, Electrical, and Sheet Metal Drafting

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | MET 360, 361, and 364 with grades of "C" or better |
| Advisory: | MET 371, MET 372, and MET 374 with a grade of "C" or better or concurrent enrollment in MET 371, MET 372, and MET 374. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course provides instruction in the design of mechanical and piping systems. Units of instruction include mechanical, electrical, and plumbing codes, recognition of standard symbols, computer aided drawing applications, and construction terms and specifications. Components of this course will be offered online. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate problem-solving skills involved in mechanical and electrical systems.
- demonstrate analytical thinking skills related to mechanical and electrical systems.
- solve problems required for the design of piping and ducting for mechanical and electrical systems.

MET 374 Automatic Control Systems I

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | MET 361 and 364 with grades of "C" or better |
| Advisory: | MET 371, MET 372, and MET 373 with a grade of "C" or better or concurrent enrollment in MET 371, MET 372, and MET 373. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This is the first of two courses (see MET 384) that focus on the study of controls and devices used in heating, ventilation, air conditioning, pumping, water treatment, and manufacturing systems. Units of instruction include control theory, final control devices, and pneumatic control systems. Components of this course will be offered online. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate how to calibrate a pneumatic thermostat.
- demonstrate how to program a Programmable Logic Controller.

MET 378 Geothermal Heat Pump Operation and Maintenance

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | MET 256, 351, and 352 with grades of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course provides instruction in basic geothermal heat pump theory, cooling and heating cycles, load calculations, cost analysis, open and closed water loop systems, system diagnostics, and solar applications. Components of this course will be offered online. Students will
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of basic refrigeration and geothermal heat pump theory.
- explain geothermal heat pump cooling and heating cycles.
- demonstrate an understanding of how to evaluate geothermal heat pump controls, defrost cycles, supplemental heat, and flow control devices.
- design a heating-cooling geothermal heat pump system for a residential or light commercial application from concept to finish.

MET 381 Air Conditioning

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: MET 371 and 372 with grades of "C" or better
Advisory: MET 382, MET 383, and MET 384 with a grade of "C" or better or concurrent enrollment in MET 382, MET 383, and MET 384.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides instruction in the design, operation, and maintenance of commercial and industrial air conditioning systems. Instruction includes study of air distribution, variable air volume systems, refrigeration compressors, absorption air conditioning systems, helical-rotary and centrifugal water chillers, chilled water systems, thermal storage, cooling towers, and hot water solar systems, and energy management. Students will gain practical experience by operating commercial air conditioning systems. Components of this course will be offered online. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to check for correct refrigerant charge on a air conditioning systems.
- demonstrate the ability to replace a refrigerant compressor.
- analyze the amount of energy saved by utilizing a thermal storage system.

MET 382 Air Conditioning Systems Calculations

Units: 3
Hours: 54 hours LEC
Prerequisite: MET 372 with a grade of "C" or better
Advisory: MET 381, MET 383, and MET 384 with a grade of "C" or better or concurrent enrollment in MET 381, MET 383, and MET 384.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides an introduction to the use of computer applications in solving problems concerned with the design, installation, and operation of air conditioning systems. Units of instruction include calculating heating and cooling loads, piping, air distribution, equipment selection, and psychrometric and economic analysis. Components of this course will be offered online. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate and improve air conditioning problem-solving skills.
- solve air conditioning system problems with the use of industry specific computer applications.
- design commercial air conditioning systems.
- estimate commercial air conditioning systems.
MET 383 Instrumentation

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: MET 371, 372, 373, and 374 with grades of "C" or better
Advisory: MET 381, MET 382, and MET 384 with grades of "C" or better or concurrent enrollment in MET 381, MET 382, and MET 384.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides instruction in the theory and practice of using instruments for testing and analyzing the operation of refrigerating, air conditioning, mechanical, electrical, and building systems. Units of instruction include a study of measurement principles including temperature, humidity, flow, light, sound, velocity, pressure, combustion emissions, air quality, voltage, level, force, and vibration. Laboratory activities will emphasize the practical applications of sensors and measuring instruments. Components of this course will be offered online. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe different types of instruments used to measure and record temperature, humidity, flow, light, sound, velocity, pressure, combustion emissions, air quality, voltage, level, force, and vibration.
- demonstrate skills in using measuring, indicating, and recording instruments for industrial mechanical and electrical systems.

MET 384 Automatic Control Systems II

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: MET 371 and 374 with grades of "C" or better
Advisory: MET 381, MET 382, and MET 383 with a grade of "C" or better or concurrent enrollment in MET 381, MET 382, and MET 383.
Transferable: CSU
Catalog Date: June 1, 2020

This is the second of two courses (see MET 374) that focus on the study of controls and devices used in heating, ventilation, air conditioning, pumping, water treatment, and manufacturing systems. Units of instruction include electronic and direct digital controls, networks, interoperable systems, and programming of controllers. Components of this course will be offered online. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe electronic and direct digital controls.
- apply knowledge of automatic controls to better meet entry level and advanced employment standards.
- design and program a direct digital control system.

MET 391 Mechanical Systems Commissioning

Units: 2.5
Hours: 36 hours LEC; 27 hours LAB
Prerequisite: MET 381, 383, and 384 with grades of "C" or better; or concurrent enrollment in MET 381, 383, and 384; or four years of field experience in commercial HVAC design, installation, repair, or operation.
Advisory: MET 392 and MET 396 with a grade of "C" or better or concurrent enrollment in MET 392 and MET 396.
Transferable: CSU
Catalog Date: June 1, 2020

This course focuses on the techniques and practices of commissioning controls and mechanical systems that are used in heating, ventilation, air conditioning, pumping, renewable and sustainable energy, and water treatment. Units of instruction include energy conservation; developing and implementing a comprehensive commissioning plan; inspection and testing of control systems; mechanical equipment, and field devices and user interfaces to ensure that they are installed, programmed, and operated precisely as the design
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the techniques and practices of commissioning controls and mechanical systems that are used in heating, ventilation, air conditioning, pumping, and water treatment.
- apply knowledge of commissioning to better meet entry level and advanced employment standards.
- commission an HVAC mechanical system and a Direct Digital Control (DDC) system.

MET 392 Energy Management and Efficiency for HVAC Mechanical Systems

<table>
<thead>
<tr>
<th>Units</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>36 hours LEC; 27 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>MET 381, 383, and 384 with grades of &quot;C&quot; or better; or concurrent enrollment in MET 381, 383, and 384; or four years' experience in commercial HVAC design, installation, repair, or operation</td>
</tr>
<tr>
<td>Advisory:</td>
<td>MET 391 and MET 396 with a grade of &quot;C&quot; or better or concurrent enrollment in MET 391 and MET 396.</td>
</tr>
<tr>
<td>Transferable:</td>
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<tr>
<td>Catalog Date:</td>
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</table>

The course focuses on the theory, techniques, and practices of optimizing the energy efficiency of mechanical systems that are used in heating, ventilating, cooling, pumping, and water treatment. Students will review the concepts and principles of the design of commercial heating, ventilating, and air conditioning (HVAC) systems and direct digital controls (DDC). This course will introduce the economics of operating electrical and mechanical equipment, methods of acquiring HVAC equipment performance data through the use of portable data loggers and DDC control systems and using that data to improve operations and reduce energy consumption. Discussions will include current industry practices for energy conservation, utility rate schedules and rebate programs, overview of California Energy Code and LEED – Leadership in Energy and Environmental Design, and the U. S. Green Building Council rating system. Components of this course may be offered online. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the techniques and practices of measuring and optimizing the energy efficiency of mechanical systems that are used in heating, ventilating, air conditioning, pumping, and water treatment.
- apply knowledge of how to measure and optimize the energy efficiency of mechanical systems to better meet entry level and advanced employment standards.
- measure and optimize the energy efficiency of an HVAC mechanical system, thermal storage system, and a Direct Digital Control (DDC) system.

MET 393 Commercial Building Energy Audits and Calculations

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Hours:</td>
<td>36 hours LEC; 27 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>MET 392 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Advisory:</td>
<td>MET 391 and MET 396 with a grade of &quot;C&quot; or better or concurrent enrollment in MET 391 and MET 396.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>Catalog Date:</td>
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</table>

This course focuses on the theory, techniques, and practices of analyzing all aspects of large commercial building operations and correlating a building envelope's interaction with the mechanical systems. Students will perform a detailed energy audit of a state-of-the-art commercial building design using energy modeling simulation software and develop energy conservation strategies, such as thermal storage, that can be applied to heating, cooling, and ventilating equipment to reduce utility bills. Students will apply supporting analytical data to develop operations and maintenance changes designed to improve energy efficiency and reduce operating cost. Components of this course will be offered online. Students will need to have access to a computer and the Internet and have some familiarity with a computer.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop and execute energy audits of large commercial buildings.
- explain the techniques and practices of modeling the energy efficiency of mechanical systems that are used in heating, ventilating, and air conditioning (HVAC).
- apply knowledge of an energy model documenting compliance with California’s Title 24 Energy Standards to better meet entry level and advanced employment standards.
- model and optimize the energy efficiency of complex HVAC mechanical systems, including a thermal storage system and energy efficiency measures such as daylighting.
- describe the capabilities and limitations of energy models and how to effectively use energy modeling.
- describe energy conservation techniques that can be applied to heating, ventilating and cooling, and equipment to optimize the utility costs and water consumption.
- use a Building Energy Performance Index (BEPI) and other techniques to track energy consumption.

MET 395 Water Treatment for Heating and Air Conditioning Equipment

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>MET 381 and 383 with grades of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Advisory:</td>
<td>MET 391, and MET 396 with a grade of &quot;C&quot; or better or concurrent enrollment in MET 391, and MET 396.</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course focuses on basic mechanical system water sides theories of corrosion, scaling, and algae-slime growth-corrosion inhibition, chemicals and feed-bleed-blowdown systems; scaling inhibition, chemicals, and feed-blowdown systems; algae inhibition and chemicals; testing methods, kits, and instruments; and water quality standards. Components of this course may be offered online. Students may be required to have access to a computer and the Internet and have some familiarity with a computer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- detect when a mechanical system needs water treatment.
- explain the importance of water treatment of mechanical systems.
- describe basic mechanical system water treatment tests.
- explain the more complex aspects of water treatment of mechanical systems.

MET 396 Air and Water Balance of Mechanical Equipment

<table>
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<tbody>
<tr>
<td>Hours:</td>
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<tr>
<td>Prerequisite:</td>
<td>MET 381, 383, and 384 with grades of &quot;C&quot; or better; or four years of field experience in commercial HVAC design, installation, repair, or operation.</td>
</tr>
<tr>
<td>Advisory:</td>
<td>MET 391 and MET 392 with a grade of &quot;C&quot; or better or concurrent enrollment in MET 391 and MET 392.</td>
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</table>

This course focuses on air and water flow theory; air and water systems and components; air flow measuring instruments, their calibration, and use; and typical water flow balance work. Components of this course will be offered online. Students will need to have access to a computer and the Internet and have some familiarity with a computer.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- explain air and water balance related to mechanical heating, cooling, and refrigeration systems.
- explain how air and water balance is accomplished for mechanical heating, cooling, and refrigeration systems.
- describe the importance of air and water balance for mechanical heating, cooling, and refrigeration systems.
- explain how to determine when a mechanical heating, cooling, or refrigeration systems is out of balance.

**MET 495 Independent Studies in Mechanical-Electrical Technology**

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

Independent Study is an opportunity for the student to extend classroom experience in this subject, while working independently of a formal classroom situation. Independent study is an extension of work offered in a specific class in the college catalog. To be eligible for independent study, students must have completed the basic regular catalog course at Sacramento City College. They must also discuss the study with a professor in this subject and secure approval. Only one independent study for each catalog course will be allowed.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- produce work independently on Mechanical-Electrical Technology topics.
Modern Making
| Sacramento City College

Modern Making introduces students to the principles of making and design thinking through fabricating or producing a finished product.

**AVP**
Gabriel Meehan

**Department Chairs**
Thomas Capaletti

**AVP**
(916) 558-2312

capalet@scc.losrios.edu (mailto:capalet@scc.losrios.edu)

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**Modern Making (MAKR)**

**MAKR 140 Introduction to Making**

<table>
<thead>
<tr>
<th>Units:</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>18 hours LEC; 54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This highly immersive, hands-on introductory survey course introduces students to the principles of making and design thinking through fabricating or producing a finished product. Students learn to design and build physical things or spaces, make them work, and integrate them with electronics, software, or mediums of innovation. Students will gain knowledge of common fabrication techniques and skill using the associated tools, such as: 3D printing, CNC (Computer Numerical Control) machining, laser cutting, woodworking and metalworking, large printer and cutter usage, electronics, microcontroller programming, textile making, weaving looms, food and beverage making and processing, and more. Students will use this knowledge and skill in both individual and team settings, and participate in a capstone project. Supplies are provided for all assigned projects. Students who have taken this course as MAKR 299 are not eligible to enroll in this course.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- gain knowledge of common fabrication techniques and skill in using them.
- identify and describe all materials that can be manipulated with the makerspace equipment.
- produce and present a simple modern making project in a team-based environment.
- understand and demonstrate safety procedures at the Makerspace.
- proficiently use the ethics and culture in a Makerspace environment.
- demonstrate and articulate the steps to design, make, and test a completed prototype.

**MAKR 151 Makerspace Lab I**

<table>
<thead>
<tr>
<th>Units:</th>
<th>0.5 - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>27 - 54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>
This lab course provides access to workshops in the methodologies and practices of making in a contemporary Makerspace / fabrication laboratory environment. Via hands-on trainings, workshops, and instruction, students will gain experience using a variety of equipment used in the Makerspace to design and build projects using materials and equipment such as wood, plastics, metals, textiles, organic matter, 3D printing, milling, electronics, large format printing, sewing machines, looms, and food and beverage processors. Supplies are provided for all training projects for this course but not for larger scale commercial projects. Students have access to all equipment after completing the required safety training and any relevant workshops. Students who have taken this course as MAKR 299 are not eligible to enroll in this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand and demonstrate safety procedures at the Makerspace.
- gain knowledge of common fabrication techniques and skill in using them.
- demonstrate and articulate the steps to design, make, and test a completed prototype.

MAKR 152 Makerspace Lab II

Units: 1
Hours: 54 hours LAB
Prerequisite: MAKR 151 with a grade of "C" or better
Catalog Date: June 1, 2020

This lab course provides access to intermediate-level workshops in the methodologies and practices of making in a contemporary Makerspace / fabrication laboratory environment. Via hands-on trainings, workshops, and instruction, students will gain experience using a variety of equipment used in the Makerspace to design and build projects using materials and equipment such as wood, plastics, metals, textiles, organic matter, 3D printing, milling, electronics, large format printing, sewing machines, looms, and food and beverage processors. Supplies are provided for all training projects for this course but not for larger scale commercial projects. Students have intermediate-level access to all equipment after completing the required safety training and any relevant workshops.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand and demonstrate additional safety procedures at the Makerspace.
- gain additional knowledge of common fabrication techniques and skill in using them.
- demonstrate an understanding of additional aspects of prototyping and machine operations.

MAKR 153 Makerspace Lab III

Units: 1
Hours: 54 hours LAB
Prerequisite: MAKR 152 with a grade of "C" or better
Catalog Date: June 1, 2020

This lab course provides access to advanced-level workshops in the methodologies and practices of making in a contemporary Makerspace / fabrication laboratory environment. Via hands-on trainings, workshops, and instruction, students will gain experience using a variety of equipment used in the Makerspace to design and build projects using materials and equipment such as wood, plastics, metals, textiles, organic matter, 3D printing, milling, electronics, large format printing, sewing machines, looms, and food and beverage processors. Supplies are provided for all training projects for this course but not for larger scale commercial projects. Students have advanced-level access to all equipment after completing the required safety training and any relevant workshops.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand and demonstrate additional safety procedures at the Makerspace.
- gain knowledge of advanced fabrication techniques and skill in using them.
- demonstrate an advanced understanding of all aspects of prototyping and machine operations.
## MAKR 155 Wood Maker

<table>
<thead>
<tr>
<th>Units:</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

Learn to safely make usable prototypes from different types of wood materials with traditional woodworking tools and methods. Supplies are provided for all training projects for this course but not for larger scale commercial projects. Students have access to all equipment after completing the required safety training and any relevant workshops. Students who have taken this course as MAKR 299 are not eligible to enroll in this course.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, select, maintain, and safely operate hand and power tools, and several woodworking machines.
- be able to safely use a table saw, belt sander, drill press, band saw, bench grinder.
- describe the steps in the woodworking process.
- demonstrate the ability to construct a basic wood object from a paper drawing and digital rendering.

## MAKR 156 Print Maker

<table>
<thead>
<tr>
<th>Units:</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

Apply graphic design principles and commercial production standards for digital printing using large format and specialty printing devices using industry equipment. Projects include the creation of banners, stickers, T-shirts, posters, decals, static cling, laser cutting and engraving, and vehicle wraps and associated technologies. Supplies are provided for required projects for this course.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- take 2D designs in raster or vector file types and print on a large format printer.
- create banners include mounting preparation such as grommets.
- create die cut stickers.
- use hot transfer equipment to make t-shirts and other fabric-based items.
- engrave designs on various materials using laser cutters.

## MAKR 201 Introduction to App Development with Swift

<table>
<thead>
<tr>
<th>Units:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>45 hours LEC; 27 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course introduces the fundamental concepts of app development and programming. Topics include design thinking, data types, control structures, functions, arrays, and the mechanics of running, testing, and debugging. Students who have taken this course as MAKR 299 are not eligible to enroll in this course.

### Student Learning Outcomes
Upon completion of this course, the student will be able to:

- explain the purpose of computer programming languages.
- explain and use programming language elements including syntax, data types, conditional statement, control structures, procedures, arrays, classes, and objects.
- create programs based on specifications.
- use Integrated Development Environment (IDE) for the editing, building, debugging, and testing of programs.
- apply proper documentation and formatting of source code.
- integrate design thinking principles into app design.

**MAKR 202 App Development with Swift**

**Units:** 3  
**Hours:** 45 hours LEC; 27 hours LAB  
**Prerequisite:** MAKR 201 with a grade of "C" or better; or equivalent (e.g. CISP 301).  
**Catalog Date:** June 1, 2020

This course delves deeper into app development and programming and introduces the fundamental concepts of structured and object-oriented programming. Topics include user interface design, control flow, variable scope, and using arrays to display data. Students who have taken this course as MAKR 299 are not eligible to enroll in this course.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze problems and design algorithms using pseudocode, flowcharts, and/or structured charts.
- demonstrate a basic understanding of object-oriented programming by using structs and classes in software projects.
- use object-oriented programming techniques to develop programs that include elements such as inheritance and polymorphism.
- document and format code in a consistent manner.
- apply single- and multi-dimensional arrays in software.
- use a symbolic debugger to find and fix runtime and logical errors in software.
- integrate fundamentals of design for user interface.

**MAKR 203 Advanced App Development with Swift**

**Units:** 3  
**Hours:** 45 hours LEC; 27 hours LAB  
**Prerequisite:** MAKR 202 with a grade of "C" or better  
**Catalog Date:** June 1, 2020

This course focuses on Advanced App Development. Topics include complex user input, animations, interfacing with the web, and the design cycle. Students will apply techniques for testing and debugging software.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and explain a programming development life-cycle, including planning, analysis, design, development, and maintenance.
- analyze problems and design algorithms using pseudocode, flowcharts, and/or structured charts.
- integrate design thinking principles into app design.
- apply advanced techniques to enhance user experience through persistence, web interface, and animations.
MAKR 295 Independent Studies in Modern Making

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among college, faculty members, and students. Independent Studies in Making offers students a chance to do research and/or experimentation that is more typical of advanced studies in digital fabrication and making.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate facility with the materials, tools, and techniques specific to the proposed makerspace project.
- demonstrate an understanding of the process by which specific ideas are developed into finalized makerspace projects.
- demonstrate the ability to produce and present projects in a professional, industry-standard manner.
Music | Sacramento City College

The Music Department at Sacramento City College is a dynamic and exciting place where students learn about all aspects of the music industry. Sac City is recognized throughout California for its outstanding Commercial Music program. Students have access to state-of-the-art recording technology and are mentored by professors who, in addition to teaching, are also professionals in the music industry. General Music is taught as well, giving students the opportunity to develop good fundamental skills in music notation, theory, and history. Whether you’re planning a career in the commercial music industry or hoping to transfer to a four-year institution as a music major, Sacramento City College Music Department is a great place to get started.

Dean
Patti Leonard

Department Chairs
Kathleen Poe

(916) 558-2551
LeonarP@scc.losrios.edu

Associate Degrees for Transfer

A.A.-T. in Music

Completion of this degree provides a basic foundation in music. Program offerings include course work in music theory and aural skills, applied instrumental and vocal instruction, and ensemble performance.

The Associate in Arts in Music for Transfer provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUFHL 400</td>
<td>Music Theory and Musicianship I</td>
<td>4</td>
</tr>
<tr>
<td>MUFHL 401</td>
<td>Music Theory and Musicianship II</td>
<td>4</td>
</tr>
<tr>
<td>MUFHL 410</td>
<td>Music Theory and Musicianship III</td>
<td>4</td>
</tr>
<tr>
<td>MUFHL 411</td>
<td>Music Theory and Musicianship IV</td>
<td>4</td>
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<tr>
<td></td>
<td>A minimum of 2 units from the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUIVI 410 Applied Music (1)</td>
<td>2</td>
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<tr>
<td></td>
<td>A minimum of 4 units from the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
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<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>MUP 325</td>
<td>Jazz Band (2)</td>
<td></td>
</tr>
<tr>
<td>MUP 335</td>
<td>Concert Band (1)</td>
<td></td>
</tr>
<tr>
<td>MUP 355</td>
<td>College Choir (2)</td>
<td></td>
</tr>
<tr>
<td>MUP 356</td>
<td>Advanced College Choir (2)</td>
<td></td>
</tr>
<tr>
<td>MUP 406</td>
<td>Vocal Ensemble (2)</td>
<td></td>
</tr>
<tr>
<td>MUP 407</td>
<td>Advanced Vocal Ensemble (2)</td>
<td></td>
</tr>
<tr>
<td>MUP 424</td>
<td>Commercial Music Ensemble (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Units:</strong></td>
<td>22</td>
</tr>
</tbody>
</table>

The Associate in Arts in Music for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- analyze musical compositions and scores.
- understand the elements of music: melody, rhythm, harmony, and form.
- apply the elements of music to performance and analysis.
- perform music at a level appropriate to the area of specialization.
- critically analyze music performances, whether personal or performed by other musicians.

Career Information

Individuals with four-year degrees in music may be placed in the K-12 educational field, perform in professional music ensembles, direct religious or community music groups, instruct music privately, compose music for media and publishing, become music therapists, or become administrators for music organizations. Advanced degrees in music may lead to careers as educators at the college or university level, performers, music directors, or music editors and journalists.

Associate Degrees

A.A. in Commercial Music, Audio Production Emphasis

This program is designed as introductory preparation for employment in audio engineering. Courses in the theory and practice of recording techniques are offered to give students a well-rounded foundation to begin work or to pursue a four-year degree.

**Catalog Date:** June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUFHL 309</td>
<td>Introduction to American Popular Music</td>
<td>3</td>
</tr>
<tr>
<td>MUFHL 320</td>
<td>Exploring Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 110</td>
<td>The Business of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 306</td>
<td>Live Sound Reinforcement</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 342</td>
<td>Recording Studio Techniques I</td>
<td>3</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>MUSM 344</td>
<td>Recording Studio Techniques II</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 350</td>
<td>Recording Studio Techniques III</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 356</td>
<td>Pro Tools 101, Introduction to Pro Tools</td>
<td>1.5</td>
</tr>
<tr>
<td>MUSM 357</td>
<td>Pro Tools 110 Intermediate Pro Tools</td>
<td>1.5</td>
</tr>
<tr>
<td>MUSM 362</td>
<td>Mixing and Mastering Music Projects</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 366</td>
<td>Pro Tools 201, Advanced Pro Tools</td>
<td>1.5</td>
</tr>
<tr>
<td>MUSM 367</td>
<td>Audio for Video Post Production</td>
<td>3</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>31.5</td>
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</tbody>
</table>

The Commercial Music, Audio Production Emphasis Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- operate music recording equipment using various music recording workflows.
- describe the processes involved in recording music groups in the semi-professional or home recording studio.
- display skills needed to conduct a professional music recording session.
- properly use the equipment found in recording studios to achieve successful outcomes to a variety of activities common to the music recording workflow.
- successfully complete projects in music mixing and audio post-production using both analog and digital platforms.

Career Information

The Commercial Music, Audio Production A.A. Degree program provides students with training toward career paths as audio engineers in professional recording studios and multi-media, post-production audio specialists in corporate audio-visual departments and owner/engineers of smaller demo production studios.

A.A. in Commercial Music, Music Business Management Emphasis

This program is designed to prepare students for entry level positions in the music industry in the areas of artist management, music publishing, talent agencies, concert promotion, and music distribution and retail. It also prepares students to effectively manage and organize self-produced music projects.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>BUS 300</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 304</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MUFHL 309</td>
<td>Introduction to American Popular Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 110</td>
<td>The Business of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 115</td>
<td>The Development and Management of an Independent Record Label</td>
<td>3</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>MUSM 116</td>
<td>Legal Aspects Of The Music Industry</td>
<td>3</td>
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</tbody>
</table>

A minimum of 12 units from the following:

Select at least one course from each group.

**Business Management**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ACCT 101</td>
<td>Fundamentals of College Accounting (3)</td>
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</tr>
<tr>
<td>CISA 305</td>
<td>Beginning Word Processing (2)</td>
<td></td>
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<td>CISA 340</td>
<td>Presentation Graphics (2)</td>
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<tr>
<td>MGMT 308</td>
<td>Personnel and Human Resources Management (3)</td>
<td></td>
</tr>
<tr>
<td>TA 440</td>
<td>Arts Management (3)</td>
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**Retail Marketing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MKT 300</td>
<td>Principles of Marketing (3)</td>
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</tr>
<tr>
<td>MKT 310</td>
<td>Selling Professionally (3)</td>
<td></td>
</tr>
<tr>
<td>MKT 314</td>
<td>Advertising (3)</td>
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</table>

**Communication Skills**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>COMM 321</td>
<td>Interpersonal Communication (3)</td>
<td></td>
</tr>
<tr>
<td>COMM 331</td>
<td>Group Discussion (3)</td>
<td></td>
</tr>
<tr>
<td>COMM 361</td>
<td>The Communication Experience (3)</td>
<td></td>
</tr>
<tr>
<td>MGMT 372</td>
<td>Human Relations and Organizational Behavior (3)</td>
<td></td>
</tr>
<tr>
<td>PSYC 358</td>
<td>Principles of Interpersonal Relations (3)</td>
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</table>

Total Units: 30

The Commercial Music, Music Business Management Emphasis Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- understand the structure and recent history of the U.S. music industry.
- demonstrate an understanding of key music industry concepts including copyright, music publishing, ownership and licensing of works, First Use, Fair Use, and Public Domain.
- demonstrate knowledge of legal, accounting, and managerial practices including recording artist agreements, recoupment, royalties, advances, licensing, artist management, and representation.
- enumerate, explain, and objectively evaluate methods of music promotion including publicity, distribution, touring, downloads, licensing, and “do-it-yourself” techniques.
- create and/or generate outlines, schedules, budgets, and promotional materials used in music management, marketing, and business relations.
- analyze and interpret the effects of technology on legal, artistic, and financial aspects of the music industry.

### Career Information

Artist management and representation, independent recording labels, music publishing and licensing, music legal services, music publicity and public relations, concert promotion, music retail and distribution; self-management, artist-owned recording labels, and “do-it-yourself” music pursuits.
A.A. in Commercial Music, Performance Emphasis

This program is designed to prepare students to perform in the styles of popular music most often heard on radio, television, and in live concert venues.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUFHL 309</td>
<td>Introduction to American Popular Music</td>
<td>3</td>
</tr>
<tr>
<td>MUFHL 320</td>
<td>Exploring Music</td>
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<td>MUFHL 330</td>
<td>World Music (3)</td>
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<td>Music Theory and Musicianship IV (4)</td>
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The Commercial Music, Performance Emphasis Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus
general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate performance ability on a chosen instrument(s).
- demonstrate knowledge of contemporary musical styles.
- demonstrate basic knowledge of the audio recording process.
- participate in an audio recording session as a performer.
- demonstrate basic improvisational techniques.
- design and implement a practice routine for maintaining and improving performance skills.

Career Information

This program is for the student interested in being a performer of various styles of popular music, both live and recorded.

A.A. in Commercial Music, Songwriting/Arranging Emphasis

This program is designed to prepare students for free-lance employment in song-publishing, submission of songs to major recording artists, composition of jingles for advertising agencies, arranging music for schools and churches, and song demo production using MIDI techniques.

Catalog Date: June 1, 2020

Degree Requirements

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<th>COURSE CODE</th>
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<td>Introduction to American Popular Music</td>
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The Commercial Music, Songwriting/Arranging Emphasis Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- compose music and words for songs found in contemporary commercial styles.
- create arrangements of songs for small ensembles.
- record basic audio and MIDI tracks for demo purposes.
- demonstrate basic knowledge concerning music contracts, copyrights, and royalties.
- demonstrate basic knowledge of contemporary music markets.

**Career Information**

This program is for the student who is interested in being a freelance songwriter and arranger for commercial groups, advertising, schools, and churches.
A.A. in Interdisciplinary Studies: Arts and Humanities

The Interdisciplinary Studies degree is designed for students who seek a greater understanding of disciplines within the arts and humanities. This program is a good choice for students planning on transferring to the California State University or the University of California. The student will be able to satisfy general education requirements and focus on transferable course work that relates to a specific major and/or individual interest.

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

**Catalog Date:** June 1, 2020

### Degree Requirements

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Total Units: 18

1 Select courses from at least three areas.

The Interdisciplinary Studies: Arts and Humanities Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression.

Career Information

Students who complete this degree pattern can find career opportunities in the growing film and entertainment industries; in education; in the design and fabrication industries, and as an independent contractor concentrating in the area of their study.

A.A. in Music, General

The general music degree provides the foundation for future performers, composers, educators, writers and researchers, and music therapists. Students receive training in instrumental and vocal techniques and performance, music theory, and music history. Students who plan to transfer to a four-year college or university are advised to complete this course of study.

Catalog Date: June 1, 2020

Degree Requirements

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<td>Vocal Ensemble (2)</td>
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MUIVI 315 | Beginning Voice (1 - 2) | 4
MUIVI 325 | Intermediate Voice (2) | 
MUIVI 330 | Advanced Voice (2) | 
MUIVI 335 | Mentorship & Vocal Repertoire (2) | 
MUIVI 355 | Intermediate Piano I (1 - 2) | 
MUIVI 356 | Intermediate Piano II (1 - 2) | 
MUIVI 357 | Advanced Piano I (1 - 2) | 
MUIVI 358 | Advanced Piano II (1 - 2) | 
MUIVI 370 | Beginning Guitar (2) | 
MUIVI 371 | Intermediate Guitar (2) | 
MUIVI 373 | Popular Electric Bass Styles I (1) | 
MUIVI 375 | Popular Electric Guitar Styles I (1) | 
MUIVI 405 | Jazz & Pop Styles on Drum Set I (1) | 
MUIVI 410 | Applied Music (1) | 

Total Units: 36 - 38

The Music, General Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate performance ability on a chosen instrument.
- analyze musical scores and compositions.
- critique personal music performances and those of other musicians.
- analyze the elements of music (rhythm, melody, harmony, and form).
- create derivative or original music at a level appropriate to the area of specialization.
- compare and contrast the characteristics of various musical cultures and historical periods from the origin of music history to the present.

Career Information

The Music degree prepares students for careers in music performance, education, composition, conducting, retail music industry, music publishing, and music therapy. The degree also prepares students for further study at a four-year institution.

Certificates of Achievement

Commercial Music, Audio Production Emphasis Certificate

This program is designed as introductory preparation for employment in audio engineering. Courses in the theory and practice of recording techniques are offered to give students a well-rounded foundation to begin work and/or to pursue a four-year degree.
## Certificate Requirements

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<td>MUFHL 320</td>
<td>Exploring Music</td>
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<td>MUSM 110</td>
<td>The Business of Music</td>
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<td>MUSM 306</td>
<td>Live Sound Reinforcement</td>
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<td>MUSM 342</td>
<td>Recording Studio Techniques I</td>
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<td>Recording Studio Techniques II</td>
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<td>MUSM 350</td>
<td>Recording Studio Techniques III</td>
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<td>Pro Tools 110 Intermediate Pro Tools</td>
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<td>Mixing and Mastering Music Projects</td>
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<td>Pro Tools 201, Advanced Pro Tools</td>
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<td>Audio for Video Post Production</td>
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## Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate a basic knowledge of music recording equipment and various music recording workflows.
- demonstrate a basic understanding of the processes involved in recording music groups in the semi-professional or home recording studio.
- demonstrate knowledge and understanding of the skills needed to conduct a professional music recording session.
- demonstrate the ability to properly use the equipment found in recording studios to achieve successful outcomes to a variety of activities common to the music recording workflow.
- demonstrate the ability to successfully complete projects in music mixing and audio post-production using both analog and digital platforms.
Career Information
The Commercial Music, Audio Production Certificate program provides students with training toward career paths as audio engineers in professional recording studios, multi-media, and post-production audio specialists in corporate audio-visual departments and as owner/engineers in smaller demo production studios.

Commercial Music, Music Business Management Emphasis Certificate
This program is designed to prepare students for entry level positions in the music industry in the areas of artist management, music publishing, talent agencies, concert promotion, and music distribution and retail; it also prepares students to effectively manage and organize self-produced music projects.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>BUS 300</td>
<td>Introduction to Business</td>
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<tr>
<td>MGMT 304</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MUFHL 309</td>
<td>Introduction to American Popular Music</td>
<td>3</td>
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<tr>
<td>MUSM 110</td>
<td>The Business of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 115</td>
<td>The Development and Management of an Independent Record Label</td>
<td>3</td>
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<tr>
<td>MUSM 116</td>
<td>Legal Aspects Of The Music Industry</td>
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<td>ACCT 101</td>
<td>Fundamentals of College Accounting (3)</td>
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<td>CISA 305</td>
<td>Beginning Word Processing (2)</td>
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<tr>
<td>CISA 340</td>
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<tr>
<td>MGMT 308</td>
<td>Personnel and Human Resources Management (3)</td>
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<td>TA 440</td>
<td>Arts Management (3)</td>
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<td>Communication Skills</td>
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<td>COMM 315</td>
<td>Persuasion (3)</td>
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<td>COMM 361</td>
<td>The Communication Experience (3)</td>
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<td>MGMT 372</td>
<td>Human Relations and Organizational Behavior (3)</td>
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<td>MKT 314</td>
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Student Learning Outcomes

Upon completion of this program, the student will be able to:

- understand the structure and recent history of the U.S. music industry.
- demonstrate an understanding of key music industry concepts including copyright, music publishing, ownership and licensing of works, First Use, Fair Use, and Public Domain.
- demonstrate knowledge of legal, accounting, and managerial practices including recording artist agreements, recoupment, royalties, advances, licensing, artist management, and representation.
- enumerate, explain, and objectively evaluate methods of music promotion including publicity, distribution, touring, downloads, licensing, and “do-it-yourself” techniques.
- create and/or generate outlines, schedules, budgets, and promotional materials used in music management, marketing, and business relations.
- analyze and interpret the effects of technology on legal, artistic, and financial aspects of the music industry.

Career Information

Artist management and representation, independent recording labels, music publishing and licensing, music legal services, music publicity and public relations, concert promotion, music retail and distribution; self-management, artist-owned recording labels, and “do-it-yourself” music pursuits.

Commercial Music, Performance Emphasis Certificate

This program is designed to prepare students to perform in the styles of popular music most often heard on radio, television, and in live concert venues.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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</thead>
<tbody>
<tr>
<td>MUFHL 309</td>
<td>Introduction to American Popular Music</td>
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<tr>
<td>MUFHL 320</td>
<td>Exploring Music</td>
<td>3</td>
</tr>
<tr>
<td>MUFHL 400</td>
<td>Music Theory and Musicianship I</td>
<td>4</td>
</tr>
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<td>MUFHL 401</td>
<td>Music Theory and Musicianship II</td>
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<td>MUIVI 345</td>
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<td>MUIVI 380</td>
<td>Improvisation Workshop I</td>
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<td>Applied Music</td>
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<td>The Business of Music</td>
<td>3</td>
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<tr>
<td>MUSM 330</td>
<td>Introduction to MIDI: Musical Instrument Digital Interface</td>
<td>2.5</td>
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<td>MUSM 331</td>
<td>Intermediate MIDI: Musical Instrument Digital Interface</td>
<td>2.5</td>
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<tr>
<td>MUSM 342</td>
<td>Recording Studio Techniques I</td>
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<tr>
<td>MUP 325</td>
<td>Jazz Band (2)</td>
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<tr>
<td>MUP 335</td>
<td>Concert Band (1)</td>
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<td>MUP 340</td>
<td>Symphonic Band (2)</td>
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<tr>
<td>MUP 355</td>
<td>College Choir (2)</td>
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<tr>
<td>MUP 406</td>
<td>Vocal Ensemble (2)</td>
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<tr>
<td>MUP 424</td>
<td>Commercial Music Ensemble (2)</td>
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A minimum of 5 units from the following: 5

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<td>MUFHL 310</td>
<td>Survey of Music History and Literature (Greek Antiquity to 1750) (3)</td>
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<td>Survey of Music History and Literature (1750 to the present) (3)</td>
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<td>MUFHL 321</td>
<td>Basic Musicianship (3)</td>
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<tr>
<td>MUFHL 330</td>
<td>World Music (3)</td>
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<tr>
<td>MUFHL 410</td>
<td>Music Theory and Musicianship III (4)</td>
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<td>MUFHL 411</td>
<td>Music Theory and Musicianship IV (4)</td>
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<td>Commercial Harmony and Arranging I (2)</td>
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<tr>
<td>MUIVI 315</td>
<td>Beginning Voice (1 - 2)</td>
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<tr>
<td>MUIVI 325</td>
<td>Intermediate Voice (2)</td>
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<td>MUIVI 330</td>
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<td>Intermediate Piano I (1 - 2)</td>
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<td>MUIVI 356</td>
<td>Intermediate Piano II (1 - 2)</td>
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<tr>
<td>MUIVI 365</td>
<td>Popular Piano Styles I (1)</td>
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<tr>
<td>MUSM 350</td>
<td>Recording Studio Techniques III (3)</td>
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Total Units: 35 - 36

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- demonstrate performance ability on a chosen instrument(s).
- demonstrate knowledge of contemporary musical styles.
- demonstrate basic knowledge of the audio recording process.
- participate in an audio recording session as a performer.
- demonstrate basic improvisational techniques.
- design and implement a practice routine for maintaining and improving performance skills.

**Career Information**

This program is for the student who is interested in being a performer of various styles of popular music, both live and recorded.
Commercial Music, Songwriting/Arranging Emphasis Certificate

This program is designed to prepare students for free-lance employment in song-publishing, submission of songs to major recording artists, composition of jingles for advertising agencies, arranging music for schools and churches, and song demo production using MIDI techniques.

Catalog Date: June 1, 2020

Certificate Requirements

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<thead>
<tr>
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<td>The Business of Music</td>
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<td>ENGCW 400</td>
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<td>ENGLT 303</td>
<td>Introduction to the Short Story (3)</td>
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<tr>
<td>MUFHL 305</td>
<td>Music Appreciation (3)</td>
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<tr>
<td>MUFHL 310</td>
<td>Survey of Music History and Literature (Greek Antiquity to 1750)</td>
<td>(3)</td>
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<td>MUFHL 311</td>
<td>Survey of Music History and Literature (1750 to the present)</td>
<td>(3)</td>
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<td>MUFHL 315</td>
<td>Jazz History (3)</td>
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<td>Basic Musicianship (3)</td>
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Total Units: 37 - 38

Student Learning Outcomes
MUFHL 305 Music Appreciation

This course is an introduction to classical music style and composers. It includes a study of the basic elements of music (melody, harmony, form, etc.) and musical instruments, a historical survey of classical music, and some techniques for listening to and enjoying music. No previous musical experience is required.

Upon completion of this course, the student will be able to:

- evaluate musical performances using a developed vocabulary.
- analyze familiar and unfamiliar music using listening skills acquired in the course.
- recognize and describe basic musical forms, instruments, and styles.
- examine the relationship between musical styles and historical/cultural contexts.
- describe the relationship between composers and their music within a societal context.

MUFHL 309 Introduction to American Popular Music

This course introduces students to the history of popular music in America and the diversity of historical styles including classic rock, hard rock, country, jazz, R & B, blues, Latin, rap, reggae, folk, and others. The emphasis of the course is on listening to music. The course also explores the relationship of popular music to society and other media art forms such as music videos and film.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate musical performances using a developed vocabulary.
- analyze familiar and unfamiliar music using listening skills acquired in the course.
- recognize and describe basic popular musical forms, instruments, and styles.
- examine and compare different musical styles and their historical and cultural contexts.

MUFHL 310 Survey of Music History and Literature (Greek Antiquity to 1750)

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGWR 101 or ESLW 320 with a grade of "C" or better or placement through the assessment process. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C1; IGETC Area 3A |
| Catalog Date: | June 1, 2020 |

This course is a historical survey of Western classical music from Greek antiquity through the Baroque period (c.1750). Students use listening exercises and readings to study the development of classical music in historical and cultural contexts. Students study the aesthetic principles and values of various eras to develop their own musical and artistic judgments. This course is required for General Music Majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast musical styles and literature from antiquity to 1750.
- demonstrate a knowledge of the history of music with respect to major composers and musical trends and the cultures from which they came.
- aurally analyze and identify the works of prominent composers.
- evaluate the aesthetic value of music from different eras within historical and cultural contexts.

MUFHL 311 Survey of Music History and Literature (1750 to the present)

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGWR 101 or ESLW 320 with a grade of "C" or better or placement through the assessment process. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C1; IGETC Area 3A |
| Catalog Date: | June 1, 2020 |

This course is a historical survey of Western classical music from the 18th Century Enlightenment through modern times. Students use listening exercises and readings to study the development of classical music in historical and cultural contexts. Students study the aesthetic principles and values of various eras to develop their own musical and artistic judgments. This course is required for General Music Majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast musical styles and literature from ca. 1750 to modern times.
- demonstrate a knowledge of the history of music with respect to major composers and musical trends and the cultures from which
they came.

- analyze and identify the works of prominent composers.
- evaluate the aesthetic value of music from different eras within historical and cultural contexts.

MUFHL 315 Jazz History

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Enrollment Limitation:** Students enrolled in online courses must be able to use online computer technology to listen to sound files in specific formats, which are part of the course.  
**Advisory:** ENGWR 101 or ESLW 320 with a grade of "C" or better  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; CSU Area C1; IGETC Area 3A  
**Catalog Date:** June 1, 2020

This course introduces students to the rich history of jazz and related styles including blues, New Orleans and Chicago Dixieland, big band, bebop, cool jazz, jazz-rock fusion, avant-garde, popular jazz, Latin jazz, and many others. The emphasis of the course is on listening to music. The course also explores past and current trends in the relationship of jazz to popular styles such as rhythm and blues, hip-hop, funk, and others. Current and historical cultural influences from African-, European- and Latin-American sources and their effect on jazz styles are identified and compared.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate musical performances using a developed vocabulary.
- analyze familiar and unfamiliar music using listening skills acquired in the course.
- recognize and describe basic musical forms, instruments, and styles.
- examine and compare different musical styles and their historical/cultural contexts.

MUFHL 320 Exploring Music

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Advisory:** ENGWR 101 or ESLW 320 with a grade of "C" or better or placement through the assessment process.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; CSU Area C1; IGETC Area 3A  
**Catalog Date:** June 1, 2020

This course is an introduction to the basics of music reading and understanding. Students learn to read rhythms and pitches, to write and play scales and chords, and to analyze and write small song forms. Through analytical and creative assignments, students will also examine historical and cultural perspectives to gain an aesthetic appreciation of this art form. This course is recommended as a general humanities class to those students majoring in audio-engineering and to those music majors who have not had sufficient preparation for MUFHL 400. This course is also recommended for those students interested in teaching children and those registered in beginning instrumental or voice classes.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- read, interpret, and demonstrate a comprehension of simple music scores.
- analyze simple melodies of diverse cultures and historical periods.
- apply principles and knowledge of music to its performance and creation.
- evaluate and critique music from the written score.
- evaluate and critique music aurally.
- compose and notate basic rhythms, melodies, and harmonic progressions.
MUFHL 321 Basic Musicianship

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is designed as a starting point for students with little to no musical experience. The course concentrates on reading and understanding (visually, aurally, and kinesthetically) music notation, texture, and form. Musical literacy, interpretation, and expression will be reinforced through ear training, sight-singing, melodic, harmonic, and rhythmic dictation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the elements of music visually, aurally, and kinesthetically.
- read music notation (treble and bass clefs, notes, rhythms in simple and compound meters, key signatures, and basic chords).
- sight-sing simple melodies and clap basic rhythms.
- assess aurally and visually the music devices used in a given piece of music.
- demonstrate ability to use Curwen hand signs and solfege.

MUFHL 330 World Music

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 101 and ESLW 320 with grades of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area I; AA/AS Area VI; CSU Area C1; IGETC Area 3A
Catalog Date: June 1, 2020

This course is an introduction to traditional folk, dance, devotional, and popular music from around the world. The emphasis of the course is on listening to music. Music of Africa, Asia and Pacific, Caribbean, Latin and North America, Europe, India, and the Middle East will be compared. Concepts of ethnicity, ethnocentrism, racism, ageism, class differences, and gender issues will be addressed. Occasional live performances by guest artists will be presented in class.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast traditions of music throughout the world.
- identify and distinguish diverse musical styles and musical traditions.
- identify the historical and social content of the world’s cultures through musical expression.
- compare and contrast ethnicity, ethnocentrism, racism, ageism, class differences, and gender issues of various cultures through the study of traditions of music throughout the world.
- define and apply techniques of analytical listening within musical examples.

MUFHL 400 Music Theory and Musicianship I

Units: 4
Hours: 72 hours LEC; 18 hours LAB
Prerequisite: None.
Advisory: MUIVI 345; with a grade of "C" or better. Students should have some ability to play a musical instrument and read music. Concurrent enrollment in MUIVI 345 is recommended if the student has had no piano
This course is an introduction to music theory and its applications to classical and commercial music. Students will develop skills in musical analysis, keyboard harmony, dictation, and sight-singing. Short creative assignments will also be included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and write the basic elements of music: notes, scales (major, minor, and chromatic), diatonic modes, key signatures, intervals, triads, seventh chords, and rhythms in a variety of simple and compound meters.
- analyze simple short pieces of music in different styles and from diverse cultures with regard to melodic and rhythmic phrase structure, diatonic chord progressions, cadences, and overall form.
- identify notes and play simple melodic and harmonic patterns on the piano keyboard.
- transcribe, by taking dictation, rhythms with divided beats in a variety of meter signatures, simple scale and interval exercises, and melodies that contain stepwise and small intervals that outline the primary triads.
- "audiate" written music by sight-singing rhythms with divided beats in a variety of meter signatures; common scale and chord patterns; and melodies that contain stepwise and small intervals that outline the primary triads.
- interpret music, as written and aurally, with regard to its historical and cultural context.
- compose a simple song, harmonize it with diatonic chords, and arrange for one or more instruments.
- harmonize and arrange a simple chorale using basic four-part writing techniques.
- critique different musical genres and styles and make aesthetic judgments about them by applying criteria from the knowledge and principles of music theory learned in class.

MUFHL 401 Music Theory and Musicianship II

This course is a study of intermediate level harmony, part writing, and small forms in classical and commercial music. It includes the continued development of keyboard, dictation, and sight-singing skills. Short composition assignments are also included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose four-part voicings from figured bass.
- harmonize simple chorale tunes using four-part writing practices and applying the principles of tonal harmony.
- arrange simple folk tunes by harmonizing them in the form of piano or guitar accompaniments according to the principles of tonal harmony.
- analyze short compositions and songs harmonically, melodically, and with respect to formal design.
- "audiate" written music by sight-singing rhythms with sub-divided beats in a variety of simple and compound meter signatures; common interval and chord patterns; and melodies that feature leaps from the I, IV, V and V7 chords.
- transcribe, by taking dictation, rhythms with sub-divided beats in a variety of simple and compound meter signatures; common melodic figures with non-harmonic (embellishing) tones; simple progressions containing primary chords and ending in authentic, half, plagal, and deceptive cadences; and melodies that feature leaps from the I, IV, V and V7 chords.
- play simple chord progressions in various keys on the keyboard in four-part texture.
- critique different musical genres and styles and make aesthetic judgments about them by applying criteria from the knowledge and principles of music theory learned in class.
compose a short composition in binary or ternary form, using a variety of diatonic triads and seventh chords and diatonic (common-chord) modulations.

MUFHL 410 Music Theory and Musicianship III

This course is a study of advanced level, chromatic harmony (secondary dominants and leading tone sevenths, borrowed, Neapolitan, and augmented 6th chords), and small instrumental and vocal forms in classical and commercial styles. It includes the continued development of keyboard, dictation, and sight-singing skills. Short composition assignments are also included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose and realize four-part writing assignments from figured bass that contain a variety of chromatically altered chords.
- analyze a variety of compositions in different styles and genres with respect to harmony, motives, and form.
- harmonize songs using more advanced chromatic harmony and seventh chords.
- "audiate" written music by sight-singing rhythms with triplets/duplets in syncopation in a variety of simple and compound meter signatures, in multiple parts: canons, duets, and chorales, and melodies that feature chromatic alterations and modulations to closely related keys.
- transcribe, by taking dictation, rhythms with triplets/duplets in syncopation in a variety of simple and compound meter signatures; four-part harmonic progressions with secondary dominant-type chords; and melodies that feature chromatic alterations and modulations to closely related keys.
- play chord progressions at the keyboard that contain chromatic harmony.
- compose a composition in binary or ternary form that includes chromatic modulation and a variety of chromatically altered chords.
- critique different musical genres and styles and make aesthetic judgments about them by applying criteria from the knowledge and principles of music theory learned in class.

MUFHL 411 Music Theory and Musicianship IV

This course is a study of more advanced chromatic harmony, extended harmonic structures, and modern techniques such as quartal harmony, synthetic scales, set theory, and serialism. It includes the continued development of keyboard, dictation, and sight-singing skills. Short composition assignments are also included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and write chromatically altered chords in a variety of musical contexts.
- analyze and write 9th, 11th, and 13th chords in more modern styles.
- analyze compositions using modern melodic and harmonic techniques used by composers within the last 100 years, including impressionism, set theory, quartal harmony, pandiatonicism, and serialism.
harmonize and arrange melodies with a variety of chromatically altered and extended (9th, 11th, and 13th) chords.

transcribe, by taking dictation, melodies featuring chromatic alterations, modulation to distantly related keys, diatonic modes, non-diatonic scales, sets, tone rows, and irregular rhythms and meters.

"audiate" written music by sight-singing melodies featuring chromatic alterations, modulation to distantly related keys, diatonic modes, non-diatonic scales, sets, tone rows, and irregular rhythms and meters.

play keyboard exercises that feature chromatic and modern harmony.

compose a short composition in one of the modern styles.

critique different musical genres and styles and make aesthetic judgments about them by applying criteria from the knowledge and principles of music theory learned in class.

MUFHL 430 Commercial Harmony and Arranging I

| Units:    | 2 |
| Hours:    | 36 hours LEC |
| Prerequisite: | None. |
| Advisory: | MUFHL 401 with a grade of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course introduces students to the study and application of practical harmony and arranging, using a variety of commercial styles such as jazz, rock, salsa, pop, and fusion.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply principles of basic chord constructions and progressions (triads and 7ths) to harmonize different kinds of melodies.
- apply principles of tonal harmony to various musical styles for creative purposes and for analysis of the same.
- use basic orchestration techniques to develop an arrangement for a small ensemble of five to six players.
- produce a full score of an arrangement and its instrumental parts.

MUFHL 431 Commercial Harmony and Arranging II

| Units:    | 2 |
| Hours:    | 36 hours LEC |
| Prerequisite: | MUFHL 430 with a grade of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course provides students with a more advanced capability in practical harmony and arranging using a variety of commercial styles such as pop, jazz, rock, salsa, and fusion.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use advanced chord structures (7ths and extensions) to harmonize different kinds of melodies.
- apply principles of tonal harmony to various musical styles.
- use basic orchestration techniques to develop an arrangement for a medium-size ensemble of 9-10 players.
- produce a full score of the arrangement and the instrumental parts.
### MUFHL 481 Survey of Music History and Literature (Greek Antiquity to 1750) - Honors

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<td>General Education</td>
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</tr>
<tr>
<td>Catalog Date</td>
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This course is a survey of Western classical music from the time of Greek antiquity through the Baroque period (ca. 1750). Students use listening exercises, source readings, and group projects to study the development of classical music in historical and cultural contexts. Students study the aesthetic principles and values from various eras to develop their own musical and artistic judgments. This course meets the music history (MUFHL 310) requirement for music majors. This honors section leads the student through an intensive and scholarly approach to the subject matter in a seminar environment and uses an intensive instructional methodology designed to challenge motivated students.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- compare and contrast musical styles and writings from antiquity to 1750.
- demonstrate a knowledge of the history of music with respect to major composers and musical trends and the cultures from which they came.
- analyze and identify the works of prominent composers.
- develop historical and cultural constructs from which to evaluate the aesthetic value of music from different eras.

### MUFHL 482 Survey of Music History and Literature (1750 to the present) - Honors

<table>
<thead>
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<th>Units</th>
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<tbody>
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<td>Hours</td>
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<tr>
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<tr>
<td>Catalog Date</td>
<td>June 1, 2020</td>
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</table>

This course is a survey of Western classical music from the time of 18th century Enlightenment to the present. Students use listening exercises, source readings and group projects to study the development of classical music in historical and cultural contexts. Students study the aesthetic principles and values from various eras to develop their own musical and artistic judgments. This course meets the music history requirement (MUFHL 311) for music majors. This honors section leads the student through an intensive and scholarly approach to the subject matter in a seminar environment and uses an intensive instructional methodology designed to challenge motivated students.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- compare and contrast musical styles and literature from 1750 to the present.
- demonstrate a knowledge of the history of music with respect to major composers and musical trends and the cultures from which they came.
- analyze and identify the works of prominent composers.
- develop historical and cultural constructs from which to evaluate the aesthetic value of music from different eras.

### MUFHL 495 Independent Studies in Music Fundamentals/History and Literature
This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among college, faculty members, and students. Independent Studies in Music Fundamentals, History, and Literature offers students a chance to do research that is more typical of students in advanced music theory and history courses. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- perform intermediate-to-advanced musical repertoire for one's instrument or voice.
- analyze forms, underlying structures, and historical performance practices of representative works from different musical eras.
- develop an effective practice routine.

Music - Instrumental/Voice Instruction (MUIVI)

MUIVI 315 Beginning Voice

| Units: | 1 - 2 |
| Hours: | 18 hours LEC; 18 - 54 hours LAB |
| Course Family: | Traditional Voice Fundamentals (http://scc.losrios.edu/course-families#id_100049) |
| Prerequisite: | None. |
| Advisory: | MUFHL 321 with a grade of "C" or better. |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

This course is a study of the fundamentals of voice production. Vocal function topics are practiced and observed in rehearsals and performances of solos by class members.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate vocal ability with respect to the technical and musical exercises learned in class.
- perform vocal solos.
- demonstrate basic knowledge of vocal function and technique.
- demonstrate stage presence.
- demonstrate an understanding and recognize different types of voices.

MUIVI 325 Intermediate Voice

| Units: | 2 |
| Hours: | 36 hours LEC; 18 hours LAB |
| Course Family: | Traditional Voice Fundamentals (http://scc.losrios.edu/course-families#id_100049) |
| Prerequisite: | MUIVI 315 with a grade of "C" or better |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

Students study and perform vocal function exercises and analyze vocal music literature for the development of efficient singing techniques. Performance of vocal music is emphasized.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate individual musical skills commensurate with the Level II National Association of Schools of Music (NASM) guidelines.
- demonstrate vocal ability based on the technical and musical lessons and exercises.
- perform vocal solos.
- perform in public recitals.
- demonstrate knowledge of vocal function, technique, and literature.
- show a basic understanding of the International Phonetic Alphabet.
- demonstrate good stage presence.

MUIVI 330 Advanced Voice

Units: 2  
Hours: 36 hours LEC; 18 hours LAB  
Course Family: Traditional Voice Technique and Repertoire (http://scc.losrios.edu/course-families#id_100050)  
Prerequisite: MUIVI 325 with a grade of "C" or better  
Transferable: CSU; UC  
Catalog Date: June 1, 2020

This course focuses on the development of the voice and vocal repertoire for advanced vocal students. The music literature includes classical, sacred songs, musical theater, pop, or jazz. All students will perform as soloists in class and in vocal recitals open to the public.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate individual musical skills commensurate with the Level III National Association of Schools of Music (NASM) guidelines.
- prepare appropriate solos for performances.
- perform vocal solos.
- perform in a school recital.
- analyze various types of music.
- develop a vocal repertoire.
- demonstrate a comprehensive understanding of vocal function and technique.

MUIVI 335 Mentorship & Vocal Repertoire

Units: 2  
Hours: 36 hours LEC; 18 hours LAB  
Course Family: None.  
Prerequisite: None.  
Transferable: CSU; UC  
Catalog Date: June 1, 2020

This course is designed for the student who wants to continue their vocal studies through a fourth semester. Students who are in this course study with a qualified voice teacher, create a vocal resume, perform in two department vocal recitals, and develop skills in mentoring and tutoring beginning voice students. This course provides students the opportunity to study, rehearse, and perform vocal repertoire that meets the minimum standards to audition into the vocal performance degree program for the CSU system or to other universities with a similar audition requirements.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate individual musical skills commensurate with the Level IV National Association of Schools of Music (NASM) guidelines.
- identify and express vocal technique such as: audiation, posture, respiration, onset, articulation, resonance, technique, and expression.
- compare and contrast performance practices of music from different musical eras.
- analyze and diagnose areas for improvement of proper vocal technique of peers and one’s self.
- develop skills in mentoring and tutoring beginning voice students.
- create a vocal resume.
- perform in two department vocal recitals.

**MUIVI 345 Beginning Piano I**

**Units:** 1 - 2
**Hours:** 18 hours LEC; 18 - 54 hours LAB
**Course Family:** Traditional Piano Fundamentals (http://scc.losrios.edu/course-families#id_100051)
**Prerequisite:** None.
**Advisory:** ENGWR 101 or ESLW 320 with a grade of C or better.
**Transferable:** CSU; UC
**Catalog Date:** June 1, 2020

This course is an introduction to basic piano playing and is required for all general and commercial music majors. The course prepares the transferring student for a piano placement examination. A minimum of two hours a week outside practice is required for the two-unit option.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- read basic music notation, including notes, simple note values and rests, and various simple time signatures.
- apply basic dynamic and tempo markings.
- perform simple finger-strengthening exercises.
- understand and play simple phrasing, legato, and staccato.
- demonstrate use of the damper pedal.
- apply the use of sharps and flats in music reading.
- understand how to apply knowledge of notation and rhythm into practice and performance.
- demonstrate basic knowledge of beginning piano theory.

**MUIVI 346 Beginning Piano II**

**Units:** 1 - 2
**Hours:** 18 hours LEC; 18 - 54 hours LAB
**Course Family:** Traditional Piano Fundamentals (http://scc.losrios.edu/course-families#id_100051)
**Prerequisite:** MUIVI 345 with a grade of “C” or better
**Transferable:** CSU; UC
**Catalog Date:** June 1, 2020

This course is a continuation of MUIVI 345. The course prepares the transferring student for a piano placement examination. A minimum of two hours a week outside practice is required for the two-unit option.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- play major scales - two hands together - two octaves - scales C, G, and F.
- learn and play primary chords in the keys of C, G, and F.
- demonstrate increased ability to use the damper pedal.
• play songs in cut time and other simple meters.
• demonstrate understanding of and interpret dynamic, articulation, and tempo markings in appropriate pieces.
• demonstrate knowledge of 12-bar blues progression.
• continue practice of simple rhythms; introduction of more complex rhythmic structures.

MUIVI 355 Intermediate Piano I

Units: 1 - 2
Hours: 18 hours LEC; 18 - 54 hours LAB
Course Family: Traditional Piano Technique and Repertoire
Prerequisite: MUIVI 346 with a grade of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is an intermediate study of piano designed for both the general and commercial music major and non-music major. Training includes technique and repertoire for those students who have acquired a basic knowledge of playing and reading music written for the piano.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• practice and play selected major and minor scales and the primary chords of each scale.
• practice and play rapid legato passages, demonstrate tone balance, and employ the use of rubato.
• practice and play representative intermediate pieces such as Musette and Etude (Gurlitt).
• use and demonstrate understanding of more complex key signatures, such as 6/8 and 6/4 time.

MUIVI 356 Intermediate Piano II

Units: 1 - 2
Hours: 18 hours LEC; 18 - 54 hours LAB
Course Family: Traditional Piano Technique and Repertoire
Prerequisite: MUIVI 355 with a grade of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is a continuation of MUIVI 355. It is an intermediate study of piano designed for both the general and commercial music major and non-music major. Training includes technique and repertoire for those students who have acquired a basic knowledge of playing and reading music written for the piano.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• play all major and minor scales.
• identify the key signatures for all major keys.
• play all rhythms including 16th notes and dotted 8th notes.
• identify and play major, minor, augmented, and diminished triads.
• practice and play representative intermediate pieces such as Arabesque, Rondo Alla Turca, Prelude in C major (Bach).
• practice and play inversions and arpeggios of major and minor triads.

MUIVI 357 Advanced Piano I
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- play all major and minor scales and arpeggios in various patterns.
- play with greater speed and clarity.
- play with greater musical expression.
- practice and play representative intermediate pieces such as Sonatina in C (Clementi) and Spinning Song (Spindler).
- determine the key signature for all major and minor keys.
- play all rhythms, including dotted eighth and sixteenth note rhythms and sixteenth note triplets.

MUIVI 358 Advanced Piano II

This course is an advanced study of piano, a continuation of the work begun in MUIVI 357. It is designed primarily for the music major or for non-music majors who have advanced skills. Training includes technique and repertoire for students who have previously acquired an intermediate level knowledge of the piano.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- play all major and minor scales and arpeggios in various patterns.
- play with greater speed and clarity.
- play with greater musical expression, using rubato.
- play representative intermediate pieces, such as Invention No. 1 (Bach) and Avalanche (Heller).
- read and play complex rhythmic patterns.
- play in irregular meters.

MUIVI 365 Popular Piano Styles I

This is an intermediate level course in popular piano styles and techniques. Students will learn how to harmonize, solo, improvise, and accompany others in blues, rock, jazz, country, R & B, and Latin styles.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- play appropriate level exercises demonstrating ability in a variety of musical styles.
- analyze various jazz and rock keyboard styles and apply these to playing technique.
- play representative pieces in jazz, rock, blues, and pop styles.
- analyze, demonstrate understanding of, and play chords used in popular styles.

MUIVI 366 Popular Piano Styles II

1 unit
18 hours LEC; 18 hours LAB
Course Family: Popular Piano
Prerequisite: MUIVI 365 with a grade of "C" or better; or by demonstrating equivalent skills
Transferable: CSU; UC
Catalog Date: June 1, 2020

This is an intermediate level course in popular piano styles and techniques. Students will continue to learn how to harmonize, solo, improvise, and accompany others in blues, rock, jazz, country, R&B, and Latin styles.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- play appropriate level exercises demonstrating ability in a variety of musical styles.
- analyze various jazz and rock keyboard styles and apply to playing technique.
- play representative pieces in jazz, rock, blues, and pop styles.
- analyze, understand, and play more advanced chords used in popular styles.

MUIVI 367 Popular Piano Styles III

1 unit
18 hours LEC; 18 hours LAB
Course Family: Popular Piano
Prerequisite: MUIVI 366 with a grade of "C" or better; or by demonstrating equivalent skills
Transferable: CSU; UC
Catalog Date: June 1, 2020

This is an intermediate/advanced level course in popular piano styles and techniques. Students will learn new ways to harmonize, solo, improvise, and accompany others in blues, rock, jazz, country, R&B, and Latin styles.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- play appropriate level exercises demonstrating ability in a variety of musical styles.
- analyze various jazz and rock keyboard styles and apply to playing technique.
- play more advanced representative pieces in jazz, rock, blues, and pop styles.
- analyze, demonstrate understanding of, and play more complex chords used in popular styles.
- demonstrate ability to perform different popular styles in groups.

MUIVI 368 Popular Piano Styles IV
This is an intermediate to advanced level course in popular piano styles and techniques. Students will learn new ways to harmonize, solo, improvise, and accompany others in blues, rock, jazz, country, R&B, and Latin styles, as well as modern pop styles.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- play appropriate level exercises demonstrating ability in a variety of musical styles.
- analyze various jazz and rock keyboard styles and apply to playing technique.
- play advanced representative pieces in jazz, rock, blues, and pop styles.
- analyze, demonstrate understanding of, and play more complex chords used in popular styles.
- demonstrate ability to perform different popular styles in groups.

### MUIVI 370 Beginning Guitar

This is a beginning-level course designed to familiarize students with the techniques and repertoire of the guitar. Students learn to play the instrument through the use of technical exercises and reading music notation. Simple chord progressions with both strumming and finger-style techniques will be covered.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- read and play pieces in two-part form in first position.
- play exercises to develop coordination, strength, and flexibility.
- play various strumming patterns and finger-picking styles.

### MUIVI 371 Intermediate Guitar

This course is designed to increase repertoire, develop technical skills, and improve sight-reading ability. In addition, ensemble playing will be emphasized and fingerboard theory and harmony will be explored.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate intermediate level reading skills, which combine melody and harmony.
- play two-part and three-part songs.
- play in 2nd, 5th, and 7th positions.
- play left hand techniques - ligados, partial and full bars, bar chords, vibrato, trills, and portamento.
- play right hand techniques - Giuliani arpeggio exercises, dynamics, tremolo, and harmonics.
- play intermediate level ensemble music.

### MUIVI 372 Advanced Guitar

**Units:** 2  
**Hours:** 36 hours LEC; 18 hours LAB  
**Course Family:** [Traditional Guitar and Bass](http://scc.losrios.edu/course-families#id_100053)  
**Prerequisite:** MUIVI 371 with a grade of "C" or better; or equivalent experience.  
**Advisory:** MUFHL 321 with a grade of "C" or better.  
**Transferable:** CSU; UC  
**Catalog Date:** June 1, 2020

This course includes higher-level note reading, accompaniment techniques, and ensemble playing. The development of personal style is encouraged. Advanced Guitar allows the student to continue studying the guitar past the first year. Students may wish to challenge the prerequisite on the basis of equivalent experience. Students must provide their own guitars.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate accurate reading of more advanced music for the guitar.
- create accompaniments for vocal and instrumental lead.
- employ some special playing techniques, such as string bending, palm muting, and accented rhythm.
- utilize more than first position on the guitar.
- compose an improvisation, such as playing a solo lead over a 12-bar blues rhythm.

### MUIVI 373 Popular Electric Bass Styles I

**Units:** 1  
**Hours:** 18 hours LEC; 18 hours LAB  
**Course Family:** [Popular Guitar and Bass](http://scc.losrios.edu/course-families#id_100060)  
**Prerequisite:** None.  
**Transferable:** CSU; UC  
**Catalog Date:** June 1, 2020

This course introduces electric bass techniques in several popular music styles: rock, blues, funk, jazz, country, and fusion. Both lead and rhythm guitar skills will be developed with an emphasis on improvisation and fingerboard harmony.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze different styles of bass playing.
- model bass parts from recorded examples.
- generate and develop original bass lines.
- perform the role of a bass player within a group setting.

### MUIVI 374 Popular Electric Bass Styles II

**Units:** 1  
**Hours:** 12 hours LEC; 18 hours LAB  
**Course Family:** [Popular Guitar and Bass](http://scc.losrios.edu/course-families#id_100060)
This course is an introduction to the elements of contemporary electric bass styles, including swing, blues, funk, Latin, reggae, and fusion.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze different styles of intermediate bass playing.
- model intermediate level bass parts from recorded examples.
- generate and develop original intermediate level bass lines.
- perform the role of a bass player within a group setting.

**MUIVI 375 Popular Electric Guitar Styles I**

- **Units:** 1
- **Hours:** 12 hours LEC; 18 hours LAB
- **Course Family:** [Popular Guitar and Bass](http://scc.losrios.edu/course-families#id_100060)
- **Prerequisite:** None.
- **Advisory:** MUIVI 370 with a grade of "C" or better.
- **Transferable:** CSU; UC
- **Catalog Date:** June 1, 2020

This course introduces electric guitar techniques in several popular music styles: rock, blues, funk, jazz, country, and fusion. Both lead and rhythm guitar skills will be introduced with an emphasis on improvisation and fingerboard harmony. This course is intended for students with basic guitar skills.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- perform a wide range of lead, rhythm, and guitar playing styles.
- improvise lead guitar using diatonic and blues scales.
- model guitar parts from recorded examples.
- perform the role of a guitar player within a group setting.

**MUIVI 377 Popular Electric Guitar Styles II**

- **Units:** 1
- **Hours:** 12 hours LEC; 18 hours LAB
- **Course Family:** [Popular Guitar and Bass](http://scc.losrios.edu/course-families#id_100060)
- **Prerequisite:** MUIVI 375 with a grade of "C" or better; or by demonstrating equivalent skills
- **Advisory:** MUIVI 370 with a grade of "C" or better.
- **Transferable:** CSU; UC
- **Catalog Date:** June 1, 2020

This course expands on beginning electric guitar techniques in several popular music styles: rock, blues, funk, jazz, country, and fusion. Both lead and rhythm guitar skills will be developed with an emphasis on improvisation and fingerboard harmony.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- perform a wide range of lead and rhythm and guitar playing styles.
- improvise lead guitar using diatonic and blues scales.
MUIVI 378 Popular Electric Guitar Styles III

This course introduces intermediate electric guitar techniques in several popular music styles: rock, blues, funk, jazz, country, and fusion.

Both lead and rhythm guitar skills will be developed with an emphasis on improvisation and fingerboard harmony.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- play appropriate level exercises demonstrating ability in a variety of musical styles.
- analyze various jazz and rock guitar styles and apply to playing technique.
- play intermediate representative pieces in jazz, rock, blues, and pop styles.
- demonstrate ability to perform different popular styles in groups.

MUIVI 379 Popular Electric Guitar Styles IV

This course develops more complex electric guitar techniques in several popular music styles: rock, blues, funk, jazz, country, and fusion.

Both advanced lead and rhythm guitar skills will be developed with an emphasis on improvisation and fingerboard harmony.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- play advanced level exercises demonstrating ability in a variety of musical styles.
- play advanced representative pieces in jazz, rock, blues, and pop styles.
- analyze, demonstrate understanding of, and play more complex chords used in popular styles.
- demonstrate ability to perform different popular styles in groups.

MUIVI 380 Improvisation Workshop I

This course is designed to give students an introduction to improvising in a variety of styles. Students will learn about basic scale and chord materials and song forms needed to improvise. Students will gain practical experience playing with others.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate proficiency in playing diatonic modes.
- demonstrate proficiency in playing triads in simple patterns.
- apply techniques and materials to improvising musical phrases.
- analyze and read through basic lead sheets.
- perform 10-15 jazz standards by memory.

MUIVI 381 Improvisation Workshop II

Units: 2
Hours: 27 hours LEC; 27 hours LAB
Course Family: Jazz Instrumental (http://scc.losrios.edu/course-families#id_100056)
Prerequisite: MUIVI 380 with a grade of "C" or better
Transferable: CSU; UC
General Education: CSU Area C1
Catalog Date: June 1, 2020

This course continues work started in MUIVI 380. Students will learn about intermediate-level scale and chord materials and song forms needed to improvise. Students will gain practical experience playing with others.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of diatonic modes.
- demonstrate ability to play 7th chords in simple patterns.
- apply techniques and materials to improvising developed phrases.
- analyze and read through styles of lead sheets.
- perform 10-15 jazz standards by memory.

MUIVI 382 Improvisation Workshop III

Units: 2
Hours: 27 hours LEC; 27 hours LAB
Course Family: Jazz Instrumental (http://scc.losrios.edu/course-families#id_100056)
Prerequisite: MUIVI 381 with a grade of "C" or better
Transferable: CSU; UC
General Education: CSU Area C1
Catalog Date: June 1, 2020

This course is a more advanced study of improvisational techniques. Students will learn about more complex scale and chord materials and song forms needed to improvise and will gain practical experience playing with others.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate extended knowledge of diatonic modes.
- demonstrate the ability to play 9th chords in simple patterns.
- apply techniques and materials to improvising developed phrases.
- analyze and read through styles of lead sheets.
- perform 10-15 jazz standards by memory.
MUIVI 383 Improvisation Workshop IV

This course is an advanced study of improvisational techniques. Students will learn about complex scale and chord materials and song forms needed to improvise and will gain practical experience playing with others.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of altered modes through performance and analysis.
- demonstrate ability to play 11th and 13th chords in simple patterns.
- apply techniques and materials to improvising well-developed phrases.
- analyze and read through styles of moderately complex lead sheets.
- perform 10-15 jazz standards of increased complexity by memory.

MUIVI 405 Jazz & Pop Styles on Drum Set I

This is an introductory course, which offers students methods of learning and practicing drum set skills and various jazz and pop styles: rock, jazz, fusion, soul, Rhythm and Blues, Latin, Brazilian, Reggae, and African. Big band jazz styles are included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate basic stick technique.
- read basic drum notation.
- perform basic rhythm patterns for the different styles of music.
- interpret stylistic features of different styles of music.
- perform in a small ensemble.

MUIVI 406 Jazz & Pop Styles on Drum Set II

This is an introductory course, which offers students methods of learning and practicing drum set skills and various jazz and pop styles: rock, jazz, fusion, soul, Rhythm and Blues, Latin, Brazilian, Reggae, and African. Big band jazz styles are included.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate intermediate level stick technique.
- read intermediate level drum notation.
- perform intermediate level rhythm patterns for the different styles of music.
- interpret stylistic features of different styles of music.
- perform in a small ensemble.

**MUIVI 410 Applied Music**

**Units:** 1  
**Hours:** 18 hours LEC  
**Prerequisite:** None.  
**Enrollment Limitation:** Entrance audition by faculty jury.  
**Transferable:** CSU; UC  
**C-ID:** C-ID MUS 160  
**Catalog Date:** June 1, 2020

This course involves instrumental compositional, or vocal study of the appropriate techniques and repertoire for a specific instrument of voice being studied. It focuses on the progressive development of rehearsal and performance skills needed to be a solo performer. This course meets one hour per week on campus for students to practice performing and to discuss topics related to performance practice. It includes seven hours of individual study, sixteen hours of on-campus practice, in-class performances, and a final juried recital. This course may be repeated to meet the major requirement for transfer to CSU, Sacramento, or to other universities with a similar transfer requirement and may be taken four times for credit.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate individual musical skills commensurate with the National Association of Schools of Music (NASM) guidelines (Level I - Level IV).
- perform with correct rhythm, pitches, articulation, dynamics, and phrasing.
- design and implement an effective practice routine.
- analyze his or her own musical performance skills as well as those of other musicians.
- compare and contrast musical techniques from different styles and eras.
- employ the use of technical exercises to aid in improvement of musical skills.
- develop awareness of balance and blend when performing with an accompanist.
- perform a cross-section of music from the various styles represented in the complete repertory of the particular performance medium.
- memorize performance literature when appropriate.
- perform in a final jury and recital.

**MUIVI 450 Popular Fiddle and Mandolin Instruction**

**Units:** 1  
**Hours:** 12 hours LEC; 18 hours LAB  
**Prerequisite:** The ability to play the fiddle or mandolin at the intermediate level.  
**Enrollment Limitation:** None.  
**Transferable:** CSU; UC  
**Catalog Date:** June 1, 2020

This course explores various popular fiddle and mandolin techniques and styles in the U.S. and around the world. It gives an historical overview of old-timey, blues, bluegrass, jazz, country, and rock approaches and techniques. The course also introduces various traditional ethnic styles and explores the adaptation of these styles to the modern popular commercial music scene. Both back-up and solo approaches to playing will be covered. This course will work with treble melody-chord charts of moderate difficulty.
Upon completion of this course, the student will be able to:

- play various fiddle and mandolin styles, such as old-timey, blues, bluegrass, jazz and rock.
- adapt ethnic fiddle and mandolin styles to modern commercial music.
- interpret treble melody-chord charts.
- play appropriate solo and background figures with an ensemble.
- develop a historical and comparative perspective of various fiddle and mandolin styles.

**MUIVI 452 World Drumming**

<table>
<thead>
<tr>
<th>Units:</th>
<th>1</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>12 hours LEC; 18 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course explores drumming techniques and styles of various cultures around the world. The course also explores the adaptation of these styles to the modern popular commercial music scene.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- play a variety of drumming styles and patterns.
- adapt ethnic styles to modern commercial music.
- interpret different ethnic styles.
- play appropriate solo and background figures with an ensemble.
- demonstrate a historical and comparative perspective of various drumming styles and cultures.

**MUIVI 454 Indian Classical Fusion Improvisation**

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<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>12 hours LEC; 18 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Enrollment Limitation:</td>
<td>Ability to sing or to play any musical instrument. Students must provide their own musical instruments.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC (Textbooks must be dated within five years, please update.)</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course is the study and performance of the two elements of Indian classical music: Raga (melody) and Tala (Rhythm). Students learn to use these elements to improvise and compose music in this tradition. Students learn about Raga permutation possibilities and playing in various talas (rhythmic cycles) such as: 10, 4 3/4, 9 1/4 beats. Students develop a sense of melodic freedom without having harmonic restrictions and explore many rhythmic possibilities found in Indian classical music. Students learn to synthesize Indian and Western roots to create new musical systems.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- improvise melodies and rhythms in the Indian classical tradition.
- demonstrate knowledge of this music’s history, traditional instruments, players, personalities, and teaching system.
- analyze complex rhythmic structures.
- analyze various melodic forms.
- perform complex rhythmic cycles and patterns.
MUIVI 495 Independent Studies in Music
Instrumental/Voice Instruction

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among college, faculty members, and students. Independent Studies in Instrumental or Vocal music offers students a chance to do research that is more typical of students in advanced instrumental or voice courses. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- perform intermediate-to-advanced musical repertoire for one's instrument or voice
- analyze forms, underlying structures, and historical performance practices of representative works from different musical eras
- research and present a topic appropriate to one's instrument or voice
- develop an effective practice routine
- demonstrate overall proficiency on one's instrument or voice appropriate to the number of years studied

Music - Performance (MUP)

MUP 325 Jazz Band

This course includes the rehearsal and performance of jazz band arrangements in a wide variety of styles, such as swing, fusion, Latin, and funk. It fulfills the requirements for all music majors. Students need not be music majors to enroll in this course. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to read and play jazz ensemble music of different historical eras and stylistic trends.
- sight-read easy to intermediate level arrangements.
- interpret different jazz styles with respect to phrasing, articulation, and rhythm.
- analyze and apply knowledge of jazz routines to improvising music.
- participate as a cooperating member of a large ensemble – musically and socially.
- perform in public concerts.
MUP 326 Advanced Jazz Band

This course includes a continued, and more advanced experience in the rehearsal and performance of jazz band arrangements in a wide variety of styles, such as swing, fusion, Latin, and funk. It fulfills the requirements for all music majors. Students need not be music majors to enroll in this course. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to play jazz ensemble music of different historical eras and stylistic trends at intermediate to advanced levels.
- sight-read intermediate to advanced level arrangements.
- interpret different jazz styles with respect to phrasing, articulation, and rhythm at the intermediate to advanced level.
- analyze and apply knowledge of jazz routines to improvising music at an intermediate to advanced level.
- participate as a cooperating member of a large ensemble – musically and socially.
- perform in public concerts.

MUP 335 Concert Band

Students study and perform concert band literature covering a wide variety of styles, including classical, popular, Broadway, and jazz. Instructional assistants, with specialties in brass, woodwinds, and percussion are available weekly during rehearsal for coaching. Students need not be music majors to enroll in this course. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to read and play concert band music from different historical periods and stylistic genres.
- sight-read easy to intermediate level arrangements.
- interpret different musical styles with respect to phrasing, articulation, and rhythm.
- participate as a cooperating member of a large ensemble – musically and socially.
- perform in public concerts.

MUP 340 Symphonic Band

Units: 2
Hours: 18 hours LEC; 54 hours LAB
Prerequisite: None.
Enrollment Limitation: Ability to play an instrument commonly found in a symphonic band and read musical notation
Transferable: CSU; UC
C-ID: C-ID MUS 180
Catalog Date: June 1, 2020

Students study and perform works spanning all styles of the symphonic band repertoire. This course is designed for students with the necessary background and technical skills to become successful members of a symphonic band. It fulfills the requirements for all music majors. Students need not be music majors to enroll in this course. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to read and play symphonic band music from different historical periods and stylistic genres.
- sight-read easy to intermediate level arrangements.
- interpret different musical styles with respect to phrasing, articulation, and rhythm.
- participate as a cooperating member of a large ensemble – musically and socially.
- perform in public concerts.
This course is the study and performance of symphonic literature in a wide variety of styles. This course fulfills the requirements for all music majors. Students need not be music majors to enroll in this course. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to read and play symphonic band music of different genres and historical eras.
- sight-read intermediate to advanced level arrangements.
- interpret different musical styles with respect to phrasing, articulation, and rhythm.
- participate as a cooperating member of a large ensemble – musically and socially.
- perform in public concerts.

MUP 355 College Choir

| Units: | 2 |
| Hours: | 18 hours LEC; 54 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | Students should have some choral experience and/or ability to read music notation. Students must be able to sing on pitch. These abilities would be evaluated by the instructor. |
| Transferable: | CSU; UC |
| C-ID: | C-ID MUS 180 |
| Catalog Date: | June 1, 2020 |

This course is designed for the student interested in developing or learning how to sing in choral ensembles. The course includes rehearsal and performance of choral music covering a wide variety of styles. Upon completion of this course, the student will be able to demonstrate the ability to read, sing, and interpret choral music from different genres and historical periods.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to read and sing choral music of different genres and historical periods.
- sight-sing easy to intermediate level arrangements.
- interpret different musical styles with respect to phrasing, poetic meaning, and rhythm.
- participate as a cooperating member of a large ensemble – musically and socially.
- perform in public concerts.

MUP 356 Advanced College Choir

| Units: | 2 |
| Hours: | 18 hours LEC; 54 hours LAB |
| Prerequisite: | MUP 355 with a grade of "C" or better |
| Transferable: | CSU |
| C-ID: | C-ID MUS 180 |
| Catalog Date: | June 1, 2020 |

This course provides continued study in the rehearsal and performance of choral music covering a wide variety of styles. Advanced ensemble members may conduct pieces and sectionals, perform in small ensembles, and lead the choir in vocal exercises.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- read and sing choral music of different genres and historical periods at an advanced level.
- interpret different musical styles with respect to phrasing, poetic meaning, and rhythm.
participate as a cooperating member of a large ensemble – musically and socially.

- analyze rehearsal techniques and demonstrate through application.
- describe the musical and historical elements of various genres of choral music.
- perform in public concerts.

MUP 406 Vocal Ensemble

Units: 2
Hours: 18 hours LEC; 54 hours LAB
Prerequisite: None.
Enrollment Limitation: Audition required. The audition includes sight singing, the preparation of a musical excerpt, and an aural skills assessment. Auditions generally occur the first week of class and will be evaluated by the instructor.
Transferable: CSU; UC
C-ID: C-ID MUS 180
Catalog Date: June 1, 2020

This course is an auditioned vocal ensemble that rehearses and performs a wide variety of vocal ensemble music. Students learn the inner workings of ensemble singing through studying, rehearsing, and performing small ensemble choral literature. The ensemble will represent Sacramento City College through on and off campus performances, festivals, and workshops. This course may be taken up to four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate ability to read and sing choral music of different genres and historical periods.
- sight-sing intermediate level arrangements.
- participate as a cooperating member of an ensemble - musically and socially.
- understand and practice introductory singing techniques.
- master introductory rhythmic skills, through rehearsal of literature and specific drills.
- perform in public concerts.

MUP 407 Advanced Vocal Ensemble

Units: 2
Hours: 18 hours LEC; 54 hours LAB
Prerequisite: MUP 406 with a grade of "C" or better
Transferable: CSU; UC
C-ID: C-ID MUS 180
Catalog Date: June 1, 2020

This is an advanced course for the rehearsal and performance of vocal ensemble music and is designed for the student who has choral experience and the ability to read music notation. Students learn the inner workings of ensemble singing through studying, rehearsing, and performing small ensemble choral literature. The ensemble will represent Sacramento City College through on and off campus performances, festivals, and workshops. This course may be taken up to four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate ability to read and sing choral music of different genres and historical periods at an advanced level.
- sight-sing advanced choral arrangements.
- participate as a cooperating member of an ensemble - musically and socially.
- understand and practice advanced singing techniques.
- master advanced rhythmic skills, through rehearsal of literature and specific drills.
- perform in public concerts.
MUP 422 Special Ensemble Participation

This course is open to all students who sing or play musical instruments. Instrumentation of groups will vary, including jazz combo, piano quintet, guitar ensemble, and related music as well as choral groups.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- perform ensemble music with the correct rhythm, intonation, and articulation.
- perform ensemble music with attention to blend and balances.
- follow conducting gestures.
- sight-read easy to intermediate level arrangements.
- apply professional standards of conduct in rehearsal and performance.

MUP 424 Commercial Music Ensemble

This course includes the rehearsal and performance of contemporary pop and commercial styles: jazz and rock fusion, rhythm and blues, soul, folk, urban styles, country, and Latin. This course may be taken up to four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to play in a basic ensemble of diverse instruments.
- demonstrate the ability to learn basic music from recordings and sheet music.
- interpret different basic commercial styles.
- analyze and apply knowledge of basic performance routines.
- participate as a cooperating member of a large ensemble musically and socially.
- perform in public concerts.

MUP 426 World Music Ensemble

This course is limited to CSU and UC with transferable credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to play an instrument.
This course explores the performance of selected musical styles of different world cultures, such as Celtic, European, Asian, African, Latin American, Native American, Middle Eastern, and combinations thereof. This course accommodates students of various instrumentation, musical backgrounds, and competence. Performance is not required, but is encouraged.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- interpret and appreciate the oral traditions of different cultures.
- apply musical skills to play collectively in an ensemble.
- memorize five to ten multicultural songs.
- demonstrate an appreciation of the roles within an ensemble, including leadership.

MUP 427 Advanced World Music Ensemble

| Units: | 1 |
| Hours: | 18 hours LEC; 18 hours LAB |
| Prerequisite: | MUP 426 with a grade of "C" or better |
| Transferable: | CSU; UC (Textbooks must be dated within five years, please update.) |
| Catalog Date: | June 1, 2020 |

This course explores advanced performance techniques of selected musical styles of different world cultures, such as Celtic, European, Asian, African, Latin American, Native American, Middle Eastern, and combinations thereof. This course accommodates students of various instrumentation, musical backgrounds, and competence. Performance is not required, but is encouraged.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- interpret and appreciate the oral traditions of different cultures at an advanced level.
- apply advanced musical skills to play collectively in an ensemble.
- play from memory five to ten songs from various cultures.
- demonstrate an appreciation of the roles within an ensemble, including leadership.

MUP 495 Independent Studies in Music Performance

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among college, faculty members, and students. Independent Studies in Music Performance offers students a chance to do research that is more typical of students in advanced performance courses. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- perform intermediate-to-advanced musical repertoire for one's instrument or voice.
- demonstrate overall proficiency on one's instrument or voice appropriate number of years studied.
- demonstrate knowledge of the technical aspects of one's instrument or voice.
analyze forms, underlying structures, and historical performance practices of representative works from different musical eras.

develop an effective practice routine.

Music - Specializations in Music (MUSM)

MUSM 110 The Business of Music

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Advisory:** ENGWR 51 with a grade of "C" or better  
**Catalog Date:** June 1, 2020

This course presents an overview of business practices and economics of the commercial music industry, including copyrights, music publishing, mechanical licenses, recording contracts, advances, royalties, revenue streams, licensing music for film and television, artist management, talent agents, touring, merchandising, record producers, band membership, touring, digital rights management, and effects of technology on revenue and business models.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the structure and business entities comprising the commercial music industry.
- utilize proper terminology to describe music industry practices, business operations, legalities, and current issues.
- analyze the effects of technology on artistic and financial challenges facing the music industry.
- examine career opportunities in music and evaluate advantages and disadvantages of various options.
- describe and summarize key elements of music industry agreements, contracts, procedures, and methods of doing business.

MUSM 115 The Development and Management of an Independent Record Label

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** MUSM 110 with a grade of "C" or better  
**Catalog Date:** June 1, 2020

This course provides students with a detailed study of the start-up and management of an independent music company to release their own music or the music of others. Topics include: startup and staffing, locating talent, budgets and schedules, record-keeping, making and packaging CDs, licenses, contracts, record label functions and responsibilities, marketing strategies and schedules, publicity, promotion, channels of distribution, do-it-yourself (D.I.Y.) options, and technology in music promotion and distribution.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate fundamental knowledge of business practices in the music industry.
- differentiate and define the functions of each department and the roles of its personnel within a music recording label.
- research and identify resources needed to operate an independent record label.
- demonstrate the ability to market and promote an artist, concert, or recording.
- apply networking and presentation skills with multiple audiences.
- evaluate the challenges in the distribution of CD's or recordings, via traditional methods and electronically.
- demonstrate knowledge of record-keeping, accounting, tracking sales, distributing royalties, and setting budgets.
- analyze, synthesize, and organize information regarding an artist, music company, or CD release for presentation to multiple
audiences within the music industry.

- assemble, compose, and create business correspondence and production schedules.
- assemble, compose, and create marketing materials, marketing schedules, and methods to evaluate their effectiveness.

### MUSM 116 Legal Aspects Of The Music Industry

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Catalog Date:** June 1, 2020

This course covers the following legal issues in the Music Industry: first use, joint works, copyright, compulsory licensing, Notice Of Intent, trademarks, service marks, music publishing, recording contracts, ownership of master recordings, sample clearance, performance agreements, grants of rights, webcasting, fair use, the Creative Commons, and work-for-hire.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the basic legal foundation of the music industry in the United States (copyright, music publishing, licensing, and contracts) and distinguish between copyright and licensing laws and systems.
- explain the rights and limitations in ownership and control of musical works (licensing, fair use, first use, control of works, joint works, works-for-hire, and works in the public domain).
- develop a framework for evaluating decisions and issues related to licensing of music.
- analyze and evaluate contracts commonly used in music industry (recording artist contracts, live performance contracts and riders, production agreements, songwriter agreements).

### MUSM 306 Live Sound Reinforcement

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** MUSM 342 with a grade of "C" or better  
**Transferable:** CSU  
**C-ID:** CMUS 120X  
**Catalog Date:** June 1, 2020

The course presents an introduction to live sound mixing directed toward employment in the sound reinforcement industry and in operating sound systems in concert venues, churches, for both mobile and fixed installations. Students will develop skills in operating mixing consoles, speaker placement, microphone techniques, room equalization, reverb, delay, and other effects (gate/compressor/limiters etc.). Students will learn practical techniques for getting the best concert sound.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- determine the best microphone available for a specific situation and position it correctly.
- place and equalize the house and monitor systems for maximum clarity and gain before feedback.
- instruct musicians on how to best work with the system and/or its limitations.
- demonstrate a basic understanding of how all the system components work and how they interface and interact.
- set up and operate a live sound system with minimal supervision.
- demonstrate the ability to configure multiple loudspeakers in an orientation that minimizes comb filtering.

### MUSM 315 Careers in Music

**Units:** 1
This course is designed to assist the music major with a music degree program, the college experience, and a career in music. Students will learn about academic and professional expectations and will develop skills to meet them. The topics will include campus resources, academic advising, making career choices, building a portfolio, getting recommendation letters, mentorship, social networking, commissioning, branding, performance and wellness, as well as tips on staying motivated, assessing one's strengths and weaknesses, and managing time and stress. This course is recommended for music students and professionals, emerging musicians and mid-career artists, or anyone interested in a career in music.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- synthesize current occupational interviewing, employment, performing, and music industry standards and expectations.
- demonstrate an understanding of the necessary requisites to successfully navigate their academic and music profession.
- identify the current music career options available.
- create strategies for achieving their goals.
- compose a plausible academic and career path(s).

MUSM 320 Contemporary Songwriting

This course covers the process of writing popular songs, including writing lyrics, designing instrumental and vocal arrangements, studying melodic and harmonic skills, learning popular song forms, analyzing musical styles, and creating lead sheets.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose and arrange popular songs using contemporary techniques.
- analyze various popular music styles, forms, and arrangements.
- demonstrate an understanding of the current songwriter’s market.
- analyze words and music with regard to the techniques of songwriting.

MUSM 321 Contemporary Songwriting

This course covers advanced processes of popular songwriting, including production and song evaluation, lyrical interpretation, publishing songs, and the songwriters’ marketing system.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- interpret and compare personal works with established material with respect to songwriting technique.
• demonstrate ability to present and market demo material.
• demonstrate song demo arranging and production skills.
• analyze advanced songwriting techniques.

MUSM 322 Introduction to Film Music

This course is an introduction to the different aspects of writing and producing music for film and television. Students will explore the mechanics of putting music to film and video, compositional techniques, and the history of musical styles in film. Students will learn about finding work in this field and gain hands-on experience by completing a creative project.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• write short cues for film scenes, segues, and commercials.
• synchronize music with film and video.
• differentiate between the different styles and strategies for composition.

MUSM 330 Introduction to MIDI: Musical Instrument Digital Interface

This is an introductory course to the fields of music technology and desktop music production. Students will utilize contemporary computer, software, and electronic instrument technology to create music of diverse styles and genres. Students will learn the techniques of using Digital Audio Workstation (DAW) software to record, edit, apply effects, and mixdown MIDI and audio tracks to complete creative projects.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate a working knowledge of the vocabulary of the music technology and recording industry.
• create, arrange, and record music using a computer workstation.
• analyze appropriate uses and implementation of MIDI techniques.
• apply computer technology to music production.
• design and complete a music composition project.
• critique and evaluate others' projects with respect to aesthetic and technical criteria.
MUSM 331 Intermediate MIDI: Musical Instrument Digital Interface

Units: 2.5
Hours: 36 hours LEC; 36 hours LAB
Prerequisite: MUSM 330 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course builds on skills learned in MUSM 330 and concentrates on refining the skills of using Digital Audio Workstation (DAW) software to record, edit, apply effects, and mixdown MIDI and audio tracks to complete creative projects. Students can also work on projects combining music and other media, such as video and computer games.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use intermediate-level MIDI workstation techniques to arrange and compose original songs and compositions.
- apply orchestration and arranging practices using electronic equipment.
- record and mix-down audio and MIDI tracks into a final recording.
- analyze uses of and apply appropriate MIDI techniques where needed.
- combine music with other media such as video and computer games.
- critique and evaluate others' projects with respect to aesthetic and technical criteria.

MUSM 336 Music Project Studio

Units: 1
Hours: 54 hours LAB
Prerequisite: MUSM 331 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This is a lab course for students who have completed MUSM 331 (Intermediate MIDI) and who want to work on a creative project independently. A typical project could include completing a demo recording utilizing the MIDI and audio resources at the college. Students work independently but confer with faculty during the course of the project. They present their final work at the end of the semester for critique and evaluation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write and submit a proposal for a creative project.
- design a creative project utilizing available resources.
- work independently, but confer with and report to the instructor to evaluate progress.
- complete a multi-dimensional recording project.
- orally present a project and describe how it was completed.

MUSM 342 Recording Studio Techniques I

Units: 3
Hours: 54 hours LEC
Prerequisite: MUSM 330 with a grade of "C" or better
Advisory: ENGWR 101 or ESLW 320 with a grade of "C" or better or placement through the assessment process.
Transferable: CSU
General Education: CSU Area C1
C-ID: C-ID CMUS 130X
Catalog Date: June 1, 2020

MUSM 330 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course builds on skills learned in MUSM 330 and concentrates on refining the skills of using Digital Audio Workstation (DAW) software to record, edit, apply effects, and mixdown MIDI and audio tracks to complete creative projects. Students can also work on projects combining music and other media, such as video and computer games.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use intermediate-level MIDI workstation techniques to arrange and compose original songs and compositions.
- apply orchestration and arranging practices using electronic equipment.
- record and mix-down audio and MIDI tracks into a final recording.
- analyze uses of and apply appropriate MIDI techniques where needed.
- combine music with other media such as video and computer games.
- critique and evaluate others' projects with respect to aesthetic and technical criteria.

MUSM 336 Music Project Studio

Units: 1
Hours: 54 hours LAB
Prerequisite: MUSM 331 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This is a lab course for students who have completed MUSM 331 (Intermediate MIDI) and who want to work on a creative project independently. A typical project could include completing a demo recording utilizing the MIDI and audio resources at the college. Students work independently but confer with faculty during the course of the project. They present their final work at the end of the semester for critique and evaluation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write and submit a proposal for a creative project.
- design a creative project utilizing available resources.
- work independently, but confer with and report to the instructor to evaluate progress.
- complete a multi-dimensional recording project.
- orally present a project and describe how it was completed.

MUSM 342 Recording Studio Techniques I

Units: 3
Hours: 54 hours LEC
Prerequisite: MUSM 330 with a grade of "C" or better
Advisory: ENGWR 101 or ESLW 320 with a grade of "C" or better or placement through the assessment process.
Transferable: CSU
General Education: CSU Area C1
C-ID: C-ID CMUS 130X
Catalog Date: June 1, 2020
This course is an introduction to audio engineering in the recording studio including multi-track recording, microphone selection and use, mixing console, signal processing, and four-track demo production. MUSM 342 is the first semester course in the audio production degree program.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate a basic level of proficiency using studio recording equipment.
- demonstrate knowledge of how and why equipment is chosen for use in the studio.
- explain how various styles of music are recorded.
- describe how studio recording sessions are conducted.

MUSM 344 Recording Studio Techniques II

Units: 3  
Hours: 36 hours LEC; 54 hours LAB  
Prerequisite: MUSM 306 or 342 with a grade of "C" or better  
Transferable: CSU  
General Education: CSU Area C1  
Catalog Date: June 1, 2020

This lecture and "hands-on" lab class builds on topics covered in MUSM 342 and MUSM 306. It uses 24-track recording techniques utilizing the Otari MX-80 and Pro Tools HDX. Students will use the Audient 8024 mixing console for audio routing and Pro Tools control. Basic, as well as advanced, microphone techniques, acoustics, recording studio design, mixing, monitoring, and audio measurement are covered. Students have the opportunity to engineer live studio recording sessions during class.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- perform in a real world Multi-track recording studio environment-recording, editing, and mixing sound.
- demonstrate comprehension of the principles and techniques of intermediate level multi-track recording.
- demonstrate knowledge of the roles and functions of a record producer and engineer.

MUSM 350 Recording Studio Techniques III

Units: 3  
Hours: 36 hours LEC; 54 hours LAB  
Prerequisite: MUSM 344 and 356 with grades of "C" or better  
Transferable: CSU  
Catalog Date: June 1, 2020

MUSM 350 is a lecture and lab course that covers the proper operation of multi-track digital and analog studio recording equipment used in the SCC Audio Control Room, including the Avid Pro Tools HDX system and D-Command Worksurface and the Audient 8024-HE 24 track analog console and MX-80 recorder reproducer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- set up and operate digital audio workstations such as the Avid Pro Tools HDX system and correctly incorporate this equipment to problem solve in professional workflows.
- set up and operate professional level analog recording equipment such as analog recording consoles and MX-80 Tape Recorder and use this equipment in professional workflows.
- comprehend digital and analog recording studio signal flows and apply this knowledge in professional workflows.
- analyze a variety of sound quality criteria in incoming signals and apply analog and digital signal processing to correct and enhance the recorded outcome.
understand the sonic nuance of different circuit types present in analog outboard equipment and learn to choose the most appropriate type for a particular application.

MUSM 356 Pro Tools 101, Introduction to Pro Tools

Units: 1.5
Hours: 27 hours LEC
Prerequisite: MUSM 306 or 342 with a grade of "C" or better
Corequisite: MUSM 344
Transferable: CSU
Catalog Date: June 1, 2020

This course is conducted in the Music Department’s Mac computer lab. It is an introductory course to Digidesign’s Pro Tools digital audio workstation software application. This is the first course offering as part of the College’s Digidesign Certified Training Location alliance. This course trains students in the basic operation of Pro Tools. Students learn how to record, edit, and mix music and MIDI within the Pro Tools application.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create a Pro Tools session capable of accomplishing common audio production tasks.
- employ navigation and editing skills in a multi-track Pro Tools session.
- incorporate proper recording and mixing techniques to audio and Musical Instrument Digital Interface (MIDI) files in the Pro Tools environment.
- analyze and interpret session file structures, as well as the user interface and tool set.
- pass the on-line Avid Examination allowing him/her to progress on to the MUSM 357 Pro Tools 110, Advanced Pro Tools course.

MUSM 357 Pro Tools 110 Intermediate Pro Tools

Units: 1.5
Hours: 27 hours LEC
Prerequisite: MUSM 342 and 356 with grades of "C" or better
Corequisite: MUSM 344
Transferable: CSU
Catalog Date: June 1, 2020

This course offers intermediate level instruction in the skills needed to operate Avid’s Pro Tools digital audio workstation hardware and software applications. This course trains students in recording, editing and mixing audio, and MIDI within the Pro Tools environment. It is conducted in the Music Department’s Mac computer lab.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- manage large track counts and multiple channels of simultaneous inputs and outputs during a session.
- distinguish rudimentary differences between the performance controllers and control surfaces used with Pro Tools.
- assess and integrate virtual instruments and specialized plug-ins for specific music and post-production tasks.
- incorporate automated mixing techniques into the work flow.
- pass the on-line Avid examination allowing him or her to progress on to the advanced Pro Tools course.

MUSM 358 Pro Tools for Game Audio

Units: 1.5
Hours: 27 hours LEC
Prerequisite: MUSM 356 and 357 with grades of "C" or better
Transferable: CSU
This course provides students with the opportunity to learn the basic skills, concepts, and workflows involved in creating audio for use in gaming using Pro Tools systems. It covers basic sound design techniques along with example workflows. Session time is divided between demonstration and hands-on practice, with ample time to experiment with sample material.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand game audio workflow.
- work with dialog.
- incorporate Foley.
- create an interactive music score.
- work with background (ambient) sounds.
- create an interactive music score.
- incorporate realistic vehicle sounds.
- create dynamic cinematics.

MUSM 361 Advanced Studio Sessions

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<tr>
<th>Units:</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>36 hours LEC; 54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>MUSM 350 with a grade of &quot;C&quot; or better</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course focuses on expanding the skills mastered in MUSM 350 by offering studio recording sessions that are entirely student planned, organized, and completed. Students plan, organize, record, edit, mix, and master complex studio projects on either analog tape or Pro Tools HDX.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- plan and organize complex studio recording sessions with music groups of various instrumentations and genres.
- set up and manage multi-channel headphone mixes on cat5 based digital mixers.
- edit between multi takes of studio performances to create a seamless performance.
- complete a complex stereo mix-down of the performance using automation, analog outboard equipment and software plug-ins.
- use stereo and mid/side mastering techniques to create a final product that conforms to industry standard technical specifications.

MUSM 362 Mixing and Mastering Music Projects

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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>36 hours LEC; 54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>MUSM 350, 356, and 357 with grades of &quot;C&quot; or better</td>
</tr>
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<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course instructs students in the methods used to create professional mixes from multi-track master recordings in analog or digital formats. Advanced techniques in equalization, spatial placement, automation, and reverberation are investigated. Students' lab work is regularly presented in class for critical evaluation. A routine component of the course is listening exercises to develop critical listening skills in the students. The Music Department's Avid Pro Tools HD Digital Audio Workstation will be used by students for their mixing projects. Student final mix projects will then be mastered and converted into a number of possible final output formats.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply established mixing techniques to multi-track recordings.
- analyze the qualities of a recording through critical listening.
- compare and discuss different strategies for a mixdown.
- evaluate student’s final mixes on a number of qualitative criteria.
- prepare and master final mixes for output to a variety of media.

MUSM 366 Pro Tools 201, Advanced Pro Tools

Units: 1.5
Hours: 18 hours LEC; 27 hours LAB
Prerequisite: MUSM 357 with a grade of "C" or better
Corequisite: MUSM 350
Transferable: CSU
Catalog Date: June 1, 2020

This is the advanced course offering in the SCC Avid Certified Training Location alliance. Pro Tools 201 focuses on a foundation of skills needed tocompetently operate a Pro Tools HDX system in a professional environment. This advanced-level course in Avid’s Pro Tools digital audio workstation hardware and software application. Topics include the core concepts and skills needed to operate a Pro Tools HD system in a professional studio environment.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess the differences between a standard Pro Tools environment and Pro Tools HD systems.
- set up and operate the necessary hardware components of a Pro Tools HD system.
- structure and customize Pro Tools HD software to meet advanced session requirements.
- choose and implement advanced Pro Tools HD editing and mixing techniques.

MUSM 367 Audio for Video Post Production

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: MUSM 356 and 357 with grades of "C" or better
Corequisite: MUSM 350
Transferable: CSU
Catalog Date: June 1, 2020

In this course students learn post production, the art and science of adding sound to picture for television, feature films, and commercials. Students work in the Pro Tools digital audio workstation environment. Sound Design, Foley, and mixing skills will be demonstrated.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- successfully complete professional audio for video post production projects in the Pro Tools environment.
- import the video from a film, television show, or a television commercial into Pro Tools and add dialog, music, and sound effects in time sync with the picture.
- export a finished audio mix to video that can be played on a computer or burned on a DVD.
MUSM 368 Advanced Audio Lab - Independent Project

Units: 1
Hours: 54 hours LAB
Prerequisite: MUSM 366 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This is a lab course for students who have completed MUSM 366 - Pro Tools 201, Advanced Pro Tools, and who want to work on a creative project independently. A typical project could include completing a demo recording utilizing the audio resources at the college. Students would work independently but confer with faculty during the course of the project and present their final work at the end of the semester for critique and evaluation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write and submit a proposal for a creative project.
- design a creative project utilizing available resources.
- work independently
- complete a multi-dimensional recording project.
- orally present a project and describe how it was completed.

MUSM 494 Topics in Music Specializations

Units: 0.5 - 4
Hours: 9 - 72 hours LEC
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides the ability to take a course in music that covers topics that are not part of the regular curriculum. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate understanding of the musical concepts studied in the course.
- demonstrate competence in the musical skills studied in the course.

MUSM 495 Independent Studies in Music Specializations

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among college, faculty members, and students. Independent Studies in Music Specializations offers students a chance to do research that is more typical of students in advanced audio production, song-writing, arranging, or music business courses. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.
Upon completion of this course, the student will be able to:

- discuss and outline a proposal of study (that can be accomplished within one semester term) with a supervising instructor qualified within the discipline.
- design an independent study (to be completed individually or by collaboration of a small group) to foster special knowledge, skills, and experience that are not available in any one regularly scheduled course.
- demonstrate competence in the skills essential to mastery of the major discipline of study that are necessary to accomplish the independent study.

MUSM 498 Work Experience in Music Specializations

Upon completion of this course, the student will be able to:

- utilize practical experience in working with music industry professionals.
- demonstrate an understanding of the actual day-to-day operations in a number of music industry work situations and the problems encountered therein.
- demonstrate an understanding of the variety of career paths in the professional music industry.
- integrate classroom work with solutions to on-the-job problems in their work setting.
The Associate in Science Degree Registered Nursing Program at Sacramento City College is approved by the California Board of Registered Nursing. Students enrolled in this program are required to complete general education, science, and nursing courses with related clinical experiences in local hospitals. The nursing courses are four semesters in length. In addition to regular expenses such as enrollment fees, living costs, activity fees, and books, nursing students have the expense of uniforms, equipment, malpractice insurance, graduation, and licensing costs. They also are responsible for their physical examination, immunizations, background check, and drug screen, as well as transportation to and from clinical agencies for day and evening learning experiences. All enrolled students must have a current American Heart Association Health Provider CPR with Automated External Defibrillator (AED) card. The nursing program is a full-time rigorous course of study. In order to ensure academic success and to protect students' health, full time employment is not advisable. It is recommended that students who must continue outside employment reduce their hours to 8-12 hours or less per week. Nursing courses must be taken in sequence. Informational meetings are held several times each semester to provide prospective students with information about program prerequisites, enrollment process, and other requirements in the program.

Dean
James Collins

Department Chairs
Glennda Wagner

(916) 558-2271
SCCNursingApplication@losrios.edu

A.S. in Nursing, Registered

The Associate in Science Degree Registered Nursing Program at Sacramento City College is approved by the California Board of Registered Nursing. Students enrolled in this program are required to complete general education, science, and nursing courses with related clinical experiences in local hospitals. The nursing courses are four semesters in length.

In addition to regular expenses such as enrollment fees, living costs, activity fees, and books, nursing students have the expense of uniforms, equipment, malpractice insurance, graduation, and licensing costs. They also are responsible for their physical examination, immunizations, background check, and drug screen, as well as transportation to and from clinical agencies for day and evening learning experiences. All enrolled students must have a current American Heart Association Health Provider CPR with Automated External Defibrillator (AED) card. The nursing program is a full-time rigorous course of study. In order to ensure academic success and to protect students' health, full time employment is not advisable. It is recommended that students who must continue outside employment reduce their hours to 8-12 hours or less per week.

Nursing courses must be taken in sequence. Informational meetings are held several times each semester to provide prospective students with information about program prerequisites, enrollment process, and other requirements in the program.

A 75% passing grade is mandatory in theory and clinical practicum of each nursing course for progression in the program. In order to obtain a Registered Nursing license as a graduate, a student must have an Associate in Science Degree in Nursing by the end of the fourth semester.

Enrollment options for Licensed Vocational Nurses: LVNs seeking entry are subject to space availability. These applicants have several options for becoming Registered Nurses. In the "30 Unit Option" the LVN must complete physiology and microbiology prior to entering the second year nursing courses. This option does not lead to an Associate in Science Degree. The LVN to RN Transition option does lead to an Associate in Science Degree in Nursing. This LVN must meet all the program requirements of the generic program. After successfully completing NURSE 307, they transition into the second year of the Registered Nursing Program. A third option is completion of the entire generic associate degree nursing program and all enrollment requirements.

A Diploma RN graduate of a hospital school of nursing who is currently licensed in California may earn an Associate in Science Degree. This Registered Nurse will need to complete requirements for an Associate in Science Degree and fulfill a residency requirement by completing at least 12 units at Sacramento City College.

Transfer students must present evidence of comparable theory and clinical practice courses. Transfer students are admitted on a space available basis.

Catalog Date: June 1, 2020
## Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<tr>
<td>or ANTH 481</td>
<td>Honors Cultural Anthropology (3)</td>
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<tr>
<td>or SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<tr>
<td>or SOC 482</td>
<td>Race, Ethnicity and Inequality in the United States - Honors (3)</td>
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<tr>
<td>BIOL 430</td>
<td>Anatomy and Physiology</td>
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<td>BIOL 431</td>
<td>Anatomy and Physiology</td>
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<td>BIOL 440</td>
<td>General Microbiology</td>
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<tr>
<td>COMM 301</td>
<td>Introduction to Public Speaking (3)</td>
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<tr>
<td>or COMM 331</td>
<td>Group Discussion (3)</td>
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<tr>
<td>ENGRW 300</td>
<td>College Composition (3)</td>
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<tr>
<td>or ENGRW 488</td>
<td>Honors College Composition and Research (4)</td>
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<td>PSYC 300</td>
<td>General Principles (3)</td>
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<tr>
<td>or PSYC 480</td>
<td>Honors General Principles (3)</td>
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<tr>
<td>NURSE 407</td>
<td>Fundamentals of Health and Nursing Care</td>
<td>12</td>
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<td>NURSE 417</td>
<td>Nursing and Health Maintenance Through the Lifecycle</td>
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<tr>
<td>NURSE 427</td>
<td>Nursing Complex Health Problems Through the Life Cycle</td>
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</tr>
<tr>
<td>NURSE 437</td>
<td>Nursing in Complex and Multiple Patient Care</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Units: 74 - 75

The Nursing, Registered Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

## Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Application and acceptance into the Associate in Science Degree Registered Nursing Program at Sacramento City College.
- BIOL 430, BIOL 431, and BIOL 440 with grades of "C" or better and a cumulative GPA of 3.0 or better.
- PSYC 300 or PSYC 480; ENGRW 300 or ENGRW 488; COMM 301 or COMM 331; SOC 321 or SOC 482 or ANTH 310 or ANTH 481 with grades of "C" or better and a cumulative GPA of 2.5 or better. In-progress grades will not be accepted for prerequisite courses.
- A SCORE of 70 or higher on the Registered Nursing Multi Criteria Enrollment Form.
- It is strongly recommended that students complete all general education requirements (Area I-VI) and competency requirements (reading, writing, and mathematics) prior to application to the program.
- Completion of the latest edition of the Test of Essential Academic Skills (TEAS), developed by the Assessment Technologies Institute, LLC (ATI). A minimum composite score is necessary to be eligible for application to the program. Additional information is available from the SCC Nursing website at http://www.scc.losrios.edu/~nursing/.

## Enrollment Process

Eligible students are selected for the program according to the following steps:

- The Associate in Science Degree Registered Nursing Program at Sacramento City College uses a multicriteria enrollment process. The latest edition of the ATI Test of Essential Academic Skills (TEAS) must be taken before applying, and a minimum composite score must be achieved in order to apply to the program. A Los Rios Community College District student identification number is required to access the online application. Points earned from the multicriteria enrollment form determine eligibility for the
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- Integrate the nursing process with critical reasoning skills, in direct and indirect nursing care to meet the patient’s developmental and basic human needs.
- Revise individualized nursing interventions to safely provide care to assist adult and older adult patients in need of preventative, restorative, or rehabilitative patient centered care.
- Incorporate evidence-based practice, patient care standards, informatics, and critical thinking skills to enhance safety, quality improvement, and effectiveness of nursing care.
- Generate therapeutic, respectful, and caring communication with patients and families, while promoting collegiality with peers and colleagues.
- Formulate accurate and timely documentation and reporting of patient assessments, interventions, progress, and outcomes of care in the written and electronic medical record.
- Design patient-centered teaching plans and assist patients and their families in developing self-advocacy skills necessary to maintain optimum levels of functioning and health.
- Manage the nursing care for a group of patients, utilizing leadership skills, collaboration, teamwork, resource utilization, and supervision of team members consistent with their scope of practice.
- Prioritize patient care needs, using critical thinking and time management skills, to organize and provide safe nursing care in a responsible and accountable manner.
- Integrate ethical principles, legal boundaries, and cultural competency in all areas of nursing practice.
- Assess learning needs through reflective thinking and use resources to engage in continuous improvement in skills and knowledge.

Career Information

This program prepares the student for employment as an entry-level staff nurse in hospitals, physician’s offices, skilled nursing or long term care facilities, surgery centers, ambulatory care settings, occupational health, and other related agencies. Registered Nurses provide nursing care to clients and groups of clients throughout the lifespan. They have many responsibilities from direct patient care to leadership roles, depending on the specific setting in which they are working. Program graduates are eligible to apply for the examination given by the National Council Licensure Examination for Registered Nurses.

A.S. in Nursing, Vocational

The Vocational Nursing Program at Sacramento City College is approved by the California Board of Vocational Nursing and Psychiatric Technicians. Upon successful completion of the three-semester, 51-unit program, the student is eligible to apply for the National Licensure Examination to qualify as a Licensed Vocational Nurse. Students enrolled in this program are required to complete nursing courses with related clinical experiences. The program issues a certificate upon completion and prepares the graduate for employment. With completion of additional requirements, an Associate in Science Degree may be achieved. In addition to regular expenses such as enrollment fees, living costs, activity fees, and books, nursing students have the expense of uniforms, equipment, malpractice insurance, graduation, and licensing costs. Students are also responsible for their physical examination, immunizations, background check, and drug screen, as well as transportation to and from clinical agencies for day and evening learning experiences. All students must have a current CPR with Automated External Defibrillator (AED) from the American Heart Association or Professional Rescuer American Red Cross.

The nursing program is a full-time rigorous course of study. In order to ensure academic success and to protect students’ health, full time employment is not advisable. It is recommended that students who must continue outside employment reduce their hours to 8-12 hours or less per week.

Informational meetings are held several times each semester and provide prospective students with information on program prerequisites, enrollment process, and other facts about the program.

Recommended high school preparation: classes in biology, mathematics, and English.

Catalog Date: June 1, 2020

Degree Requirements

<table>
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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</table>

random selection pool from which a class is selected. Students must reapply each year. There is no waiting list.
The Nursing, Vocational Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Enrollment Eligibility**

To be eligible for enrollment in the program, the student must meet the following criteria:

- Complete program application and submit by due date to be considered for acceptance into the program.
- 12th grade or equivalent as granted by the California State Department of Education
- BIOL 100 with a grade of B or better; or BIOL 430 and BIOL 431 with grades of “B” or better.
- AH 110, FCS 324, NUTRI 300 or NUTRI 480, and PSYC 300 or PSYC 480 with a grade of “C” or better and a cumulative GPA of 2.5 in these four (4) courses.
- ENGRD 11 for applicants who do not have an Associate Degree or higher.
- In-progress grades will not be accepted for prerequisite courses. Courses taken for Pass/No Pass (P/NP) will be calculated into the GPA as a “C” grade.
- It is highly recommended that the student take a medical dosage calculation class prior to beginning the program.
- A grade of 75% or better is mandatory in each required course for progression in the vocational nursing program. If the clinical performance is “unsatisfactory,” the semester grade will be “F” regardless of achievement in theory.
- Completion of the Test of Essential Academic Skills (TEAS), latest version, developed by the Assessment Technologies Institute, LLC ( ATI).

**Enrollment Process**

Eligible students are selected for the program according to the following steps:
A Los Rios Community College District student identification number is required to access the online application. Enrollment eligibility consists of successful completion of prerequisite courses in order to qualify for the random selection pool from which a class is selected. Students must reapply each semester. There is no waiting list.

Successful completion of the online application, along with all supporting documents as stipulated on the online page, must be submitted to the Science and Allied Health Division by the posted due date.

Students accepted into the program will be required to undergo a criminal background check and a 10-panel urine drug screen prior to their clinical laboratory experience.

NOTE: Vocational Nursing courses must be taken in sequence.

Student Learning Outcomes
Upon completion of this program, the student will be able to:

- utilize the nursing process within organized health care systems to help patients with common illnesses meet their basic human needs through direct patient care services.
- provide individualized nursing measures to assist patients in need of rehabilitation, including lifestyle changes in the hospital, home, or in the community.
- apply established standards of care, critical thinking skills, and scientific knowledge when performing nursing functions or procedures.
- maintain therapeutic communication essential to the achievement of health related patient and/or organizational goals.
- demonstrate the ability to accurately report and document patient assessments, interventions, changes in patient status, and outcomes of care in the written and electronic medical record (EMR).
- act as a patient advocate and teacher in assisting patients and families to prevent illness and maintain their optimum level of functioning and health.
- organize care for a group of patients and participate in providing direction for personnel with less preparation or experiences in other than acute care settings.
- apply knowledge of cultural patterns, beliefs, and practices in providing culturally sensitive competent care.
- assume responsibility for his/her own professional development and function with accountability within the legal boundaries of LVN practice.

Career Information
This program prepares the student for employment as a licensed vocational nurse. The LVN may work in hospitals, doctors’ offices, ambulatory care settings, skilled nursing facilities, correctional facilities, home health, and extended care facilities to provide basic patient care to clients of all ages under the supervision and direction of physicians or registered nurses. The specific procedures performed vary greatly depending on the work setting.

Certificates of Achievement
LVN-RN 30-Unit Option Certificate

The 30-unit option provides the Licensed Vocational Nurse (LVN) the opportunity to qualify for the National Council Licensure Examination (NCLEX-RN). This option is available to LVNs entering the SCC Registered Nursing Program but does not meet the requirements for an associate degree in nursing.

In addition to regular expenses such as enrollment fees, living costs, activity fees, and books, nursing students have the expense of uniforms, equipment, malpractice insurance, graduation, and licensing costs. They also are responsible for their physical examination, immunizations, background check, and drug screen, as well as transportation to and from clinical agencies for day and evening learning experiences. All enrolled students must have a current health provider America Heart Association CPR with Automated External Defibrillator (AED) card. The nursing program is a full-time rigorous course of study. In order to ensure academic success and to protect students’ health, full time employment is not advisable. It is recommended that students who must continue outside employment reduce their hours to 8-12 hours or less per week.

A 75% passing grade is mandatory in theory and clinical of each nursing course for progression in the program.

Catalog Date: June 1, 2020

Certificate Requirements
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<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<td>BIOL 431</td>
<td>Anatomy and Physiology</td>
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<tr>
<td>BIOL 440</td>
<td>General Microbiology</td>
<td>4</td>
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<tr>
<td>NURSE 308</td>
<td>LVN-RN 30-Unit Option</td>
<td>8</td>
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<tr>
<td>NURSE 437</td>
<td>Nursing in Complex and Multiple Patient Care</td>
<td>12</td>
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<tr>
<td>Total Units:</td>
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<td>29</td>
</tr>
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</table>

**Enrollment Eligibility**

To be eligible for enrollment in the program, the student must meet the following criteria:

- Possession of a current clear and active California Licensed Vocational Nurse (LVN) license at the time of application and throughout program completion.
- Completion of a minimum of six months recent LVN work experience, preferably in the medical-surgical area.
- Completion of BIOL 431 or equivalent 4-5 semester-unit physiology course and BIOL 440 or equivalent 4 semester-unit microbiology course with a grade of "B" or better prior to enrollment in the nursing courses.
- Completion of the current curriculum planning summary sheet including the semester in which the pre-enrollment packet is being submitted.
- LIBR 307 is recommended

**Enrollment Process**

Eligible students are selected for the program according to the following steps:

- Contact the Nursing department at 916-558-2345 for an appointment with the Program Director.
- Complete an application to the registered nursing program. Provide official transcripts and course descriptions of physiology, microbiology, and a previously attended licensed vocational nursing (LVN) program prior to the appointment.
- Provide proof of current California LVN licensure.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- integrate the nursing process with critical reasoning skills, in direct and indirect nursing care to meet the patient’s developmental and basic human needs.
- revise individualized nursing interventions to safely provide care to assist patients of all ages in need of preventative, restorative, or rehabilitative patient centered care.
- incorporate evidence-based practice, patient care standards, informatics, and critical thinking skills to enhance safety, quality improvement, and effectiveness in nursing care.
- generate therapeutic, respectful, and caring communication with patients and families, while promoting collegiality with peers and colleagues.
- formulate accurate and timely documentation and reporting of patient assessments, interventions, progress, and outcomes of care in the written and electronic medical record.
- design patient-centered teaching plans and assist patients and their families in developing self-advocacy skills necessary to maintain optimum levels of functioning and health.
- manage the nursing care for a group of patients, utilizing leadership skills, collaboration, teamwork, resource utilization, and supervision of team members consistent with their scope of practice.
- prioritize patient care needs, using critical thinking and time management skills, to organize and provide safe nursing care in a responsible and accountable manner.
- integrate ethical provisions, legal boundaries, and cultural competency in all areas of nursing practice.
Career Information

This program prepares the student for employment as an entry-level staff nurse in hospitals, physician’s offices, skilled nursing or long-term care facilities, surgery centers, ambulatory care settings, occupational health, and other related agencies. Registered nurses provide nursing care to clients and groups of clients throughout the lifespan. The State of California allows the LVN-RN 30-unit option student to be eligible for the National Council Licensure Examination (NCLEX-RN). The LVN seeking this path to RN licensure may not receive reciprocal RN licensure in other states. LVNs considering moving out-of-state are encouraged to consult with that state’s board of nursing for RN licensure requirements before committing to the 30-unit option.

Nursing, Vocational Certificate

The Vocational Nursing Program at Sacramento City College is approved by the California Board of Vocational Nursing and Psychiatric Technicians. Upon successful completion of the three-semester, 51-unit program, the student is eligible to apply for the National Licensing Examination to qualify as a Licensed Vocational Nurse. Students enrolled in this program are required to complete nursing courses with related clinical experiences. The program issues a certificate upon completion and prepares the graduate for employment. With completion of additional requirements, an Associate in Science Degree may be achieved. In addition to regular expenses such as enrollment fees, living costs, activity fees, and books, nursing students have the expense of uniforms, equipment, malpractice insurance, graduation, and licensing costs. They are also responsible for their physical examination, immunizations, background check, and drug screen, as well as transportation to and from clinical agencies for day and evening learning experiences. All students must have a current American Heart Association Health Care Provider CPR with Automated External Defibrillator (AED).

The nursing program is a full-time rigorous course of study. In order to ensure academic success and to protect students’ health, full time employment is not advisable. It is recommended that students who must continue outside employment reduce their hours to 8-12 hours or less per week. Informational meetings are held several times each semester and provide prospective students with information on program prerequisites, enrollment process, and other facts about the program.

Recommended high school preparation: classes in biology, mathematics, and English.

Catalog Date: June 1, 2020

Certificate Requirements

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<td>Meeting Adult Basic Health Needs</td>
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<td>VN 130</td>
<td>Meeting Health Needs of All Age Groups</td>
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<td>VN 140</td>
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Prerequisite Courses

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<td>BIOL 100</td>
<td>Introduction to Concepts of Human Anatomy and Physiology (3)</td>
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<td>or [ BIOL 430</td>
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<td>and BIOL 431 ]</td>
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<td>or NUTRI 480</td>
<td>Nutrition Honors (3)</td>
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<tr>
<td>PSYC 300</td>
<td>General Principles (3)</td>
<td>3</td>
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</tbody>
</table>
Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Complete program application and submit by due date to be considered for acceptance into the program.
- 12th grade or equivalent as granted by the California State Department of Education.
- BIOL 100 with a grade of "B" or better; or BIOL 430 and BIOL 431 with grades of "B" or better.
- AH 110, FCS 324, NUTRI 300 or NUTRI 480, and PSYC 300 or PSYC 480 with a grade of "C" or better and a cumulative GPA of 2.5 in these four (4) courses.
- ENGRD 11 for applicants who do not have an Associate Degree or higher.
- In-progress grades will not be accepted for prerequisite courses. Courses taken for credit/no credit (C/NC) will be calculated into GPA as a "C" grade.
- It is highly recommended that the student take a medical dosage calculation class prior to beginning the program.
- A grade of 75% or better is mandatory in each required course for progression in the vocational nursing program. If the clinical performance is "unsatisfactory," the semester grade will be "F" regardless of achievement in theory.
- Completion of the Test of Essential Academic Skills (TEAS), latest version, developed by the Assessment Technologies Institute, LLC (ATI). A minimum composite score is necessary to be eligible for application to the program. Additional information is available from the SCC Nursing website at http://www.scc.losrios.edu/~nursing/
- Admission, Reentry or Transfer: please see SCC Vocational Nursing website at https://www.scc.losrios.edu/nursing/nursing-vocational/

Enrollment Process

Eligible students are selected for the program according to the following steps:

- A Los Rios Community College District student identification number is required to access the online application. Enrollment eligibility consists of successful completion of prerequisite courses in order to qualify for the random selection pool from which a class is selected. Students must reapply each semester. There is no waiting list.
- Successful completion of the online application, along with all supporting documents as stipulated on the online page, must be submitted to the Science and Allied Health Division by the posted due date.
- Students accepted into the program will be required to undergo a criminal background check and a drug screen prior to their clinical laboratory experience.
- NOTE: Vocational Nursing courses must be taken in sequence.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- utilize the nursing process within organized health care systems to help patients with common illnesses meet their basic human needs through direct patient care services.
- provide individualized nursing measures to assist patients in need of rehabilitation, including lifestyle changes in the hospital, home, or in the community.
- apply established standards of care, critical thinking skills, and scientific knowledge when performing nursing functions or procedures.
- maintain therapeutic communication essential to the achievement of health related patient and/or organizational goals.
- demonstrate the ability to accurately report and document patient assessments, interventions, changes in patient status, and
This course is designed for the California Licensed Vocational Nurse (LVN) who is admitted for advanced placement into the second year of the Registered (Associate Degree) Nursing Program. Theory and clinical experiences are related to helping medical surgical adult and older adult patients adapt to acute and chronic pathophysiological stressors in preventative, restorative, or rehabilitative settings. Content focuses on the LVN (Licensed Vocational Nurse) transitioning into the role of the associate degree RN (Registered Nurse). The concepts of basic human needs, safety, human development, nutrition, communication, sexuality, cultural and spiritual diversity, legal and ethical aspects of nursing, pharmacology and pathophysiology, are integrated in the course. Emphasis is given to clinical decision making, critical thinking, safety, teamwork, and collaboration.

Upon completion of this course, the student will be able to:

- utilize the nursing process, utilizing clinical reasoning skills, to provide safe effective nursing care to meet the needs of adult and older adult medical/surgical patient.
- plan individualized safe nursing interventions to assist adult and older adult patients in need of preventative, restorative, or rehabilitative care measures.
- detect the use of evidence-based practice, patient care standards, informatics, and critical thinking used to enhance safety and effectiveness in nursing care.
- examine therapeutic, respectful, and caring communication with patients and families, while promoting collegiality with peers and colleagues.
- show accurate, timely documentation, and reporting of patient assessments, interventions, progress, and outcomes of care in the written and electronic medical record.
- construct patient-centered teaching plans and assist patients and their families in developing self-advocacy skills necessary to maintain optimum levels of functioning and health.
- utilize leadership skills, collaboration, teamwork, and supervision of team members consistent with their scope of practice guidelines.
- correlate patient care needs, using critical thinking and time management skills to organize and provide safe nursing care in a responsible and accountable manner.

Career Information

This program prepares the student for employment as a licensed vocational nurse. The LVN may work in hospitals, doctors’ offices, ambulatory care settings, skilled nursing facilities, correctional facilities, home health, and extended care facilities to provide basic patient care to clients of all ages under the supervision and direction of physicians or registered nurses. The specific procedures performed vary greatly depending on the work setting.
examine ethical principles, legal boundaries, and cultural sensitivity in the registered nurse role of professional practice.

uncover personal learning needs in the LVN-RN role transition using reflective thinking.

NURSE 308 LVN-RN 30-Unit Option

This course, designed for the LVN-RN 30 unit option student, emphasizes theory and clinical experiences related to helping patients and families adapt to complex pathophysiological and pathopsychological stressors. This course focuses on the care of the medical, surgical, and psychiatric nursing patient to meet his/her needs for risk reduction and optimal wellness in preventative, restorative, or rehabilitative settings. The sub-concepts integrated throughout the course include safety, human development, nutrition, sexuality, cultural and spiritual diversity, pathophysiology, pharmacology, legal and ethical principles. Course emphasis is on mental health and psychopathology, acute advanced medical and surgical content, end-of-life care, and evaluation of patient-centered outcomes. Learning experiences in the classroom, simulation lab, and clinical setting provide students the opportunity to utilize critical thinking, evidence-based practice, technology, teamwork, collaboration, clinical decision-making, and interdisciplinary communication principles in the delivery of quality nursing care.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate sufficient understanding of the course content by achieving 75% for the final grade on theory examinations and demonstrate successful completion of NURSE 308 clinical skills and objectives.

- integrate the nursing process with clinical reasoning skills, in direct and indirect nursing care, to meet the patient’s basic human needs.

- plan individualized safe nursing interventions to assist patients of all ages in need of preventative, restorative, or rehabilitative care measures.

- analyze evidence-based practice, with patient care standards, informatics, and critical thinking skills, to enhance the quality and effectiveness of nursing care.

- evaluate therapeutic, respectful, and caring communication with patients and families, while promoting collegiality with peers and colleagues.

- generate accurate and timely documentation of patient assessments, interventions, progress, and outcomes of care in the written and electronic medical record.

- develop patient-centered teaching plans and assist patients and their families in developing self-advocacy skills that are necessary to maintain optimum levels of functioning and health.

- plan nursing care for patients, using leadership skills, collaboration, resource utilization, delegation of tasks, and supervision of team members consistent with their scope of practice guidelines.

- appraise patient care needs, using critical thinking and time management skills to organize and provide safe nursing care in a responsible and accountable manner.

- incorporate ethical provisions, legal boundaries, and cultural sensitivity in all areas of nursing practice.

- formulate personal learning needs and use resources to engage in ongoing learning and improvement in skills and knowledge.

NURSE 315 Pharmacology and Implications for Nursing

This course is an introduction to the science of pharmacology and nursing. The role of the nurse in safely administering medications and...
evaluating the therapeutic response is emphasized. Drug classifications and their actions, interactions, and adverse effects, are specifically related to patient developmental stages and nursing professional standards.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate between pharmacokinetics, pharmacodynamics, and pharmacotherapeutics.
- analyze the significance of a drug’s onset of action, peak concentration, and duration of action.
- examine how lifespan considerations and other factors affect drug absorption, distribution, metabolism, and excretion.
- assess the various cultural and ethical factors that influence drug therapy.
- examine the legal aspects of controlled substances, informed consent, drug development, and patient education.
- differentiate between drug tolerance, drug dependence, and substance abuse.
- evaluate causative factors and symptoms of adverse drug reactions.
- formulate a framework of specific measures to prevent errors during medication administration.
- describe the nursing implications associated with each major pharmacological classification.
- investigate the implications and side effects of herbal and alternative therapies.

NURSE 325 Medical Dosage Calculations

| Units: | 1 |
| Hours: | 18 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course prepares students to accurately calculate oral and parenteral drug dosages for medication administration. Students will learn three systems of measurement and conversion from one system to another. Basic flow rates of IV fluids will be covered. Course content will also include: 1) review of basic arithmetic operations used in dosage calculations; 2) interpretation of drug labels; 3) common medical abbreviations used in dosage calculations; 4) use of the following methods: basic formulas, ratio and proportion, fractional equation, and dimensional analysis in dosage calculations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- accurately interpret and express metric, apothecary, and household systems.
- memorize and recall metric and household equivalents.
- convert metric weights and volumes within the system.
- convert units of measure from one system of measurement to another system of measurement.
- accurately determine the dosage strength on a medication label.
- accurately calculate the dosage of prescribed medications and intravenous infusion rates and volumes using arithmetic operations, ratio and proportions, and specific formulas.

NURSE 388 Labor and Delivery Nursing Care - Transition into Practice

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | Active California Registered Nurse License and current employment as a Registered Nurse. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |
This course provides a review of labor and delivery nursing care principles to those nurses who wish to cross train or orient into labor and delivery and receive a refresher course. Coursework includes overview of labor and delivery nursing content, such as reproductive health, preconception and inter-conception health; physiologic and psychosocial adaptation to pregnancy, process of labor and delivery (normal and complications), Cesarean birth and post anesthesia care unit, complications of pregnancy and delivery, perinatal infections, postpartum and newborn assessment and care, neonatal complications, perinatal loss and perinatal safety and risk management. The didactic portion (36 lecture hours) is designed to be taken concurrently with the hospital training (54 lab hours) in the labor and delivery unit. This course is graded as Pass / No Pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- verbalize understanding of essential content areas of labor and delivery nursing practice.
- apply current labor and delivery principles in the clinical setting.
- complete labor and delivery clinical activities as stipulated in the clinical training modules.

NURSE 407 Fundamentals of Health and Nursing Care

This course utilizes the conceptual framework of the curriculum (Basic Human Needs, Life Cycle Development, Health Illness Continuum, Significant Health Problems, and Stress Adaptation) to provide the foundation for the following three semesters of the program. It includes an introduction to professional nursing, its evolution, present trends and issues, legal aspects, and concepts underlying current practice. Basic principles of delegation, management, teamwork, and collaboration are introduced and integrated into appropriate content. The theory and related clinical experiences prepare the student to apply the nursing process when providing direct patient care to patients with common medical surgical problems, with a focus on basic human needs. The student is introduced to critical thinking and clinical decision-making, while using evidence-based practice to support patients' adaptive mechanisms for attaining and maintaining wellness during early, middle, and late adulthood. The sub concepts integrated throughout the course are personal hygiene, safety, nutrition, communication, human sexuality, cultural/spiritual diversity, legal/ethical aspects, pharmacology, and pathophysiology. Emphasis is given to the promotion of health and risk reduction in adults and elders in theory, clinical, and the simulation lab.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify concepts of the nursing process, nutrition, and human development in direct and indirect nursing care of the selected medical/surgical adult and older adult patients experiencing significant health problems.
- implement safe standard nursing interventions to assist adult and older adult patients in need of preventative, restorative, or rehabilitative patient centered care, meet their basic human needs, and promote homeostasis with licensed supervision.
- identify evidence-based practice, patient care standards, informatics, and critical thinking skills to enhance safety, quality improvement, and effectiveness in nursing care.
- express therapeutic, respectful, and caring communication with patients and families, while promoting collegiality with peers and colleagues.
- demonstrate accurate and timely documentation of patient assessments, interventions, progress, and outcomes of care in the written and electronic medical record.
- describe patient-centered care and assist patients and their families in developing self-advocacy skills that are necessary to maintain optimum levels of wellness.
- describe the nursing care for one patient that demonstrates leadership skills, collaboration, and teamwork.
- recognize patient-centered care needs, using critical thinking and time management skills, to organize and provide safe nursing care in a responsible and accountable manner.
• identify ethical provisions, legal boundaries, and fundamental aspects of cultural competency in planning individualized nursing care measures.

• identify individual learning needs through reflective thinking, and use resources to engage in continuous improvement in skills and knowledge.

NURSE 417 Nursing and Health Maintenance Through the Lifecycle

Units: 12
Hours: 108 hours LEC; 324 hours LAB
Prerequisite: NURSE 407 with a grade of "C" or better
Enrollment Limitation: Enrollment in Associate Degree Nursing (Registered Nursing) program
Transferable: CSU
Catalog Date: June 1, 2020

This course continues integration of the conceptual framework of the curriculum (Basic Human Needs, Life Cycle Development, Health Illness Continuum, Significant Health Problems, and Stress Adaptation). The second semester provides theory and clinical experiences for medical surgical, pediatric, and maternal-child patients in need of preventative, restorative, or rehabilitative nursing care, in acute, home, or community settings. Content focuses on application of patient-centered care and health promotion principles to prevent illness and achieve optimum wellness. There is emphasis on the utilization of the nursing process, critical thinking, evidence-based practice, safety, life cycle development, nutrition, communication, human sexuality, cultural/spiritual diversity, self-advocacy, legal/ethical aspects, quality improvement, teamwork and collaboration, pharmacology, and pathophysiology. Learning experiences provide students with opportunities to acquire new clinical skills, develop clinical judgment, use reflective practice, and apply previously learned concepts and principles in a variety of settings including the classroom, clinical, and simulation lab.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• implement the nursing process, utilizing clinical reasoning skills to provide safe effective nursing care to meet the needs of medical/surgical, pediatric, and maternal-child patients.

• implement individualized nursing interventions with guidance to assist medical/surgical, pediatric, and maternal-child patients in need of preventative, restorative, or rehabilitative patient-centered care.

• demonstrate the use of evidence-based practice, patient care standards, informatics, and critical thinking in the delivery of technical skills, which enhance safety, quality improvement, and effectiveness in nursing care.

• implement therapeutic, respectful, and caring communication with patients and families, while promoting collegiality with peers and colleagues.

• complete accurate and timely documentation and reporting of patient assessments, interventions, progress, and outcomes of care in the written and electronic medical record.

• deliver patient-centered teaching plans and assist patients and their families in developing self-advocacy skills that are necessary to maintain optimum levels of functioning and health.

• describe the nursing care for a patient that utilizes leadership skills, collaboration, teamwork, resource utilization, and supervision of team members consistent with their scope of practice guidelines, with minimal guidance.

• identify patient care needs, using critical thinking and time management skills, to organize and provide safe nursing care in a responsible and accountable manner.

• implement ethical principles, legal boundaries, and cultural sensitivity in all areas of nursing practice.

• identify personal learning needs through reflective thinking and use resources to engage in continuous improvement in skills and knowledge.

NURSE 427 Nursing Complex Health Problems Through the Lifecycle

Units: 12
Hours: 108 hours LEC; 324 hours LAB
This course emphasizes theory and clinical experiences related to helping patients and families adapt to complex pathophysiological and pathopsychological stressors. This course focuses on the care of the medical, surgical, and psychiatric nursing patients to meet their needs for risk reduction and optimal wellness in preventative, restorative, or rehabilitative settings. The sub-concepts integrated throughout the course include safety, human development, nutrition, sexuality, cultural and spiritual diversity, pathophysiology, pharmacology, and legal/ethical principles. Course emphasis is on mental health and psychopathology, medical surgical content, end-of-life care, and evaluation of patient-centered outcomes. Learning experiences in the classroom, simulation lab, and clinical setting provide students the opportunity to utilize critical thinking, evidence-based practice, technology, teamwork, collaboration, clinical decision-making, and interdisciplinary communication principles in the delivery of quality nursing care.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- integrate the nursing process with clinical reasoning skills, in direct and indirect nursing care, to meet the patient’s basic human needs.
- plan individualized safe nursing interventions to assist patients of all ages in need of preventative, restorative, or rehabilitative care measures.
- analyze evidence-based practice, with patient care standards, informatics, and critical thinking skills, to enhance the quality and effectiveness of nursing care.
- evaluate therapeutic, respectful, and caring communication with patients and families, while promoting collegiality with peers and colleagues.
- generate accurate and timely documentation of patient assessments, interventions, progress, and outcomes of care in the written and electronic medical record.
- develop patient-centered teaching plans and assist patients and their families in developing self-advocacy skills that are necessary to maintain optimum levels of functioning and health.
- plan nursing care for patients, using leadership skills, collaboration, resource utilization, delegation of tasks, and supervision of team members consistent with their scope of practice guidelines.
- appraise patient care needs, using critical thinking and time management skills, to organize and provide safe nursing care in a responsible and accountable manner.
- incorporate ethical provisions, legal boundaries, and cultural sensitivity in all areas of nursing practice.
- formulate personal learning needs and use resources to engage in ongoing learning and improvement in skills and knowledge.

NURSE 437 Nursing in Complex and Multiple Patient Care

This final semester course presents theory and evidence-based practice related to multiple patient assignments for patients with complex, critical health problems in the acute medical surgical setting. The student will use the nursing process to provide for the patient’s basic human needs in a safe and effective care environment. The learning experiences in the classroom, simulation lab, and acute hospital setting, including clinical preceptorships, provide the student with opportunities to continue refining assessment skills, emphasizing priority setting, time management, clinical decision making, critical thinking, leadership, management, ethical/legal concepts, teamwork, and collaboration. There is continued integration of the curriculum framework and sub-concepts throughout the course, including basic human needs, life cycle development, communication, nutrition, pathophysiology, pharmacology, and cultural/spiritual diversity. There is emphasis on entry-level nursing practice, the professional nursing role, use of informatics, quality improvement, and current health care policy and finance.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- integrate the nursing process with clinical reasoning skills, in direct and indirect nursing care, to meet the patient’s developmental
and basic human needs.

- revise individualized nursing interventions to safely provide care to assist adult and older adult patients in need of preventative, restorative, or rehabilitative patient-centered care.
- incorporate evidence-based practice, patient care standards, informatics, and critical thinking to enhance safety, quality improvement, and effectiveness of nursing care.
- generate therapeutic, respectful, and caring communication with patients and families, while promoting collegiality with peers and colleagues.
- formulate accurate and timely documentation and reporting of patient assessments, interventions, progress, and outcomes of care in the written and electronic medical record.
- design patient-centered teaching plans and assist patients and their families in developing self-advocacy skills necessary to maintain optimum level of functioning and health.
- manage nursing care for a group of patients, utilizing leadership skills, collaboration, teamwork, resource utilization, and supervision of team members consistent with their scope of practice.
- prioritize patient care needs, using critical thinking and time management skills, to organize and provide safe nursing care in a responsible and accountable manner.
- integrate ethical principles, legal boundaries, and cultural competency in all areas of nursing practice.
- assess individual learning needs through reflective thinking and use resources to engage in continuous improvement in skills and knowledge.
Sacramento City College’s Family and Consumer Science Department offers a rigorous nutrition degree program that is broad enough to prepare the student for further study in a variety of nutrition areas including: nutrition science research, food science and technology, dietetics, industry and many other exciting nutrition-related fields.

Dean
Dennis Lee

Department Chairs
Nadine Kirkpatrick

(916) 558-2401

SCC-BSS@losrios.edu

Associate Degrees for Transfer

A.S.-T. in Nutrition and Dietetics

The Associate in Science in Nutrition and Dietetics for Transfer (AS-T) degree in Nutrition and Dietetics at Sacramento City College allows students interested in pursuing a degree in Nutrition and Dietetics to complete their first two years of requirements at the community college before transferring to a California State University, which offers a Bachelor of Science degree.

Each California State University may have slightly different requirements for transfer so it is critical for students interested in this major to work with their counselor to develop an individual academic plan.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

(2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

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<th>COURSE CODE</th>
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<td>Nutrition Honors (3)</td>
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<td>or PSYC 480</td>
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<td>and BIOL 430</td>
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<td>STAT 480</td>
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<td>or STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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<td>Cultural Anthropology (3)</td>
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<td>or ANTH 480</td>
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<td>NUTRI 302</td>
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The Associate in Science in Nutrition and Dietetics for Transfer (AS-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-BREADTH Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- explain the principles of nutrition and their effects on health.
- assess the various sources of nutrition information and demonstrate where to find reliable nutrition information.
- analyze a diet for adequacy, balance, and moderation.
- demonstrate an understanding of the relationships between chemistry, biology, and nutrition.

Associate Degrees

A.S. in Nutrition

Sacramento City College’s Family and Consumer Science Department offers a rigorous nutrition degree program that is broad enough to prepare the student for further study in a variety of nutrition areas including: nutrition science research, food science and technology, dietetics, industry, and many other evolving nutrition-related fields.

All students must complete the Required Program plus either the CSU Path or the UC Path.

It is important to note that each four-year college or university has slightly different requirements for transfer so it is critical for students interested in this major to map out their academic plan with a counselor.

Catalog Date: June 1, 2020
Degree Requirements

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UC Path

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The Nutrition Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- explain the principles of nutrition and their effects on health.
- assess the various sources of nutrition information and demonstrate where to find reliable nutrition information.
- analyze a diet for adequacy, balance, and moderation.
- demonstrate an understanding of the relationships between chemistry, biology, and nutrition.
NUTRI 300 Nutrition

Students will study the basic principles of nutrition, food sources, biologic functions of the nutrients in human physiology and all stages of the life cycle, energy metabolism, nutrition as a world problem, and consumer problems related to food. Course topics such as weight loss, sports nutrition, food safety, the diet-disease relationship, global nutrition, and analysis of special nutritional requirements and needs during the life cycle are emphasized. An evaluation of personal dietary habits using current dietary guidelines and nutritional assessment methods will also be completed to help students assess their own nutritional health. Credit will be awarded for either NUTRI 480 or NUTRI 300, not both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the physiological function of the gastrointestinal tract.
- describe the functions of the six classes of nutrients and the physiological implications of dietary deficiencies or toxicities.
- understand how nutrient requirements change throughout the lifespan.
- explain the components of an individual's energy/calorie needs and the effects of an imbalance on body weight and composition.
- analyze nutritional adequacy of an individual's diet and make changes to meet nutrition guidelines.
- utilize the nutrition facts label and the ingredient list on food packages to make healthier food choices.
- apply the scientific method to analyze and evaluate nutrition information and distinguish between reliable and unreliable sources.
- understand the relationship between food intake and weight management, human physiology, athletic performance, chronic disease risk, and overall health.

NUTRI 302 Nutrition for Physical Performance

This course will explore nutrition and fitness with emphasis on the relationship between nutrition, physical activity, lifelong fitness, and health. Credit will be awarded for NUTRI 302 or KINES 418 but not both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the basic principles of nutrition.
- discuss the role of nutrients in the body, especially in regard to energy production and physical performance.
- describe effectiveness and safety concerns of various nutritional supplements.
- discuss the prevalence of disordered eating in male and female athletes and in the general populations.
- analyze diets to determine adequate nutrient intake.
- discuss the role that fluid plays in body temperature regulation during exercise and on performance and health.
• describe and measure the five components of fitness.
• describe an understanding of body composition and body weight.

NUTRI 310 Cultural Foods of the World

Students will explore the typical food customs and meal patterns of various cultures throughout the world. Students will be introduced to the social, religious, economic, and aesthetic significance of these cultures and examine how geographical, agricultural, and socioeconomic factors influence their nutritional status. Students will also explore the preparation and evaluation of the food products.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• observe, identify, and design balanced meals from food patterns in other cultures.
• demonstrate increased awareness and acceptance of other cultures.
• evaluate socio-economic factors and religious influences on food customs.
• relate regional food in America to migration routes and food from around the world.
• demonstrate some principles of good nutrition in food preparation.
• describe development of personal food habits derived from cultural background.
• trace influences of history and industry on changes in food behavior.
• identify food species important to geographic areas of the world.
• integrate current food, agricultural policies, and analyze the effect these factors have on the world community.
• demonstrate the preparation of foods from a number of cultures.
• write and create a menu from a selected culture.
• identify ethnocentrism, racial and gender disparity within cultures, cultural food taboos, the masculinity index, cultural and gender identity, gendercide, and other current topics in food and culture.

NUTRI 322 Nutrition Issues Throughout Life

This course is a study of the nutritive needs of persons at various stages of the life cycle with emphasis on special periods such as pregnancy, preschool, adolescence, and aging. This course is particularly helpful to Kinesiology and Early Childhood Education majors as well as those working in social agencies, such as nursing and gerontology.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate independent learning and effective communication skills.
• demonstrate an understanding of the basic principles of nutrition.
• demonstrate an understanding of the impact of nutritional choices on the stages of life.
• demonstrate how nutrient needs can be satisfied under normal conditions at each stage of development.
• cite the currently available nutritional support programs and the role of the nutrition professional in promoting nutrition and health.
• explain the factors involved in the development of healthy food and lifestyle habits.
• analyze current nutrition research articles and summarize findings.
• evaluate the adequacy of various diets by using a computerized diet analysis software.
• build a basic healthy eating plan for a person at any stage of the life cycle.

NUTRI 330 Food Theory and Preparation

This course provides a comprehensive study of food ingredients and the basic principles and techniques involved in food preparation. Students will examine the factors that influence taste and the changes that occur in foods during preparation. In the laboratory, basic cooking skills and theory applications will be emphasized. Additionally, emphasis is placed on the reasons for recipe procedures and the prevention and correction of cooking failures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• recognize quality characteristics in raw and cooked foods, to include sensory evaluation of texture, taste, and color
• recognize kitchen tools and implements by name and use them appropriately.
• apply principles of food theory to choose and demonstrate optimal cooking procedures to maximize nutrient content for all categories of food. Categories include, but are not limited to: vegetables, fruits, fats and oils, milk products, eggs, cereals, baked products, starches, poultry, meat, and seafood.
• measure and scale ingredients correctly.
• distinguish between different methods of heat transfer and choose cooking materials and techniques accordingly.
• analyze quality defects in cooked products and specify possible errors in techniques or ingredient selection.
• correct errors in preparation where possible to produce an acceptable product.
• practice good sanitary techniques in the laboratory.

NUTRI 335 Principles of Food Science

This course is designed to introduce students to the basic fundamentals of food science and underlying technology associated with providing a safe, nutritious, and abundant supply of fresh and processed foods to humans. Students are introduced to the nature and scope of the world food problem as well as the solutions that have been proposed. This is followed by an introduction to looking at foods and food systems in scientific terms and how understanding basic scientific principles explains how and why we process, prepare, and store foods for human consumption. Students will be introduced to how the food industry and regulatory agencies deal with potential health hazards associated with toxic chemicals and disease-causing organisms that can be present in foods, and how food preservation and processing can extend food availability from times of plenty to times of scarcity and from regions of surplus to regions of deficiency.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the discipline of food science.
- explain the chemical and physical nature of food.
- explain microbiological and toxicological considerations for food safety.

NUTRI 480 Nutrition Honors

This is an enriched study of nutrition for honors students. This course will examine dietary nutrients and their physiological functions and their relationship to chronic diseases. Current issues such as food safety, vegetarian diets, world hunger, trans fats, and vitamin and mineral supplementation are examined. Students analyze and evaluate their diets and physical activities using diet analysis software. Scientific research methods are studied in journal articles for weekly discussions. Debates encourage critical thinking from opposing points of view. Students will research and present portions of the course material. This Honors section uses an intensive instructional methodology designed to challenge motivated students. Credit will be awarded for either NUTRI 480 or NUTRI 300, not both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the physiological function of the gastrointestinal tract.
- describe the functions of the six classes of nutrients and the physiological implications of dietary deficiencies or toxicities.
- describe how nutrient requirements change throughout the lifespan.
- explain the components of an individual's energy/calorie needs and the effects of an imbalance on body weight and body composition.
- analyze nutritional adequacy of an individual's diet and make changes to meet nutrition guidelines.
- utilize the nutrition facts label and the ingredient list on food packages to make healthier food choices.
- apply the scientific method to analyze and evaluate nutrition information and distinguish between reliable and unreliable sources.
- describe the relationship between food intake and: weight management, human physiology, athletic performance, chronic disease risk, and overall health.
Occupational Therapy Assisting
| Sacramento City College

The Occupational Therapy Assistant (OTA) program at Sacramento City College prepares students to qualify for and pass the certification exam offered by the National Board for Certification in Occupational Therapy (NBCOT) and to request licensure by the California Board for Occupational Therapy (CBOT).

For more information and to get started, please visit our OTA program website.

All interested students should attend an information session as the program has extensive prerequisites, requirements and a robust application process.

Dean
James Collins

Department Chairs
Ada Boone Hoerl

(916) 558-2271
SCC-OTAInfo@scc.losrios.edu

Associate Degree
A.S. in Occupational Therapy Assistant

An Associate in Science Degree can be obtained by completion of the required Occupational Therapy Assistant program requirements. The degree includes Occupational Therapy Assistant courses (43.5 units), Allied Health courses (5 units), and specific general education and science courses required for the program (18.5-25.5 units). Students must also take additional courses to meet graduation requirements of the college. Courses are scheduled sequentially for four semesters and two summer sessions. The OTA program is cohort-based. Students are expected to advance through the required curriculum each semester in the established sequence. The Allied Health and OTA courses are offered Monday through Thursday in the evening and on Saturdays, with the exception of clinical fieldwork, which is scheduled during weekday business hours.

Supervised clinical fieldwork experiences are integrated throughout the program. Students must complete fieldwork as a corequisite to academic courses. The introduction to clinical practice courses, OTA 122, 132, and 142, require 40 hours of fieldwork (with 14 hours on-campus seminar for each class); OTA 152 requires 20 hours of fieldwork (with 7 hours on-campus seminar). There are two required full-time fieldwork experiences that take place during the student’s final two semesters, requiring completion of 320 hours in each assigned setting, to be completed during regular business hours, Monday-Friday. Students must be prepared to begin these rotations on a full-time basis in accordance with the program sequence. These clinical rotations each have a separate and required on-campus seminar course, each for 27 hours. Start dates for each student may vary based on site availability. All efforts are made to place eligible students in fieldwork sites as soon as sites are available. All students must complete Level II fieldwork within 18 months of completion of the didactic component of the program. In addition to graduation eligibility, fieldwork eligibility requires having current documentation on file for physical examinations, immunizations, a TB test, current CPR certification for health personnel (level C), background check, fingerprinting, and drug screening. Fieldwork sites may have additional requirements specific to their site.

In addition to college enrollment fees, other estimated costs include: books and supplies ($900); lab fees ($200); background check and drug screening ($100); physical examinations and immunizations ($175); malpractice insurance ($150); and fees and related requirements for certification test and licensure ($850). Some clinical sites require that students have health and/or automobile insurance as a condition of acceptance for fieldwork placement. Students must also plan for travel costs to and from the clinical facilities, many of which are outside the Sacramento area. While all efforts are made to place students in locations near their residence, students need to be prepared to travel long distances to complete their fieldwork experiences. Some students may need to arrange for housing during the full-time fieldwork. All clinical fieldwork must be completed in California. The costs listed above are based on current fees and are subject to change without notice.

Students in the OTA Program will be required to practice skills on each other in a laboratory setting with instructor supervision. Lab practical examinations are given to establish skill competence. Students must pass all lab practicals in order to pass a course. Courses in the OTA Program may include discussion of issues such as race, religion, sexuality, disability, and gender as related to the course content.

Additional program requirements are outlined in the OTA Program Handbook provided to all students during the program orientation. These requirements and expectations are reviewed in the orientation and, as applicable, in each program course. Failure to meet all
Accreditation/Certification: Program accreditation standards drive the program’s curriculum and the majority of the program requirements. The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s phone number, via AOTA, is (301) 652-AOTA, and their web address is www.acoteonline.org. Graduates of the program will be able to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT), located at 12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877-4150. NBCOT’s phone number is (301) 990-7979, and their web address is www.nbcot.org. After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Upon successful completion of the NBCOT examination, graduates intending to practice in California are required to be licensed by the California Board of Occupational Therapy (CBOT), located at 2005 Evergreen Street, Suite 2050, Sacramento, CA 95815. Additional information about these practice regulations can be found at www.bot.ca.gov or by contacting the Board at (916) 263-2294.

Additional Information

About the Program: Informational meetings are held several times each semester and provide prospective students with information on program prerequisites, enrollment process, and other important facts about the program. These meetings address critical factors for student success, including planning related to educational requirements, finances, transportation, release from work, and support needs. All interested students are strongly encouraged to attend. For dates, times, and other information, visit the program website at www.scc.losrios.edu/ota/.

About Fieldwork Requirements: Students must be prepared to attend clinical fieldwork activities during weekday and daytime hours. Evening and weekend fieldwork is not available. Students are responsible for securing transportation to assigned clinical sites to complete the fieldwork component of the program. While all efforts are made to place students in geographically convenient areas, students need to be prepared to travel long distances to complete their fieldwork experiences in some settings. Due to the nature of clinical fieldwork placement, requests for placement on public transit lines are not available. The last two semesters of the program require full-time clinical fieldwork during which students are unable to work in outside employment. Part-time placement is not available except for documented medical accommodations. Students should develop a financial plan that enables them to complete this required component of the program, which can take several months to complete depending on individual circumstances. Success on the national certification exam is dependent on timely program completion. While students have up to 18 months to complete their Level II fieldwork to account for contingencies that may arise, prompt completion of this requirement supports student success on this high-cost examination. Students must pay full price for each examination attempt.

About Recency of OTA Courses: All courses with an OTA designator (except OTA 100) must have been completed within the last five years at the time of petitioning for graduation. This time frame is consistent with recency requirements for completion of the national exam and for licensure to practice in California. Students who do not meet this qualification must meet with the Program Coordinator and the Division Dean to review individual circumstances.

About Transfer Students: Students from other accredited OT or OTA programs may apply to transfer to the Sacramento City College OTA Program. Students must first apply to the program and be accepted before transfer credits are reviewed. Students must submit the following in order to complete a transfer credit review: transcripts, course syllabi, and a letter of introduction from the director of the program where the student was previously enrolled. Any OT/OTA coursework older than five years will not be considered for transfer. The review of transfer credit requires five to six weeks and cannot be completed if the materials provided are incomplete. A review of the proposed transfer courses does not imply or guarantee acceptance of the coursework. Incoming transfer students are subject to skills and theory testing to confirm current competency prior to final course placement. Students may not transfer to take only the Level II fieldwork courses.

About Felony Convictions: A felony conviction may affect eligibility to sit for the national exam and/or complete the licensure process in California. For more information about an "Early Determination" review for the national exam, contact the National Board for Certification in Occupational Therapy (NBCOT). Their web address is www.nbcot.org. For more information about California licensure, contact the California Board of Occupational Therapy (CBOT). Their web address is www.bot.ca.gov.

Catalog Date: June 1, 2020

Degree Requirements

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**Semester 1 (Spring):**

| OTA 123     | Fundamentals of Clinical Documentation                          | 1     |
| OTA 131     | Occupational Therapy Theory and Process in Psychosocial Dysfunction | 5     |
| OTA 132     | Introduction to Clinical Practice in Psychosocial Dysfunction (1) | 1     |
| or OTA 122  | Introduction to Clinical Practice in Non-Traditional Settings (1) |       |
| OTA 150     | Occupational Therapy Process and Practice in Developmental Disabilities and Pediatric Conditions | 2.5 |
| OTA 152     | Introduction to Clinical Practice in Pediatric Conditions       | 0.5   |

**Semester 2 (Summer):**

| OTA 110     | Functional Biomechanics for the OTA                             | 3     |
| OTA 111     | Functional Biomechanics Lab for the OTA                         | 1     |

**Semester 3 (Fall):**

| OTA 140     | Theoretical Foundations of Physical Dysfunction                 | 3     |
| OTA 141     | Occupational Therapy Process in Physical Dysfunction            | 4     |
| OTA 142     | Introduction to Clinical Practice in Physical Dysfunction (1)   | 1     |
| or OTA 122  | Introduction to Clinical Practice in Non-Traditional Settings (1) |       |

**Semester 4 (Spring):**

| OTA 120     | Fundamentals of Occupational Therapy Assistant Practice         | 2.5   |
| OTA 124     | Introduction to Electronic Documentation for the OTA            | 0.5   |
| OTA 160     | Fieldwork Level II for the Occupational Therapy Assistant       | 6     |
| OTA 162     | Practice Skills for First Rotation OTA Level II Fieldwork       | 0.5   |

**Semester 5 (Summer):**

| OTA 121     | Contemporary Models of Practice in Occupational Therapy         | 1     |

**Semester 6 (Fall):**

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1 Ten year recency required.
2 Ten year recency required.

The Occupational Therapy Assistant Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Students must be eligible for graduation with the exception of OTA coursework.
- Completion of AH 106, AH 110, AH 301 or ANTH 310 or SOC 300, BIOL 100 or BIOL 430 and BIOL 431, LUBR 307, NUTRI 300 or FCS 340 or HEED 300, OTA 100, PSYC 300 or PSYC 480, and PSYC 370 or FCS 324 with grades of "C" or better. BIOL 100 or BIOL 430 and BIOL 431 and PSYC 300 or equivalent courses must have been completed within the last 10 years at the time of application to the program.
- Completion of SCC general education courses in the following areas: Area I - Humanities, Area II(b)- Communication and Analytical Thinking, Area III(a)- Physical Education, Area V(a)- American Institutions, and Area VI- Ethnic/Multicultural Studies.
- Completion of SCC graduation competencies for reading, writing, and math.
- Students must have an overall GPA of 2.5 or higher.
- Courses passed with a grade "P" or "CR" will be calculated into the student’s GPA as a "C" grade.
- Students with in-progress coursework must show proof of enrollment at the time of application and submit proof of successful completion at the end of the semester to retain eligibility. Wait-listed courses are not eligible.
- All official transcripts and approved course substitution forms for courses completed outside of the Los Rios Community College District must be on file with the SCC Admissions & Records office at the time of application.

Enrollment Process

Eligible students are selected for the program according to the following steps:

- Interested students are strongly encouraged to attend a program information meeting prior to applying to the program. Dates and times can be found on the program website at http://www.scc.losrios.edu/ota/. In addition, those who have previously attended an information meeting must monitor the program website to ensure they have the most current information as requirements may have changed. Students may also attend additional information meetings.
- The program will implement a wait list effective Fall 2019. Qualified applicants will be notified of their placement on the list and their projected enrollment year. Once placed on the wait list, the student is required to submit a renewal application each year to retain their eligibility and place on the list until they are enrolled in the program.
- New applications and renewal applications to the program must be submitted by the posted due date, which can be found on the program website at http://www.scc.losrios.edu/ota/. All application types are accepted once a year and are submitted only online. New applicants must submit a complete and qualified application in order to be considered. New applicants must also submit proof of enrollment for in-progress courses in PDF format only, and transcripts for completed coursework must be on file in the SCC Admissions & Records department at the time of application. Renewal applicants must confirm each year that they would like to retain their eligibility on the wait list.
- When the number of applicants to a program exceeds the available seats, a random selection process is used to determine the roster of the incoming class, per California Education Code. Students who have submitted complete and qualified applications in prior sequential years will receive entries in the random selection equal to the number of years applied to establish the initial wait list during Fall 2019. Failure to meet any requirements will result in the application being categorized as a new application. The order of annual additions to the wait list will be determined by random selection.
- Selected students who decline their seat in the next cohort will need to re-apply as a new applicant during the next application cycle to return to the wait list.
- Students selected to enter the program will be expected to fulfill additional requirements prior to their first semester to maintain their eligibility for enrollment. Examples of these requirements include: completion of a background check, drug screen, physical examination, immunizations, CPR and HIPAA training; and purchase of malpractice insurance and a medical document manager...
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- recognize the theoretical frames of reference from which the practice of occupational therapy is derived.
- demonstrate fundamental skills in the use of evidence to guide practice and participate in research activities as directed.
- describe occupational therapy programs and practice as currently organized in health care delivery systems.
- describe emerging and non-traditional practice areas and define the role of the OTA in these settings.
- analyze tasks and environments to assess their therapeutic qualities and constraints.
- perform evaluation procedures selected according to OTA practice guidelines.
- assist in developing occupational therapy intervention plans.
- implement an intervention plan to engage clients in purposeful activities related to occupation.
- document factual client data for oral and written communication, using either traditional methods or new technologies.
- maintain records and reports including counter-signatures, as guided by regulations for confidentiality, reimbursement, and quality assurance.
- revise and implement OT intervention plans in ongoing collaboration with the supervising OT.
- assess factors that warrant change or discontinuation of an established intervention plan, in collaboration with the supervising OT.
- manage supplies and equipment necessary for OT intervention, demonstrating safety and appropriate infection control procedures.
- access, reference, and abide by all state regulations.
- locate, reference, and abide by all federal regulations, including HIPAA and ADA guidelines.
- apply the OT Code of Ethics as an element of all professional interactions and service provision.
- adhere to all OT department and agency policies and procedures.
- explain the definition and role of occupational therapy to consumers and other health practitioners.
- discuss how socio-cultural diversity may influence the therapeutic process.
- demonstrate actions that reflect non-judgmental attitudes and values toward patient/clients, staff, and family members in professional situations.
- exhibit behaviors that respect the client’s basic rights to quality service with minimum risk of further injury or insult.
- demonstrate an attitude of professional responsibility for self-directed learning as a life-long process for acquiring new knowledge, abilities, attitudes, and refining clinical reasoning.
- demonstrate active involvement in professional development, leadership, and advocacy.

Career Information

This program prepares the student for employment as an occupational therapy assistant. Occupational therapy assistants work with people of all ages who, because of physical, cognitive, developmental, social, or emotional problems, need specialized assistance in order to lead independent, productive, and satisfying lives. They may work in a wide variety of settings including hospitals, rehabilitation centers, skilled nursing facilities, home health agencies, school systems, psychiatric hospitals, private practice outpatient clinics, and emerging practice areas.

Occupational Therapy Assisting (OTA)

OTA 100 Introduction to Occupational Therapy
This course has been designed to provide the student with information needed to determine if occupational therapy (OT) is a suitable career option. The student is introduced to human occupation as participation in everyday life activities. In addition, the course will address how health, wellness, disease, and disability affect engagement in life tasks and how OT interventions are used to maximize performance within chosen activities. The role of the Occupational Therapy Assistant (OTA) is defined, with explanation of the history of OT as well as current and emerging practice settings. Professional activities, requirements, ethics, and behaviors are also discussed. A four-hour observation in an OT clinic or program for special needs populations is required. Students are responsible for securing their own observation sites, with guidance from the instructor, as well as the related transportation to/from the facility. Some facilities may have additional requirements for student observations, such as a clear tuberculosis test and/or fingerprinting. Students are responsible for the cost of these additional requirements, if any.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify elements of the OT Practice Framework including features of the areas of occupation, performance skills and patterns, activity demands, contexts and environments, client factors, and the interaction of occupation and activity.
- distinguish between occupation and activity, the unique nature of occupation, and how these interact in human performance.
- describe the historical foundations and philosophical base of OT, and current sociopolitical that impact current and emerging practice areas.
- describe the role of occupation in the promotion of health and in prevention of disease, illness, and dysfunction.
- explain the purpose and process of activity analysis as related to safety and functional performance.
- define grading, adapting, and modifying tasks and environments to maximize occupational performance.
- describe various roles, dynamics, and desired attributes within the interprofessional team.
- describe how policy and political factors affect the practice of OT.
- describe advocacy as related to effect change in policies, practice, and the role of the OTA.
- list ways in which federal/state legislation and regulations can influence the practice of OT.
- identify the responsible administrative bodies and process for securing certification and licensure as an OTA.
- describe legal and ethical factors in supervision of the OTA and OT aides.
- demonstrate a knowledge and understanding of essential core documents from the American Occupational Therapy Association (AOTA) and how these guide ethical practice and decision-making in OT practice.
- explain and give examples of how the role of the OT practitioner is enhanced by involvement in professional organizations.
- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.

**OTA 110 Functional Biomechanics for the OTA**

In this course the Occupational Therapy Assistant (OTA) student will explore components of human movement, including joint structure and function, muscle action, motor and reflex development, and balance and sensory influence. In addition to the body structures involved in movement, students will examine the motor and process skills and sensory and neuromusculoskeletal client factors required for engagement in occupation across the lifespan. Students will complete a formal biomechanical activity analysis as it relates to occupational performance.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- articulate knowledge of the structure and function of the human body to include biological factors, kinesiology, and
biomechanics.

- apply theory and evidence to OT intervention planning for orthopedic and neurological populations in a variety of contexts and settings.
- identify the effects of disease processes and their impact on biomechanical occupational performance.
- apply principles of activity analysis in order to grade, adapt, and modify activity demands and environments to optimize intervention plans and maximize occupational performance.
- discuss client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- explain the need for orthotics to enhance occupational performance.
- identify methods to enhance functional and community mobility for those with biomechanical performance deficits.
- define superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- define principles of ergonomics based on client needs and contexts, and with consideration for technological advances.

OTA 111 Functional Biomechanics Lab for the OTA

Units: 1
Hours: 54 hours LAB
Prerequisite: OTA 150 and 152 with grades of "C" or better
Corequisite: OTA 110
Catalog Date: June 1, 2020

In this course the Occupational Therapy Assistant (OTA) student will use an analysis and problem-solving approach to functional human movement across the lifespan. Through hands-on laboratory activities, students will develop skills in assessment of client factors affecting engagement in occupations. Students will explore basic intervention methods and strategies for remediation of and compensation for biomechanical deficits and impairments.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and non-standardized assessments for collaboration in the intervention planning process.
- facilitate client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- collect, organize, and report evaluation and outcome data under the supervision of an occupational therapist.
- provide interventions to enhance safety, health and wellness, and performance in occupations, including occupation-based tasks, preparatory methods and tasks, education, and advocacy.
- explain strategies for use of assistive technologies to enhance occupational performance.
- provide training in basic functional mobility, including transfers, wheelchair management, and mobility devices.
- demonstrate principles of teaching and learning as a part of OT process, using educational and health literacy approaches.
- demonstrate effective and role-appropriate OT/OTA collaboration in the screening and evaluation process.
- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.

OTA 120 Fundamentals of Occupational Therapy Assistant Practice

Units: 2.5
Hours: 45 hours LEC
Prerequisite: OTA 123 and LIBR 307 with grades of "C" or better.
In this course the student will develop knowledge and understanding of the various contexts in which Occupational Therapy (OT) services are provided. Participation in the management and reimbursement of OT services within the scope of the Occupational Therapy Assistant (OTA) is addressed as well. Included is discussion of the principles of management and systems as they relate to providing OT services to individuals and within organizations. Professional responsibilities are examined with an emphasis on development of professional attitudes and behaviors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define the process of OT theory development and its importance to occupational therapy.
- explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies.
- describe the inter- and intraprofessional consultative process.
- demonstrate knowledge of technology in OT practice, to include electronic documentation systems and telehealth methods.
- identify legislation and regulations for treatment of dysphagia and feeding disorders within California and in the role of the OTA.
- identify legislation and regulations for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory methods within California and in the role of the OTA.
- describe care coordination, case management, and transition services in traditional practice environments.
- describe various roles, dynamics, and desired attributes within the interprofessional team.
- describe the process of collaboration with the OT when referral to other professions and/or community agencies is indicated.
- describe the process of collaboration with the OT when there is a need to design primary care-based programming to support occupational performance.
- describe various reimbursement and coding systems, and documentation requirements that include justification for OT services.
- identify and explain contextual, current policy issues, socioeconomic, political, geographic, and demographic factors affecting the practice of OT.
- explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effecting systems changes, recognizing opportunities in emerging practice, and expanding the role of the OTA.
- explain basic business practices, including financial management, billing, and coding.
- describe ways in which federal/state legislation and regulations and their implications affect current practice in OT.
- demonstrate knowledge of state and national administrative bodies legislating and regulating licensure and credentialing for OT practitioners.
- identify the need for and demonstrate the ability to participate in development, marketing, and management of service delivery options as related to current practice areas in OT.
- describe and participate in processes for quality management and improvement, implementing program changes as needed.
- define strategies for legal and ethical factors in supervision of the OTA and OT aides.
- understand principles of teaching and learning in the role of the OTA, as applied to patient education and academic settings.
- explain how scholarly activities and literature contribute to the development of the profession.
- understand the difference between quantitative and qualitative research studies.
- demonstrate knowledge of liability issues in current models of service provision and the role of the OTA providing services on a contractual basis.
- define how the role of the professional is enhanced by participating in local, national, and international leadership positions in organizations.

OTA 121 Contemporary Models of Practice in Occupational Therapy
Significant changes in health care have resulted in a move away from the medical and institutional models to community-based models. This course will provide the Occupational Therapy Assistant (OTA) student with a foundation of knowledge that will allow the student to pursue practice opportunities in community-based and other non-traditional and emerging practice settings. In this course, the student will gain an understanding of the various disciplines involved in these settings, the role of or potential for occupational therapy (OT) services within these organizations and funding sources. The student will explore legislative aspects of OT in community-based and non-traditional services, further developing their professional advocacy skills. Students will also explore the profession’s philosophical beliefs about inclusion and OT service accessibility.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply knowledge of how OT history, philosophical base, theory, and sociopolitical climate influence society’s occupational needs and OT practice.
- apply evidence-based aspects of the benefits of balancing areas of occupation and the role of occupation in health promotion and illness prevention in community-based and non-traditional practice areas.
- engage the inter- and intraprofessional consultative process.
- describe care coordination, case management, and transition services in emerging practice environments.
- describe the process of collaboration with the OT when referral to other professions and/or community agencies is indicated.
- describe the process of collaboration with the OT when there is a need to design community-based programming to support occupational performance.
- identify and explain contextual, current policy issues, socioeconomic, political, geographic, and demographic factors affecting the practice of OT.
- explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effecting systems changes, recognizing opportunities in emerging practice, and expanding the role of the OTA.
- describe ways in which federal/state legislation and regulations and their implications affect emerging and/or underserved practice areas in OT.
- identify the need for and demonstrate the ability to participate in development, marketing, and management of service delivery options as related to emerging and/or underserved practice areas in OT.
- describe and participate in processes for quality management and improvement, implementing program changes as needed.
- demonstrate knowledge of liability issues in emerging models of service provision and the role of the OTA providing services on a contractual basis.
- promote OT by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

**OTA 122 Introduction to Clinical Practice in Non-Traditional Settings**

- **Units:** 1
- **Hours:** 54 hours LAB
- **Prerequisite:** AH 106 with a grade of “C” or better
- **Enrollment Limitation:** Students must have completed all degree and college graduation requirements with the exception of OTA courses and be officially accepted into an OTA program cohort.
- **Catalog Date:** June 1, 2020

Through Level I fieldwork experiences, students will be introduced to non-traditional practice for individuals with conditions that limit or affect engagement in occupations. As participant observers, students will integrate academic experiences with Occupational Therapy (OT) process in fieldwork settings serving non-traditional clients, those not in typical clinical settings. Through interactions with clients and staff, students will develop skills in observation of occupational performance, clinical safety, therapeutic communication and clinical relationships, professional behavior and boundary-setting, and the self-awareness necessary to be a successful OT practitioner. Students will be required to complete 40 hours of clinical fieldwork during weekday business hours and attend 14 hours of on-campus discussion group. This course is graded Pass/No Pass. Note: Fieldwork sites may require current documentation for the following requirements: a physical examination, immunizations, a TB test, CPR certification for health personnel (level C), background check, fingerprinting, drug screen, proof of health insurance, and proof of automobile insurance if driving is involved as part of the clinical experience. Students are responsible for their own transportation to/from the fieldwork site.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- promote OT and define the distinct nature of occupation through outreach activities by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.
- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.
- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
- document client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile.
- identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.
- describe various roles, dynamics, and desired attributes within the interprofessional team.
- demonstrate a knowledge and understanding of essential core documents from the American Occupational Therapy Association (AOTA) and how these guide ethical practice and decision-making in OT practice.
- demonstrate written and verbal reporting skills.
- demonstrate work behaviors that reflect the professional nature of OT practice.

OTA 123 Fundamentals of Clinical Documentation

1 Unit
18 hours LEC

Students must have completed all degree and college graduation requirements with the exception of core OTA courses and be officially accepted into an OTA program cohort.

In this course, the Occupational Therapy Assistant student will develop basic skills in clinical documentation. Students will be introduced to various documentation formats as required by different treatment settings and reimbursement systems. Students will be required to distinguish between subjective and objective reports and development of the clinical opinion and a plan based on these reports. The "Occupational Therapy Practice Framework" will be used as a tool critical to developing fluency in documentation terminology.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define elements of the OT Practice Framework including features of the areas of occupation, performance skills and patterns, activity demands, contexts and environments, client factors, and the interaction of occupation and activity.
- report evaluation and outcome data under the supervision of an occupational therapist.
- demonstrate knowledge of technology in OT practice, to include electronic documentation systems.
- identify common reimbursement and coding systems, and documentation requirements that include justification for OT services.
- apply common medical terminology and abbreviations as components of effective clinical documentation.
- identify methods for documenting perspectives of the patient and caregiver, clinical data gathered as part of the OT process, clinical opinions, and intervention plans.
- create sample documentation notes, applying different formats used in practice.
- list legal factors in clinical documentation.

OTA 124 Introduction to Electronic Documentation for the OTA

0.5 Unit
The use of electronic medical record (EMR) is an expected skill in health care practice as service providers establish compliance with federal mandates for medical information management. This course will provide the occupational therapy assistant student with an introduction to EMR formats, methods, reimbursement requirements, and legal issues. This course prepares the student for learning the basics of the EMR in preparation for Level II fieldwork.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- report evaluation and outcome data under the supervision of an occupational therapist.
- demonstrate knowledge of technology in OT practice, to include electronic documentation systems.
- identify and describe factors related to common reimbursement and coding systems, and explain documentation requirements that include justification for OT services.
- demonstrate basic skills in accessing various features of electronic documentation as related to occupational therapy service provision by the occupational therapy assistant.
- demonstrate how to enter specific data into the electronic medical record, including minutes and type(s) of service provided and billing codes.
- demonstrate how to enter relevant narrative information into the electronic medical record, including patient feedback and clinical assessment.

OTA 131 Occupational Therapy Theory and Process in Psychosocial Dysfunction

Upon completion of this course, the student will be able to:

- demonstrate knowledge of concepts of human development, psychology, and behavior in adult populations, inclusive of factors in behavioral, social, and occupational science.
- explain how sociocultural, socioeconomic, diversity, and lifestyle factors affect the needs of individuals and groups.
- define social determinants of health, identifying risk, epidemiological, and public health factors for cognitive-behavioral populations.
- apply theory and evidence to OT intervention planning for cognitive-behavioral populations in a variety of contexts and settings.
- define the process of theory development and its importance to occupational therapy.
- apply knowledge of how OT history, philosophical base, theory, and sociopolitical climate influence society’s occupational needs and OT practice.
- incorporate elements of the OT Practice Framework and the interaction of occupation and activity into clinical reasoning for cognitive-behavioral populations.
identify evidence-based aspects of the benefits of balancing areas of occupation and the role of occupation in health promotion and illness prevention.

identify the effects of disease processes and their impact on occupational performance in cognitive-behavioral populations.

apply principles of activity analysis in order to grade, adapt, and modify activity demands and environments to optimize intervention plans and maximize occupational performance.

demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.

demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and non-standardized assessments for collaboration in the intervention planning process.

facilitate client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.

collect, organize, and report evaluation and outcome data under the supervision of an occupational therapist.

select intervention strategies that remediate and/or compensate for functional cognitive, visual, and psychosocial/behavioral deficits that affect occupational performance.

provide interventions to enhance safety, health and wellness, and performance in occupations, including occupation-based tasks, preparatory methods and tasks, education, and advocacy.

demonstrate principles of teaching and learning as a part of OT process, using educational and health literacy approaches.

monitor and communicate aspects of intervention outcomes and the justification to continue or modify treatment, in collaboration with the OT.

identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.

demonstrate effective and role-appropriate OT/OTA collaboration in the screening and evaluation process.

describe the role of the OTA in implementing discharge plan designed by the OT and the interprofessional team that includes resources and considers the discharge environment.

understand principles of teaching and learning in the role of the OTA, as applied to patient education and academic settings.

demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.

OTA 132 Introduction to Clinical Practice in Psychosocial Dysfunction

Units: 1
Hours: 54 hours LAB
Prerequisite: See enrollment limitations
Corequisite: OTA 131
Enrollment Limitation: Students must have completed all degree and college graduation requirements with the exception of OTA courses and be officially accepted into an OTA program cohort.
Catalog Date: June 1, 2020

Through Level I fieldwork experiences, students will be introduced to clinical practice for individuals with mental health conditions and disregulated behaviors that limit or affect engagement in occupations. As participant observers, students will integrate academic experiences with Occupational Therapy (OT) process in settings serving clients with a variety of psychosocial challenges and degrees of disability. Through interactions with clients and staff, students will develop skills in observation of occupational performance, clinical safety, therapeutic communication and clinical relationships, professional behavior and boundary-setting, and the self-awareness necessary to be a successful OT practitioner. Students will be required to complete 40 hours of clinical fieldwork during weekday business hours and attend 14 hours of on-campus discussion group. This course is graded Pass/No Pass. Note: Fieldwork sites may require current documentation for the following requirements: a physical examination, immunizations, a TB test, CPR certification for health personnel (level C), background check, fingerprinting, drug screen, proof of health insurance, and proof of automobile insurance if driving is involved as part of the clinical experience. Students are responsible for their own transportation to/from the fieldwork site.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- promote OT and define the distinct nature of occupation through outreach activities by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.
• demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
• document client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
• demonstrate skills in contributing to the evaluation process by completion of the occupational profile.
• identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.
• describe various roles, dynamics, and desired attributes within the interprofessional team.
• demonstrate a knowledge and understanding of essential core documents from the American Occupational Therapy Association (AOTA) and how these guide ethical practice and decision-making in OT practice.
• demonstrate written and verbal reporting skills.
• demonstrate work behaviors that reflect the professional nature of OT practice.

OTA 140 Theoretical Foundations of Physical Dysfunction

This course introduces the Occupational Therapy Assistant (OTA) student to neurological, orthopedic, and medical conditions that result in physical disabilities. Students will explore areas of occupation, performance skills, performance patterns, contexts, activity demands, and client factors that affect engagement in occupation throughout the lifespan and how these are influenced by physical dysfunction. Students will also develop skills in the use of professional literature and resources, as well as an awareness of the theoretical models that influence clinical decision-making.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• articulate knowledge of the structure and function of the human body to include biological factors, neuroscience, kinesiology, and biomechanics.
• define social determinants of health, identifying risk, epidemiological, and public health factors for physical disability populations.
• apply theory and evidence to OT intervention planning for physical disability populations in a variety of contexts and settings.
• identify the effects of disease processes and their impact on occupational performance in physical disabilities populations.
• apply principles of activity analysis in order to grade, adapt, and modify activity demands and environments to optimize intervention plans and maximize occupational performance.
• describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
• locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
• explain how scholarly activities and literature contribute to the development of the profession.
• demonstrate the skills to understand a scholarly report.

OTA 141 Occupational Therapy Process in Physical Dysfunction

UNIT: 3
Hours: 54 hours LEC
Prerequisite: OTA 110 and 111 with grades of “C” or better
Corequisite: OTA 141 and 142
Catalog Date: June 1, 2020

This course introduces the Occupational Therapy Assistant (OTA) student to neurological, orthopedic, and medical conditions that result in physical disabilities. Students will explore areas of occupation, performance skills, performance patterns, contexts, activity demands, and client factors that affect engagement in occupation throughout the lifespan and how these are influenced by physical dysfunction. Students will also develop skills in the use of professional literature and resources, as well as an awareness of the theoretical models that influence clinical decision-making.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• articulate knowledge of the structure and function of the human body to include biological factors, neuroscience, kinesiology, and biomechanics.
• define social determinants of health, identifying risk, epidemiological, and public health factors for physical disability populations.
• apply theory and evidence to OT intervention planning for physical disability populations in a variety of contexts and settings.
• identify the effects of disease processes and their impact on occupational performance in physical disabilities populations.
• apply principles of activity analysis in order to grade, adapt, and modify activity demands and environments to optimize intervention plans and maximize occupational performance.
• describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
• locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
• explain how scholarly activities and literature contribute to the development of the profession.
• demonstrate the skills to understand a scholarly report.
This course examines the role of the Occupational Therapy Assistant (OTA) when working with individuals who have orthopedic, neurological, or medical conditions. Occupational Therapy (OT) process will be addressed, to include an understanding of an occupational profile, analysis of occupational performance, as well as intervention planning, implementation, and approaches. Students will also develop skills in selected assessments, clinical documentation, and the selection and use of therapeutic activities and media to elicit engagement in occupation and therapeutic outcomes.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- incorporate elements of the OT Practice Framework and the interaction of occupation and activity into clinical reasoning for physical disabilities populations.
- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and non-standardized assessments for collaboration in the intervention planning process.
- facilitate client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- collect, organize, and report evaluation and outcome data under the supervision of an occupational therapist.
- select intervention strategies that remediate and/or compensate for functional visual deficits that affect occupational performance.
- provide interventions to enhance safety, health and wellness, and performance in occupations, including occupation-based tasks, preparatory methods and tasks, education, and advocacy.
- explain and demonstrate strategies for use of assistive technologies to enhance occupational performance.
- explain the need for, and design, fabricate, apply, fit, and train others in orthotics to enhance occupational performance.
- provide training in basic and advanced functional mobility, including transfers, wheelchair management, and mobility devices.
- provide training to enhance community mobility, including driver rehabilitation and community access.
- demonstrate knowledge of technology in OT practice, to include virtual environments.
- demonstrate interventions for dysphagia and feeding disorders, including precautions and techniques, for adult populations.
- apply principles of ergonomics based on client needs and contexts, and with consideration for technological advances.
- demonstrate principles of teaching and learning as a part of OT process, using educational and health literacy approaches.
- monitor and communicate aspects of intervention outcomes and the justification to continue or modify treatment, in collaboration with the OT.
- identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.
- demonstrate effective and role-appropriate OT/OTA collaboration in the screening and evaluation process.
- describe the role of the OTA in implementing discharge plan designed by the OT and the interprofessional team that includes resources and considers the discharge environment.
- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.

OTA 142 Introduction to Clinical Practice in Physical Dysfunction

| Units: | 1 |
| Hours: | 54 hours LAB |
| Prerequisite: | OTA 110 and 111 with grades of "C" or better |
| Corequisite: | OTA 141 |
| Catalog Date: | June 1, 2020 |

Through Level I fieldwork experiences, students will be introduced to clinical practice for individuals with physical disabilities that limit or affect engagement in occupation. As participant observers, students will integrate academic experiences with Occupational Therapy (OT) process in settings serving clients with a variety of physical challenges and degrees of disability. Through interactions with clients and
staff, students will develop skills in observation of occupational performance, clinical safety, therapeutic communication and clinical relationships, professional behavior and boundary-setting, and the self-awareness necessary to be a successful OT practitioner. Students will be required to complete 40 hours of clinical fieldwork during weekday business hours and attend 14 hours of on-campus discussion group. This course is graded Pass/No Pass. Note: Fieldwork sites may require current documentation for the following requirements: a physical examination, immunizations, a TB test, CPR certification for health personnel (level C), background check, fingerprinting, drug screen, proof of health insurance, and proof of automobile insurance if driving is involved as part of the clinical experience. Students are responsible for their own transportation to/from the fieldwork site.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- promote OT and define the distinct nature of occupation through outreach activities by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.

- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.

- document client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.

- demonstrate skills in contributing to the evaluation process by completion of the occupational profile.

- identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.

- describe various roles, dynamics, and desired attributes within the interprofessional team.

- demonstrate a knowledge and understanding of essential core documents from the American Occupational Therapy Association (AOTA) and how these guide ethical practice and decision-making in OT practice.

- demonstrate written and verbal reporting skills.

- demonstrate work behaviors that reflect the professional nature of OT practice.

### OTA 150 Occupational Therapy Process and Practice in Developmental Disabilities and Pediatric Conditions

#### Units:
2.5

#### Hours:
36 hours LEC; 27 hours LAB

#### Prerequisite:
See enrollment limitations

#### Corequisite:
OTA 152

#### Enrollment Limitation:
Students must have completed all degree and college graduation requirements with the exception of OTA courses and be officially accepted into an OTA program cohort.

#### Catalog Date:
June 1, 2020

This course introduces developmental disabilities and common conditions of children and adolescents referred for occupational therapy treatment. The scope of occupational therapy, the types of practice settings, and the role of the occupational therapy assistant in pediatrics and developmental disabilities are also covered. Common frames of references, evaluation tools and procedures, and intervention strategies used in pediatric occupational therapy practice are presented.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of concepts of human development, psychology, and behavior in pediatric and adolescent populations, inclusive of factors in behavioral, social, and occupational science.

- define social determinants of health, identifying risk, epidemiological, and public health factors for pediatric and adolescent populations.

- apply theory and evidence to OT intervention planning for pediatric and adolescent populations in a variety of contexts and settings.

- incorporate elements of the OT Practice Framework and the interaction of occupation and activity into clinical reasoning for pediatric and adolescent populations.
identify the effects of disease processes and their impact on occupational performance in pediatric and adolescent populations.

demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.

demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and non-standardized assessments for collaboration in the intervention planning process.

facilitate client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.

collect, organize, and report evaluation and outcome data under the supervision of an occupational therapist.

select intervention strategies that remediate and/or compensate for functional cognitive, visual, and psychosocial or behavioral deficits that affect occupational performance.

provide interventions to enhance safety, health and wellness, and performance in occupations, including occupation-based tasks, preparatory methods and tasks, education, and advocacy.

explain and demonstrate strategies for use of assistive technologies to enhance occupational performance.

explain the need for orthotics in pediatric populations to enhance occupational performance.

explain variables of dysphagia and feeding disorders, including precautions and techniques, for pediatric populations.

demonstrate effective and role-appropriate OT/OTA collaboration in the screening and evaluation process.

demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.

OTA 152 Introduction to Clinical Practice in Pediatric Conditions

Units: 0.5
Hours: 27 hours LAB
Prerequisite: See enrollment limitations
Corequisite: OTA 150
Enrollment Limitation: Students must have completed all degree and college graduation requirements with the exception of OTA courses and be officially accepted into an OTA program cohort.
Catalog Date: June 1, 2020

Through Level I fieldwork experiences, students will be introduced to clinical practice for individuals with pediatric or developmental conditions that limit or affect engagement in occupation. As participant observers, students will integrate academic experiences with Occupational Therapy (OT) process in settings serving clients with a variety of occupational challenges and degrees of disability. Through interactions with clients and staff, students will develop skills in observation of occupational performance, clinical safety, therapeutic communication and clinical relationships, professional behavior and boundary-setting, and the self-awareness necessary to be a successful OT practitioner. Students will be required to complete 20 hours of clinical fieldwork and attend 7 hours of on-campus discussion group. This course is graded Pass/No Pass. Note: Fieldwork sites may require current documentation for the following requirements: a physical examination, immunizations, a TB test, CPR certification for health personnel (level C), background check, fingerprinting, drug screen, proof of health insurance, and proof of automobile insurance if driving is involved as part of the clinical experience. Students are responsible for their own transportation to/from the fieldwork site.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- promote OT and define the distinct nature of occupation through outreach activities by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.

- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.

- document client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.

- demonstrate skills in contributing to the evaluation process by completion of the occupational profile.

- identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.

- describe various roles, dynamics, and desired attributes within the interprofessional team.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.
- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and non-standardized assessments for collaboration in the intervention planning process.
- facilitate client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.
- implement a discharge plan designed by the OT and the interprofessional team that includes resources and considers the discharge environment.
- demonstrate a knowledge and understanding of essential core documents from the American Occupational Therapy Association (AOTA) and how these guide ethical practice and decision-making in OT practice.
- demonstrate written and verbal reporting skills.
- demonstrate work behaviors that reflect the professional nature of OT practice.
- demonstrate the ability to accept professional feedback and modify behavior and actions based on feedback.

OTA 161 Fieldwork Level II for the Occupational Therapy Assistant

This course concentrates on the application of knowledge and skills for the occupational therapy assistant (OTA) student. The student is placed in a supervised fieldwork setting, which provides the student with the opportunity for carrying out professional responsibility with appropriate supervision and professional role modeling. Students complete 320 hours of supervised fieldwork in a facility working with patients with physical and/or psychosocial dysfunction. Students will be placed in two distinctly different clinical settings for OTA 160 and OTA 161 in order to experience a broad range of clinical expectations and scenarios, while progressively refining and advancing skills from one course to the next. Fieldwork sites are assigned by the fieldwork coordinator. This course is graded Pass/No Pass. Note: Fieldwork sites may require current documentation for the following requirements: a physical examination, immunizations, a TB test, CPR certification for health personnel (level C), background check, fingerprinting, drug screen, proof of health insurance, and proof of automobile insurance if driving is involved as part of the clinical experience. Students are responsible for their own transportation to/from the fieldwork site.
patients with physical and/or psychosocial dysfunction. Students will be placed in two distinctly different clinical settings for OTA 160 and OTA 161 in order to experience a broad range of clinical expectations and scenarios, while progressively refining and advancing skills from one course to the next. Fieldwork sites are assigned by the fieldwork coordinator. This course is graded Pass/No Pass. Note: Fieldwork sites may require current documentation for the following requirements: a physical examination, immunizations, a TB test, CPR certification for health personnel (level C), background check, fingerprinting, drug screen, proof of health insurance, and proof of automobile insurance if driving is involved as part of the clinical experience. Students are responsible for their own transportation to/from the fieldwork site.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.
- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and non-standardized assessments for collaboration in the intervention planning process.
- facilitate client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.
- implement a discharge plan designed by the OT and the interprofessional team that includes resources and considers the discharge environment.
- demonstrate a knowledge and understanding of essential core documents from the American Occupational Therapy Association (AOTA) and how these guide ethical practice and decision-making in OT practice.
- demonstrate written and verbal reporting skills.
- demonstrate work behaviors that reflect the professional nature of OT practice.
- demonstrate the ability to accept professional feedback and modify behavior and actions based on feedback.

OTA 162

<table>
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<th>Prerequisite:</th>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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OTA 162 Practice Skills for First Rotation OTA Level II Fieldwork

<table>
<thead>
<tr>
<th>Units:</th>
<th>0.5</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>27 hours LAB</td>
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<td>Prerequisite:</td>
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<td>Corequisite:</td>
<td>OTA 160</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course, taken in conjunction with OTA 160, provides the OTA student with structured lab activities to support success in clinical activities during Level II fieldwork. Students will practice the occupational therapy assessment and treatment needs of various populations through the lifespan. To ensure currency in a range of topics, this lab will also include activities related to OTA scope of practice, documentation, regulations, productivity, and reimbursement. National certification exam and licensing preparation activities will also be included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.
- identify client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and
non-standardized assessments for collaboration in the intervention planning process.

- collect, organize, and report evaluation and outcome data under the supervision of an occupational therapist.
- select intervention strategies that remediate and/or compensate for functional cognitive, visual, and psychosocial/behavioral deficits that affect occupational performance.
- provide interventions to enhance safety, health and wellness, and performance in occupations, including occupation-based tasks, preparatory methods and tasks, education, and advocacy.
- describe care coordination, case management, and transition services in traditional practice environments.
- describe variables that justify to continuation or modification of selected interventions, in collaboration with the OT.
- state the requirements and procedures for securing certification and licensure as an OTA.
- define strategies for legal and ethical factors in supervision of the OTA and OT aides.
- understand principles of teaching and learning in the role of the OTA, as applied to patient education and academic settings.
- define how the role of the professional is enhanced by participating in local, national, and international leadership positions in organizations.
- identify and develop strategies for ongoing professional development to maintain current knowledge of OT practice and comply with licensing requirements.

**OTA 163 Practice Skills for Second Rotation OTA**

**Level II Fieldwork**

This course, taken in conjunction with OTA 161, provides the OTA student with structured lab activities to support success in clinical activities during Level II fieldwork. Students will practice the occupational therapy assessment and treatment needs of various populations through the lifespan. To ensure currency in a range of topics, this lab will also include activities related to OTA scope of practice, documentation, regulations, productivity, and reimbursement. National certification exam and licensing preparation activities will also be included.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.
- identify client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and non-standardized assessments for collaboration in the intervention planning process.
- collect, organize, and report evaluation and outcome data under the supervision of an occupational therapist.
- select intervention strategies that remediate and/or compensate for functional cognitive, visual, and psychosocial/behavioral deficits that affect occupational performance.
- provide interventions to enhance safety, health and wellness, and performance in occupations, including occupation-based tasks, preparatory methods and tasks, education, and advocacy.
- describe care coordination, case management, and transition services in traditional practice environments.
- describe variables that justify to continuation or modification of selected interventions, in collaboration with the OT.
- state the requirements and procedures for securing certification and licensure as an OTA.
- define strategies for legal and ethical factors in supervision of the OTA and OT aides.
- understand principles of teaching and learning in the role of the OTA, as applied to patient education and academic settings.
- define how the role of the professional is enhanced by participating in local, national, and international leadership positions in
OTA 295 Independent Studies in Occupational Therapy Assistant

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: Only students officially enrolled in the Occupational Therapy Assistant Program, and in good-standing, are eligible for this course.
Catalog Date: June 1, 2020

This course allows an individual student enrolled in the Occupational Therapy Assistant Program to study, research, and participate in clinical or community activities beyond the scope of regularly offered classes, pursuant to an agreement among the college, faculty members, and the student.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- produce work independently on occupational therapy related topics.
Philosophy examines fundamental and important questions regarding the nature of truth, sound reasoning, morality, beauty, God, justice, reality, and the elements essential to living the good life. Diligent study of philosophy will improve one's critical thinking skills in order to prepare for a career in teaching, law, medical ethics, public service, writing and publishing, social work and religious services, as well as provide a strong foundation for graduate work in various academic disciplines.

This program is intended to prepare students for transfer into baccalaureate philosophy programs at the California State University. It provides essential lower division work and offers a broad selection of elective courses. It also offers the opportunity to develop general skills, such as critical thinking, comprehending challenging reading materials, and producing clear and precise argumentative writing, which are useful in a broad range of endeavors.

Dean
Patti Leonard

Department Chairs
Timothy Quandt

(916) 558-2551

JaimeCB@scc.losrios.edu

Associate Degrees for Transfer

A.A.-T. in Philosophy

This program is intended to prepare students for transfer into baccalaureate philosophy programs at the California State University. It provides essential lower division work and offers a broad selection of elective courses. It also offers the opportunity to develop general skills, such as critical thinking, comprehending challenging reading materials, and producing clear and precise argumentative writing, which are useful in a broad range of endeavors.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

(2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a "C" or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
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<th>COURSE CODE</th>
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<td>PHIL 300</td>
<td>Introduction to Philosophy (3)</td>
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<td>Introduction to Ethics (3)</td>
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<tr>
<td>PHIL 325</td>
<td>Symbolic Logic</td>
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<td>PHIL 330</td>
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<td>or PHIL 480</td>
<td>History of Classical Philosophy - Honors (3)</td>
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<td>or PHIL 481</td>
<td>History of Modern Philosophy - Honors (3)</td>
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<td>PHIL 300</td>
<td>Introduction to Philosophy (3)</td>
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<td>PHIL 310</td>
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<td>PHIL 338</td>
<td>Contemporary Philosophy (3)</td>
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<td>PHIL 352</td>
<td>Introduction to World Religions (3)</td>
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<td>PHIL 368</td>
<td>Law, Justice, and Punishment (3)</td>
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A minimum of 6 units from the following:

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<td>BIOL 350</td>
<td>Environmental Biology (3)</td>
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<tr>
<td>GEOG 302</td>
<td>Environmental Studies &amp; Sustainability (3)</td>
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</table>

Total Units: 18

The Associate in Arts in Philosophy for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- comprehend texts on both literal and inferential levels.
- articulate ideas and arguments in a clear and precise manner.
- defend their own views with careful and compelling reasoning.
- express the perspectives and arguments of others in an accurate and nuanced manner.

Career Information

Those who possess M.A. and Ph.D degrees in philosophy find employment in the academic sector as teachers and professors. In addition, undergraduate study in philosophy is good preparation for law school and other graduate programs requiring facility with critical reasoning and mastering conceptually challenging material.

Associate Degrees

A.A. in Environmental Literacy

The Environmental Literacy degree is designed to provide students with an interdisciplinary knowledge of environmental issues and theories focused on the humanities and social sciences (rather than the natural sciences). The program will require that participants learn (1) various historical, literary, social, psychological, economic, and philosophical dimensions and implications of environmental issues and (2) to read, write, evaluate, revise, and present their ideas with a level of clarity and cogency that will make them eligible for immediate employment.

Catalog Date: June 1, 2020

Degree Requirements

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<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<td>BIOL 305</td>
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<td>Environmental Studies &amp; Sustainability (3)</td>
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A minimum of 6 units from the following: 6
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<td>ECON 304</td>
<td>Principles of Microeconomics (3)</td>
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<td>ENGLT 328</td>
<td>Literature and The Environment (3)</td>
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<td>PHIL 306</td>
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<tr>
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<tr>
<td>BIOL 305</td>
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<td>BIOL 360</td>
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<td>CHEM 320</td>
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<td>GEOG 302</td>
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<td>GEOG 305</td>
<td>Global Climate Change (3)</td>
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<td>ECON 304</td>
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<td>ENGLT 328</td>
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<td>SOC 301</td>
<td>Social Problems (3)</td>
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<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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<td>Total Units:</td>
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<td>18</td>
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The Environmental Literacy Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes
Upon completion of this program, the student will be able to:

- possess specialized knowledge that will be applicable in fields such as environmental politics, literature, economics, philosophy, and community activism.
- demonstrate familiarity with and understanding of the major environmental positions presented in the relevant history and literature.
- identify, expose, analyze, and evaluate the interconnections between the environment and the domestic and world economies.
- identify and critically evaluate environmental conflicts in various realms and at various levels.
- write position papers in regard to environmental concerns that are clear, concise, and well constructed.
- identify, expose, analyze, and evaluate the ethical dimensions of various environmental theories and practices.
- compete for environment focused jobs in administration, law, government, design, journalism, etc.

Career Information
This degree will evidence competency in understanding and ability to work successfully with environmental problems and solutions upon graduation with the AA. Students should be able to assume administrative and research positions and other entry level, non-technical positions. For example, graduates with an associate degree in Environmental Literacy should be employable as environmental research assistants and community organizers (e.g., aiding community transition to low carbon activities). Depending on the course work selected, the course of study may lead into several social science (e.g., political science), humanities (e.g., philosophy), or environmental study bachelor degree programs. Note that most environmental study degree programs in California require natural science and math courses over and above those required for this AA. Students may find employment in policy, law, journalism, education, activism, and arts in regard to the environment. Positions such as policy adviser, energy contract negotiator, city resiliency specialist, public transportation...
coordinator, and environmental journalist are a sample of possible lines of work. Lastly, this program will prepare students to be active, informed participants in their communities in responding to the environmental challenges confronting us.

A.A. in Interdisciplinary Studies: Arts and Humanities

The Interdisciplinary Studies degree is designed for students who seek a greater understanding of disciplines within the arts and humanities. This program is a good choice for students planning on transferring to the California State University or the University of California. The student will be able to satisfy general education requirements and focus on transferable course work that relates to a specific major and/or individual interest.

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

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<th>COURSE CODE</th>
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<td>ART 310</td>
<td>Pen and Ink Drawing (3)</td>
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<td>ART 312</td>
<td>Portrait Drawing (3)</td>
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<td>ART 320</td>
<td>Design: Fundamentals (3)</td>
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<td>ART 322</td>
<td>Design: Image and Content (3)</td>
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<td>Design: Color Theory (3)</td>
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<td>Collage and Assemblage (3)</td>
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<td>ART 330</td>
<td>Mural Painting (3)</td>
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<td>ART 333</td>
<td>Intermediate Oil Painting (3)</td>
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<td>Acrylic Painting (3)</td>
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<td>TGLG 401</td>
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<td>TGLG 402</td>
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<td>VIET 401</td>
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<tr>
<td>VIET 402</td>
<td>Elementary Vietnamese (4)</td>
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</table>

Total Units: 18
Philosophy (PHIL)

PHIL 300 Introduction to Philosophy

This course uses critical thinking techniques to analyze and evaluate the positions, arguments, and methods of different thinkers as expressed in primary texts. Typical topics include human freedom, the belief in God, the nature and limits of scientific knowledge, the basis of moral judgments, natural rights, and the nature of the State.

Upon completion of this course, the student will be able to:

- demonstrate, orally and in writing, a comprehension of the positions, arguments, and methods of various thinkers as expressed in primary texts.
- demonstrate a critical understanding of diverse arguments on major philosophical topics such as the belief in a god; the nature of truth; the requirements of reality; the concept of the self; the nature and limits of knowledge; and the nature of values: aesthetic, moral, or religious.
- formulate and argue, orally and in writing, for a position on a philosophical issue such as the possibility of knowledge or the origins of morality.

PHIL 306 Environmental Philosophy

This course explores historical and contemporary philosophical positions regarding our place in nature and how these positions apply to specific environmental issues. It examines what makes the natural environment valuable and the responsibilities that arise from that value. In addition, it presents theories regarding how the environment affects and is affected by our beliefs.

Upon completion of this course, the student will be able to:

- evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression.

Career Information

Students who complete this degree pattern can find career opportunities in the growing film and entertainment industries; in education; in the design and fabrication industries, and as an independent contractor concentrating in the area of their study.

The Interdisciplinary Studies: Arts and Humanities Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Career Information

Students who complete this degree pattern can find career opportunities in the growing film and entertainment industries; in education; in the design and fabrication industries, and as an independent contractor concentrating in the area of their study.

Select courses from at least three areas.

The Interdisciplinary Studies: Arts and Humanities Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- explain basic understanding of environmental challenges such as global climate change, sea acidification, deforestation, etc. and why they require philosophical attention.
- properly use technical terminology in regard to the environment and to explain how various philosophical positions contribute to the current state of affairs.
- identify, describe, explain, and critically evaluate philosophical positions and arguments pertinent to our place in and interaction with the environment.

PHIL 310 Introduction to Ethics

This course introduces the student to classical and contemporary ethical theories and their application to a variety of contemporary moral issues such as euthanasia, animal rights, torture, and our relationship to the environment.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define, analyze, and appraise both metaethical issues such as moral relativism and normative theories such as virtue ethics, utilitarianism, deontological ethics, and consequentialism.
- examine, compare, and evaluate various ethical theories with respect to specific applied ethical issues such as capital punishment and animal rights.
- demonstrate an understanding of, and an ability to properly use, technical language in regard to both metaethical and normative issues.
- identify and analyze the logical structures of moral arguments and their components.

PHIL 320 Logic and Critical Reasoning

Logic and Critical Reasoning provides instruction and practice in effective, purposeful, and rational thinking. The student will learn to identify premises and conclusions in arguments and to identify cogent inductive arguments and valid deductive arguments. Special emphasis is placed on recognizing and overcoming perceptual and cognitive errors and biases that hinder the ability to think critically. The standards of critical thinking and logic will be discussed in terms of their historical development and their cultural impact on society.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- delineate, explain, and use the fundamental structures of logic, including but not limited to argument form, validity, inference, abduction, strength, and soundness.
- demonstrate knowledge of and ability to discern common fallacies of argument and advertising; identify bias and prejudice in premises.
- analyze and evaluate the reliability of various sources of evidence including eyewitnesses, experts, mass media, textbooks, and others.
- using the skills of logic and basic critical thinking, construct a cogent argument, analyze its weak points and produce a
PHIL 325 Symbolic Logic

Upon completion of this course, the student will be able to:

- distinguish an argument from a description, explanation, or report.
- locate, analyze, and evaluate real-world arguments for validity and soundness using English.
- symbolize arguments in the languages of sentential and predicate logic.
- locate, analyze, and evaluate real-world arguments for validity and soundness using a formal language.
- build truth tables for consistency, validity, and equivalence.

PHIL 330 History of Classical Philosophy

Upon completion of this course, the student will be able to:

- explain a pre-Socratic philosopher’s metaphysical, epistemological, and ethical views using primary and secondary source material.
- explain and critically interpret Plato’s metaphysical, epistemological, or ethical views using primary and secondary source material.
- explain and critically interpret Aristotle’s metaphysical, epistemological, or ethical views using primary and secondary source material.
- explain various post-Aristotelian philosophers’ views on how to attain solace using primary and secondary source material.

PHIL 331 History of Modern Philosophy
This course is a study of the development of Western philosophy from Descartes to Kant. It is recommended for all philosophy, history, and humanities majors. Credit may be earned for PHIL 331 or PHIL 481, but not both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the criticisms of scholasticism made by modern philosophers such as Descartes, Locke, and Kant.
- explain key concepts in epistemology and metaphysics such as material and immaterial substance, idea, causality, God, skepticism, space and time, and free will and determinism as presented by Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.
- explain the main positions and central arguments of three major modern philosophers.
- compare and contrast the positions of any two of the early modern philosophers studied.

PHIL 338 Contemporary Philosophy

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 300 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This class addresses contributions to Western Philosophy in the 20th and 21st century. Topic examples include Existentialism, Philosophy of Mind, Philosophy of Language, Feminism, Philosophy of Science, Philosophy of Film, and Environmental Ethics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate familiarity with and be able to explain major contributions to 20th and 21st century philosophical thought.
- explain and critique specific, selected works by thinkers such as De Beauvoir, Wittgenstein, Searle, Kuhn, and Nussbaum.
- identify problems and challenges to current areas of inquiry and pose possible solutions or future directions.
- demonstrate the ability to analyze, evaluate, and construct cogent arguments and apply them to issues covered in the coursework.

PHIL 352 Introduction to World Religions

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course is an introductory survey of selected world religions. Emphasis is on the origins, beliefs, and interpretations of philosophical concepts underlying Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain and distinguish basic terms, beliefs, and concepts of various religions from several different cultures.
- correlate concise definitions of basic terms, beliefs, and concepts with apt quotations from classic texts of the religions studied.
PHIL 368 Law, Justice, and Punishment

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENWR 101 with a "C" or better
Transferable: CSU; UC
General Education: AA/AS Area V(b); AA/AS Area I; CSU Area C2; CSU Area DB; IGETC Area 3B
Catalog Date: June 1, 2020

This course introduces the student to the historical, cultural, legal, and philosophical development in American culture of (1) abstract principles such as rights, justice, the nature of law, freedom of speech, equal protection of the law, and following precedent; and (2) theoretical issues such as statutory and constitutional interpretation, utilitarian and retributive theories of punishment, and justice as fairness; and (3) practices such as the exclusionary rule, plea bargaining, and the insanity defense.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, expose, evaluate, and discuss arguments and positions presented in legal texts.
- demonstrate familiarity with the content of texts and the capacity to use appropriate legal and philosophical terminology in regard to those cases.
- demonstrate an understanding of the legal theories at work and some of the history contributing to these positions and laws.
- compose cogent essays regarding what we have studied.
- raise interesting philosophical questions in regard to the readings and discussions.

PHIL 480 History of Classical Philosophy - Honors

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 300; Honors courses are open to students who demonstrate an ability to write carefully reasoned, well-organized essays of varying lengths, are prepared to make clear oral presentations in class, and are able to actively contribute to seminar discussions.
Advisory: CSU; UC
Transferable: AA/AS Area I; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course is a study of the origin and development of Western philosophy during the period of the ancient Greeks and Romans. The course is recommended for all philosophy, history, and humanities majors. This honors section uses an intensive instructional methodology designed to challenge motivated students. Credit may be earned for PHIL 330 or PHIL 480 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain a pre-Socratic philosopher's metaphysical, epistemological, and, if relevant, ethical views using primary and secondary source material.
- explain and critically interpret Plato's metaphysical, epistemological, or ethical views using primary and secondary source material.
- explain and critically interpret Aristotle's metaphysical, epistemological, or ethical views using primary and secondary source material.
- explain various post-Aristotelian philosophers' views on how to attain solace using primary and secondary source material.
PHIL 481 History of Modern Philosophy - Honors

This course is a study of the development of Western philosophy from Descartes to Kant. It is conducted in a seminar format and uses an intensive instructional methodology that is designed to challenge motivated students. Credit may be earned for PHIL 331 or PHIL 481, but not both.

Upon completion of this course, the student will be able to:

- explain the criticisms of scholasticism made by modern philosophers such as Descartes, Locke, and Kant.
- explain key concepts in epistemology and metaphysics such as material and immaterial substance, idea, causality, God, skepticism, space and time, and free will and determinism as presented by Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.
- explain the main positions and central arguments of three major modern philosophers.
- compare and contrast the positions of any two of the early modern philosophers studied.

PHIL 495 Independent Studies in Philosophy

An independent studies project involves an individual student or a small group of students who wish to study, research, and/or pursue philosophical topics beyond those covered in regularly offered courses. This course will allow students to study specific topics and gain new perspectives in the discipline. U.C. transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted toward the minimum 60 units required for admission.

Upon completion of this course, the student will be able to:

- analyze and apply the knowledge, skills, and experience that are offered during the independent study project.
- understand and communicate the relevance of the independent study project to the broader discipline.
Photography | Sacramento City College

The Photography program supports both Economic and Workforce Development by offering a wide range of training in the latest technology used in professional photography and multimedia career fields. Our program aligns with industry standards along with partnering with industry leaders to develop curriculum that blends solid theoretical and applied training with both the latest camera capture techniques and associated image processing software. Departmental standards and program faculty serve as a professional resource by providing educational opportunities through degree and certification, leading to employment, career advancement, and transfer to higher education.

Dean
Donnetta Webb

Department Chairs
Paul Estabrook

 (916) 558-2627
 EstabrP@scc.losrios.edu

Associate Degree

A.A. in Photography

The Photography program provides students the opportunity to prepare for entry level positions as press photographers, photojournalists, portrait photographers, freelance photographers, editorial photographers, photo-lab technicians, and positions in other career fields that utilize photography techniques. Students may also pursue transfer to a university program to further their study of photography.

Students planning to prepare for a four-year degree in Photography should consult the lower division requirements of the university to which they plan to transfer.

Recommended High School Preparation: Students should take courses in art, English, journalism, basic photography, and graphic arts.

Costs: In addition to the normal student expenses (for textbooks, personal equipment, and supplies) digital print materials fees may be required. These fees may vary each semester. If these fees create a financial burden, students should consult the Financial Aid Office for possible assistance.

Catalog Date: June 1, 2020

Degree Requirements

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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
<td>PHOTO 210</td>
<td>Photography Business (3)</td>
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<tr>
<td>or PHOTO 212</td>
<td>Marketing &amp; Self-Promotion for Photographers (3)</td>
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<tr>
<td>PHOTO 280</td>
<td>Portfolio Development I</td>
<td>2 - 4</td>
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<tr>
<td>PHOTO 302</td>
<td>Beginning Digital Photography</td>
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<td>PHOTO 380</td>
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<td>or JOUR 364</td>
<td>Multimedia Capture I (3)</td>
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</table>
The Photography Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- describe technical and aesthetic qualities of successful photographs.
- produce photographs using various camera and digital methods.
- demonstrate a thorough knowledge of current computer software and digital imaging skills as they apply to photography.
- produce photographs using photographic papers and various digital media outputs.
- describe successful working relationships with clients and subjects.
- survey history, careers, styles, and trends in professional photography.
- develop pre-production shoot and planning methods.
- execute shoot production in both the studio and on location.
- demonstrate post production technical and creative solutions.
- develop a marketing plan, materials, and support process.
- develop a small business plan and organizational structure.

Career Information

Career Opportunities include Studio Photography; Portrait & Wedding Photography; Photographic Lab Technician; Photojournalism; Industrial or Architectural Photography.

Certificates of Achievement

Commercial and Magazine Photography Photography Certificate

The Commercial and Magazine Photography certificate prepares students for careers in a wide range of commercial photography applications including editorial (magazine), product, food, and studio photography. This concentration develops a broad set of skills that can be applied to a broad range of career fields.

Students will use strobe equipment to learn lighting techniques, work with professionals in the field, and design their own portfolios. Business strategies, self promotion, and work-flow methods will also be covered.

Recommended High School Preparation: Students should take courses in art, English, journalism, basic photography, and graphic arts.

Costs: In addition to the normal student expenses (for textbooks, personal equipment, and supplies) digital print materials fees may be required. These fees may vary each semester. If these fees create a financial burden, students should consult the Financial Aid Office for possible assistance.

Catalog Date: June 1, 2020

Certificate Requirements
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<td>PHOTO 210</td>
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<td>Marketing &amp; Self-Promotion for Photographers</td>
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<td>or JOUR 364</td>
<td>Multimedia Capture I (3)</td>
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<td>PHOTO 390</td>
<td>Studio Lighting Techniques</td>
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<td>PHOTO 267</td>
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<td>PHOTO 268</td>
<td>California Mountain Photography (2)</td>
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<td>California Desert Photography (2)</td>
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<td>PHOTO 282</td>
<td>Portfolio Development III (2 - 4)</td>
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<tr>
<td>PHOTO 372</td>
<td>Advanced Portrait Photography (3 - 4)</td>
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<tr>
<td>PHOTO 381</td>
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<td>Commercial and Advertising Photography (3 - 4)</td>
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<td>PHOTO 400</td>
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<td>PHOTO 402</td>
<td>Adobe Lightroom (3)</td>
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<td>PHOTO 406</td>
<td>High Dynamic Range Imaging “HDRI” (3)</td>
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<td>PHOTO 410</td>
<td>Advanced Digital Imaging (3)</td>
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<td>PHOTO 490</td>
<td>Assignment Photography (0.5 - 4)</td>
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<td>Total Units:</td>
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**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- demonstrate advanced camera functions and techniques associated with their use.
- demonstrate a thorough knowledge of current computer software and digital imaging skills as they apply to photography.
- execute a wide range of technical and creative lighting solutions.
- develop and expand a personal style with pre-visualization conceptualization skills.
- apply shooting production skills in both the studio and on location.
- develop a small business plan and organizational structure.
- develop a marketing plan, materials, and support process.

**Career Information**
Photography Certificate

The photography certificate program is designed for students who want to enter a career path in photography or learn basic photographic skills to enhance their current vocation.

Recommended High School Preparation: Students should take courses in art, English, journalism, basic photography, graphic arts.

Costs: In addition to the normal student expenses (for textbooks, personal equipment, and supplies) digital print materials fees may be required. These fees may vary each semester. If these fees create a financial burden, students should consult the Financial Aid Office for possible assistance.

Catalog Date: June 1, 2020

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<td>PHOTO 350</td>
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<tr>
<td>or JOUR 360</td>
<td>Photojournalism (3)</td>
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<tr>
<td>PHOTO 370</td>
<td>Portraiture and Wedding Photography (3 - 4)</td>
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<tr>
<td>PHOTO 390</td>
<td>Studio Lighting Techniques (3 - 4)</td>
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<tr>
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<td>Total Units:</td>
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<td>17-19</td>
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</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- produce photographs using various camera, film, and digital methods.
- demonstrate a thorough knowledge of current computer software and digital imaging skills as they apply to photography.
- produce photographs using photographic papers and various digital media outputs.
 execute a wide range of digital darkroom techniques and processes.

develop a marketing plan, materials, and support process.

develop a small business plan and organizational structure.

Career Information

Career opportunities include photography lab work, photography lab management, and photographer's assistant.

Portrait and Wedding Photography Certificate

The Portrait and Wedding Certificate will provide photographic skills, visual aesthetics, and small business foundations to establish a portraiture photography studio or work as a photographer or manager in a larger studio. Areas covered include personal/family portraiture and wedding and event photography. Students will learn techniques to pose and work with models and clients, use strobe equipment and available lighting techniques, work with professionals in the field, and design their own portfolios. Business strategies, self promotion, and work-flow methods will also be covered.

Recommended High School Preparation: Students should take courses in art, English, journalism, basic photography, and graphic arts.

Costs: In addition to the normal student expenses (for textbooks, personal equipment, and supplies,) digital print materials fees may be required. These fees may vary each semester. If these fees create a financial burden, students should consult the Financial Aid Office for possible assistance.

Catalog Date: June 1, 2020

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<td>PHOTO 280</td>
<td>Portfolio Development I</td>
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<td>PHOTO 281</td>
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<tr>
<td>PHOTO 370</td>
<td>Portraiture and Wedding Photography</td>
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<tr>
<td>PHOTO 380</td>
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<tr>
<td>PHOTO 392</td>
<td>Commercial and Advertising Photography (3 - 4)</td>
<td></td>
</tr>
</tbody>
</table>
# Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate advanced camera functions and techniques associated with their use.
- demonstrate a thorough knowledge of current computer software and digital imaging skills as these apply to photography.
- execute a wide range of technical and creative lighting solutions.
- develop and expand a personal style with pre visualization conceptualization skills.
- compare and differentiate career options, styles, and trends in professional portraiture and wedding photography.
- develop a small business plan and organizational structure.
- develop a marketing plan, materials, and support process.
- demonstrate post-production technical and creative solutions for wedding packages.

# Career Information

Career opportunities include wedding or portrait photographer, studio assistant, studio photographer, freelance photographer, or lab manager.
Physical Therapist Assistant
| Sacramento City College

Physical therapist assistants (PTAs) are licensed health care providers who provide physical therapy services under the supervision of a physical therapist.

Physical therapist assistants treat patients with movement, strength, and coordination disorders in order to improve function, decrease pain, and increase independence. The scope of practice may include:

- Administration of physical modalities
- Therapeutic exercise
- Ambulation training
- Assisting/instructing patients with transfers and functional activities

Physical therapist assistants:

- Must recognize common medical disorders
- Must be able to assess whether patients are progressing appropriately with the treatment plan determined by the supervising physical therapist
- Work closely with other allied health team members
- Are currently in demand in the health care system and physical therapist assistant is listed as one of the ten fastest growing occupations by the US Department of Labor Bureau of Labor Statistics

Dean
James Collins

Department Chairs
David Doron

(916) 558-2271
scc-pta@scc.losrios.edu

Associate Degree

A.S. in Physical Therapist Assistant

The Physical Therapist Assistant (PTA) program is at the Associate in Science Degree level, which requires completion of the required program plus general education requirements. These include prerequisite courses (14.5 units), PTA courses (36.5 units), Allied Health courses (3 units), and specific general education courses required for the program (9 units). Students must also take additional courses to meet graduation requirements of the college (10-19 units). PTA and Allied Health courses are offered Monday through Thursday in the evening and are scheduled sequentially for four semesters and one summer session. Supervised clinical experiences are integrated throughout the program. Introduction to Clinical Practice (PTA 122) is a 3-week full-time clinical practicum during the summer session. Clinical Practicum I and II (PTA 142 and 152) are each full-time 6-week clinical experiences at the end of fall and spring semesters of the second year. Clinical sites are located throughout the greater Sacramento and Northern California region.

Recommended Preparation:

High school college preparatory courses including algebra, biology, chemistry, and physiology are recommended. Volunteer work or observational experience in a physical therapy facility is recommended in order to assist students in making a career decision. Medical Language (AH 110) is advised prior to enrollment in the program.
Informational meetings are held several times each semester and provide prospective students with information on program prerequisites, enrollment processes, and other facts about the program and the field of physical therapy. Current information on program policies and procedures, clinical sites, and data on graduation rates, licensure, and employment may be obtained through the program coordinator. Call (916) 558-2298 or visit the PTA program website at http://www.scc.losrios.edu/pta for more information.

Licensure:

Graduates of this program are eligible for the National Physical Therapist Assistant Examination and the California Physical Therapy Laws and Regulations Exam. After successful completion of the examinations and all requirements of the Physical Therapy Board of California, graduates may be licensed to work as physical therapist assistants in California.

Cost of the Program:

The cost of the program includes enrollment fees, which are subject to change. Other estimated costs include: books and supplies $1200.00; physical examination, immunizations, drug screen, background check, and other clinical requirements $500.00; malpractice insurance $30.00; uniforms $50.00; and application for licensure after graduation $900.00. Students must also plan for travel costs to and from the clinical facilities, many of which are outside the Sacramento area. Some students may need to arrange for housing during full time clinical experiences.

Accreditation:

The Physical Therapist Assistant Program at Sacramento City College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.

Transfer Students:

Students from other accredited PTA programs may apply to transfer to the Sacramento City College PTA program. Enrollment depends upon evidence of completion of equivalent academic and clinical course work and on space available in the program.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>BIOL 430</td>
<td>Anatomy and Physiology</td>
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<tr>
<td>BIOL 431</td>
<td>Anatomy and Physiology</td>
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<tr>
<td>ENGWR 300</td>
<td>College Composition (3)</td>
<td>3 - 4</td>
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<tr>
<td>or ESLW 340</td>
<td>Advanced Composition (4)</td>
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<tr>
<td>or ENGWR 488</td>
<td>Honors College Composition and Research (4)</td>
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<tr>
<td>PTA 100</td>
<td>Introduction to Physical Therapist Assistant</td>
<td>1.5</td>
</tr>
<tr>
<td>PTA 110</td>
<td>Kinesiology for PTA Students</td>
<td>3</td>
</tr>
<tr>
<td>PTA 111</td>
<td>Kinesiology Laboratory for PTA Students</td>
<td>2</td>
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<tr>
<td>PTA 120</td>
<td>Beginning Procedures - Physical Therapy Modalities and Procedures</td>
<td>3.5</td>
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<tr>
<td>PTA 121</td>
<td>Disorders I - Selected Disorders Commonly Seen in Physical Therapy</td>
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</tr>
<tr>
<td>AH 106</td>
<td>Communication for Allied Health Careers</td>
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<td>PTA 122</td>
<td>Introduction to Clinical Practice</td>
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<td>COURSE CODE</td>
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<tr>
<td>PTA 130</td>
<td>Intermediate Procedures, Physical Therapy Modalities and Procedures</td>
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<td><strong>Second Year, Fall Semester:</strong></td>
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<tr>
<td>PTA 140</td>
<td>Therapeutic Exercise - Exercise Programs, Protocols and Procedures</td>
<td>3</td>
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<td>PTA 141</td>
<td>Disorders II - Nervous System Disorders</td>
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<td>PTA 142</td>
<td>Clinical Practicum I</td>
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<td><strong>Second Year, Spring Semester:</strong></td>
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<tr>
<td>PTA 150</td>
<td>Functional Activities &amp; Gait - Activities of Daily Living and Gait Training Techniques</td>
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<td>PTA 151</td>
<td>Advanced Procedures-Advanced Modalities and Treatment Procedures</td>
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<tr>
<td>PTA 152</td>
<td>Clinical Practicum II</td>
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<td>PTA 153</td>
<td>Professional Issues in Physical Therapy</td>
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<td><strong>General Education Courses:</strong></td>
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<tr>
<td>NUTRI 300</td>
<td>Nutrition (3)</td>
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<td>or NUTRI 480</td>
<td>Nutrition Honors (3)</td>
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<tr>
<td>or HEED 300</td>
<td>Health Science (3)</td>
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<tr>
<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<tr>
<td>or FCS 324</td>
<td>Human Development: A Life Span (3)</td>
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<tr>
<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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<tr>
<td>or SOC 480</td>
<td>Introductory Sociology - Honors (3)</td>
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<tr>
<td>or ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<tr>
<td>or ANTH 481</td>
<td>Honors Cultural Anthropology (3)</td>
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<td></td>
<td><strong>Total Units:</strong></td>
<td>61 - 62</td>
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</table>

The Physical Therapist Assistant Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Enrollment Eligibility**

To be eligible for enrollment in the program, the student must meet the following criteria:

- Enrollment in the Physical Therapist Assistant program is based on completion of prerequisite courses. Grades of "C" or better and a minimum cumulative GPA of 3.0 are required in the prerequisite courses. Credit earned for courses taken as Pass/No Pass will be calculated into the GPA as "C" grades. Applicants must submit applications online and official transcripts to the Office of Admissions & Records. Approximately 30 students are enrolled in the program annually. Prerequisite courses include:

  - PTA 100 (Introduction to Physical Therapist Assistant) with a grade of "C" or better
  - BIOL 430 and 431 (Anatomy and Physiology), or equivalent courses, with grades of "C" or better within 10 years. If students have completed all other prerequisites, but have BIOL 431 (or equivalent) in progress at the time of application, they will be considered eligible, pending receipt of final grade report.
  - ENGWR 300 (College Composition) or ENGWR 488 (Honors College Composition and Research) or ESLW 340 (Advanced Composition) with a grade of "C" or better

**Enrollment Process**
Eligible students are selected for the program according to the following steps:

- Students apply for enrollment to the Physical Therapist Assistant program during each spring semester for entry in the following fall semester. Students wishing to apply for enrollment must submit an online application to the PTA program during the application period. The application form and the dates of the application period can be accessed via the PTA program website at http://www.scc.losrios.edu/pta.

- In the event there are more applicants than spaces available, students who meet the enrollment eligibility requirements will be entered into a random selection pool.

- Students accepted for enrollment in the Physical Therapist Assistant program will be required to provide documentation of a) capability to perform essential job-related functions of a physical therapist assistant; b) completed physical examination and immunizations; c) TB test; d) current professional level CPR certification; e) first aid certification, f) blood-borne pathogen certification, and g) HIPAA training certification. Prior to assignment to a clinical experience, students will be required to undergo a criminal background check and an 8-panel drug screen test.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- perform the duties of a physical therapist assistant in a safe manner that minimizes risk to patients, self, and others.

- demonstrate professional behavior.

- practice under the supervision of a physical therapist in a manner consistent with legal standards, ethical guidelines, and standards of the profession.

- perform interventions of therapeutic exercise, therapeutic techniques, physical agents, mechanical modalities, electrotherapeutic modalities, and functional training in a competent manner consistent with the plan of care established by the physical therapist.

- gather data effectively to measure and report patient response to treatment.

- demonstrate clinical problem-solving skills.

- demonstrate effective verbal and non-verbal communication with patients, family, staff, other health care providers, and members of the community.

- adapt delivery of care with recognition and respect for individual differences within the plan of care established by the physical therapist.

- produce quality documentation in a timely manner to support the delivery of physical therapy services, and that adheres to standards of state practice acts, the practice setting, and other regulatory agencies.

- use resources effectively for the efficient delivery of physical therapy services.

- demonstrate preparation for employment in a variety of settings to meet the health care resource needs of the community.

- assess own performance and engage in self-directed learning activities to enhance clinical performance.

Career Information

This program prepares the student for employment as a physical therapist assistant. Physical therapist assistants work under the supervision of physical therapists in a wide variety of health care settings. These include hospitals, rehabilitation centers, private practices, and skilled nursing and extended care facilities. Physical therapist assistants treat clients with mobility, strength, and coordination disorders in order to improve function, decrease pain, and increase independence. Physical therapist assistants perform interventions that include therapeutic exercise, therapeutic techniques, physical agents, and mechanical and electrotherapeutic modalities. They assist patients in performing transfers, ambulation, and other types of functional activities. Physical therapist assistants collect and document data in order to assess whether patients are progressing appropriately within the plan of care determined by the physical therapist.

Physical Therapist Assistant (PTA)

PTA 100 Introduction to Physical Therapist Assistant

<table>
<thead>
<tr>
<th>Units:</th>
<th>1.5</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>27 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
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<tr>
<td>Advisory:</td>
<td>ENGWR 300 or ESLW 340 with a grade of &quot;C&quot; or better</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>
This course provides an introduction to the field of physical therapy and the role of the physical therapist assistant within the health care delivery system. Definitions of physical therapy, history and development of the profession, and the diverse types of clinical practice and employment settings are explored. The mission and goals of the professional organization, standards of practice, laws and regulations, and licensure requirements are introduced. Students observe examples of physical therapy practice using on-line media resources and submit a written report.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define physical therapy practice.
- describe the history and development of the field of physical therapy, including current trends.
- compare and contrast the diverse types of clinical practice and employment settings within the field of physical therapy.
- compare and contrast education and practice of the physical therapist (PT), the physical therapist assistant (PTA), and the physical therapist aide.
- demonstrate knowledge of selected state and federal laws, standards of practice, professional values, and licensure requirements related to physical therapy practice.
- describe the responsibilities of the physical therapist assistant, to include: data collection, implementation of the treatment plan, documentation, verbal and non-verbal communication, administrative and non-patient care tasks, professional behavior, judgment, and problem-solving.
- demonstrate knowledge of the role of the physical therapist assistant in regard to working as a health team member under the supervision of a physical therapist in an ethical, legal, safe, and effective manner.
- describe psychosocial, economic, legislative, and demographic factors that may influence the delivery of health care, including physical therapy.
- discuss the mission and goals of the American Physical Therapy Association.
- compare and contrast varied examples of physical therapy practice using on-line media resources.
- prepare a written report integrating information from class discussion, independent readings, and on-line media observations of physical therapy practice.
- evaluate the suitability of physical therapy as an individual career choice.

PTA 110 Kinesiology for PTA Students

This course involves developing and utilizing knowledge of the skeletal, articular, muscular, and nervous systems to analyze human posture and movement. Components of joint structure and function, muscle action, balance mechanisms, and sensory influence are applied to analysis of spinal and extremity motions, as well as common functional activities. Kinesiological principles are presented as they apply to the practice of physical therapy and the roles and responsibilities of the physical therapist assistant. A paper and project are required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply appropriate terminology relating to positions and movements of the human body.
- demonstrate working knowledge of joint structure, muscle attachments and actions, and innervations of major muscles.
- apply biomechanical concepts such as the laws of motion, force, friction, effect of gravity, levers, pulleys, and mechanical advantage to the study of human posture and movement, body mechanics, and physical therapy procedures.
- describe the normal spinal curves.
- describe biomechanical implications of postural variations and recognize common postural deviations.
• describe chest wall expansion and excursion during respiration.
• explain normal righting and equilibrium reactions.
• recognize components of normal and impaired balance.
• analyze movement of the spine and extremities by applying knowledge of the skeletal, articular, muscular, and nervous systems.
• relate kinesiological concepts to their relevance in physical therapy clinical activities such as palpation, goniometry, muscle testing, and body mechanics instruction.
• integrate knowledge of musculoskeletal factors; postural mechanisms; balance, righting, and equilibrium reactions; and sensory/proprioceptive status in developing a holistic understanding of factors contributing to movement disorders.
• recognize the appropriate roles and responsibilities of the physical therapist assistant in utilizing knowledge of kinesiology in implementation of the comprehensive treatment plan developed by the supervising physical therapist.
• identify basic concepts in professional literature, including validity, reliability, and statistical significance.
• analyze the components of gait, and recognize normal and abnormal gait.
• prepare a written report and project that demonstrates the ability to locate and utilize resources in the professional literature and carry out self-directed learning.

PTA 111 Kinesiology Laboratory for PTA Students

Units: 2
Hours: 108 hours LAB
Prerequisite: See enrollment limitations.
Corequisite: PTA 110
Enrollment Limitation: Enrollment into the Physical Therapist Assistant Program and completion of PTA 100, BIOL 430 & 431, and ENGWR 300 (or ESLW 340) with grades of "C" or better, and a cumulative GPA of 3.0 in these courses. Completion of ENGRD 110 with a grade of "C" or better (or eligibility for ENGRD 310, as determined by the reading assessment process) for all applicants who do not have an A.A. Degree or higher.
Catalog Date: June 1, 2020

This course utilizes a problem solving approach to analysis of human movement emphasizing application of kinesiological principles to the field of physical therapy and the role of the physical therapist assistant. Students practice procedures for performing and recording results of palpation, goniometry, tests for flexibility/muscle length, body dimensions, muscle performance, sensation, coordination, balance, and analysis of posture and gait. Physical therapy procedures such as range of motion, positioning and draping, and body mechanics are introduced. Students practice skills and activities with each other in a laboratory setting under instructor supervision. A project and class presentation are required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate professional behavior and safety; adhere to standard precautions for infection control in the classroom laboratory setting.
• demonstrate the ability to locate muscles, tendons, and bony prominences by palpation; observe the presence or absence of muscle mass.
• perform the following data collection skills, which may be delegated by a supervising physical therapist to identify a patient’s status: goniometry, functional range of motion, tests for flexibility/muscle length, body dimensions (height, weight, girth, length), muscle performance (selected manual muscle tests), resting posture in any position, coordination assessment, sensory assessment, analysis of posture and gait, chest expansion.
• demonstrate application of principles of positioning and draping of patients and body mechanics.
• demonstrate knowledge of the rationale and effectiveness of physical therapy interventions such as data collection, range of motion, positioning, draping, and body mechanics.
• analyze segmental motions and selected exercises and functional activities, with respect to goniometric data, flexibility/muscle length, and muscle function; recognize normal and abnormal joint motion
• analyze and demonstrate the influence of biomechanical concepts such as laws of motion, force, friction, effect of gravity, levers, pulleys, and mechanical advantage on human posture and movement, body mechanics, and physical therapy procedures.
• differentiate movement in relation to open and closed chains; active and passive insufficiency; and concentric, eccentric, and isometric contractions.
• describe positions of the normal developmental sequence continuum and relate how they influence posture, mobility, and
transitional movements.

- interview patients, clients, caregivers, and family to obtain current information related to prior and current level of function and general health status.
- administer standard balance tests as part of the assessment of patient function.
- identify basic concepts in professional literature, including validity, reliability, and statistical significance.
- prepare a project related to movement analysis that reflects incorporation of information from the professional literature and ability to carry out self-directed learning.
- demonstrate the ability to educate others effectively through presentation of a movement analysis project to the class.
- demonstrate beginning ability to carry out the roles and responsibilities of the physical therapist assistant in implementation of the following elements of the comprehensive plan of care: a) interpretation of the physical therapist's evaluation and plan of care; b) documentation of results of data collection procedures such as goniometric measurements and tests of muscle function; c) implementation of interventions such as range of motion, positioning, draping, and body mechanics to achieve the outcomes identified in the plan of care, including monitoring the patient response and responding accordingly; d) communication with patients and the supervising physical therapist; e) utilization of data to determine a patient’s progress toward short- and long-term goals as established in the plan of care.

PTA 120 Beginning Procedures - Physical Therapy Modalities and Procedures

**Units:** 3.5

**Hours:**
- 45 hours LEC; 54 hours LAB

**Prerequisite:**
- PTA 110 and 111 with grades of "C" or better

**Enrollment Limitation:**
- Enrollment in the Physical Therapist Assistant Program

**Catalog Date:**
- June 1, 2020

This course introduces the theory and application of physical therapy modalities and procedures to include thermal agents, hydrotherapy, external compression, wound management, transfers and gait training, wheelchair fitting and mobility, and utilization of infection control procedures. Students develop skills in gathering data regarding vital signs, functional ability in gait and transfers, pain status, and integumentary integrity. Documentation procedures, including use of medical abbreviations and terminology, are practiced. Through laboratory activities and problem-solving with case studies, students develop skills in utilizing modalities and procedures in comprehensive implementation of the physical therapy plan of care. Class activities may include a field trip.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate the ability to appropriately utilize infection control procedures to include standard and transmission-based precautions, isolation technique, clean/sterile technique.
- perform the following data collection skills to identify a patient’s status: vital signs, identification of cyanosis, level of functional ability in gait and transfers, fit of wheelchair, pain status, integumentary integrity (normal and abnormal integumentary changes, viable and nonviable tissue), edema (girth).
- demonstrate knowledge of the function and implications and related precautions of intravenous lines, tubes, catheters, and monitoring devices.
- demonstrate knowledge of the rationale and effectiveness of thermal and athermal modalities, hydrotherapy, external compression, wound management, transfers, gait training, wheelchair mobility, infection control procedures.
- discuss basic theory of thermal and athermal modalities to include types, purpose, depth of penetration, physiological effects, dosage, and duration.
- differentiate indications, contraindications, and precautions for treatment modalities and procedures including identification of precautions for dressing removal.
- implement the following interventions, which may be delegated within the plan of care established by a physical therapist: bed mobility; gait and transfers; wheelchair mobility; superficial and deep thermal modalities (hot pack, paraffin, continuous ultrasound, cryotherapy); athermal modalities (pulsed ultrasound); external compression; hydrotherapy; wound care and skin management; application and removal of dressings; positioning to decrease pain or skin trauma.
- recognize normal and abnormal responses to treatment modalities and procedures, including signs and symptoms that indicate that interventions should be modified, terminated, or not provided due to changing clinical conditions and determine how these signs and symptoms should be communicated to the supervising physical therapist or other medical staff.
- apply knowledge of safety, body mechanics, and positioning and draping patients to implementation of physical therapy modalities and procedures.
• demonstrate skill in interpreting information from the medical and physical therapy record and producing documentation that is clear, accurate, and adheres to standards of state practice acts, the practice setting, and other regulatory agencies.

• demonstrate knowledge of appropriate responses to unanticipated or emergency situations.

• interview patients, clients, caregivers, and family to obtain current information related to prior and current level of function and general health status.

• identify and integrate appropriate evidence-based resources to support clinical decision-making for progression of the patient within the plan of care established by the supervising physical therapist.

• identify and perform standardized tests for levels of independence and functional abilities.

• determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant.

PTA 121 Disorders I - Selected Disorders Commonly Seen in Physical Therapy

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | PTA 110 and 111 with grades of "C" or better |
| Enrollment Limitation: | Enrollment in the Physical Therapist Assistant Program. |
| Catalog Date: | June 1, 2020 |

This course is designed as an overview of musculoskeletal, cardiovascular, respiratory, renal, endocrine, immune, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, lymphatic, and integumentary disorders relevant to the practice of physical therapy. Additional topics include: infectious disease, genetic disorders, neoplasms, peripheral nerve injury, and the effect of developmental, psychosocial, and cultural factors. Etiology, signs and symptoms, prognosis, and medical/surgical interventions for disorders are surveyed. Approaches to data collection and physical therapy interventions are introduced. Emphasis is placed on utilization of knowledge of medical disorders by physical therapist assistants within the context of implementing a comprehensive plan of care.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• compare and contrast etiology, signs, symptoms, prognosis, and medical/surgical treatment of selected disorders relevant to the practice of physical therapy to include: cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems.

• explain the theory and purpose of standard precautions for infection control and apply knowledge of standard precautions to case examples.

• recognize standard and special tests used in physical therapy assessment of musculoskeletal and general medical disorders.

• describe effects of developmental, psychosocial, and cultural factors on the incidence, assessment, and treatment of musculoskeletal and general medical disorders.

• discuss the process of tissue repair and healing and the effect of aging on body systems.

• recognize appropriate physical therapy interventions for patients with musculoskeletal and general medical disorders in acute, subacute, and chronic stages.

• discuss the rationale and effectiveness of physical therapy interventions used in the treatment of patients with musculoskeletal and general medical disorders.

• differentiate normal and abnormal responses to physical therapy interventions and demonstrate how data collection and communication are utilized by physical therapist assistants to participate in determining a patient's progress toward specific outcomes as established in the plan of care by the physical therapist.

• recognize activities that aggravate or relieve conditions such as pain, dyspnea, edema.

• recognize critical signs and symptoms that indicate that interventions should be modified, terminated, or not provided due to changing clinical conditions (pain, abnormal vital signs, oxygen saturation, dyspnea, cyanosis, blood glucose levels, edema, selected lab values) and determine how these signs and symptoms should be communicated to the supervising physical therapist or other medical staff.

• demonstrate beginning competence in applying knowledge of disorders by: a) interpreting the physical therapist's evaluation of the patient, b) interpreting information in the medical record, and c) recognizing the physical therapist assistant's role in implementing a comprehensive treatment plan under the supervision of a physical therapist.

• relate knowledge of medical disorders to clinical practice through preparation of written case studies.
PTA 122 Introduction to Clinical Practice

This course provides students with the initial opportunity to observe physical therapy practice and perform selected delegated responsibilities with guidance, direction, and supervision. Students complete 112 hours in an assigned clinical setting. Assignments are determined by the program faculty and may be in acute, sub-acute, outpatient, skilled nursing and rehabilitation, or other type of physical therapy practice. Seminar, individual meeting, and online discussion topics include orientation to the clinical practice setting, discussion of clinical experiences and clinical practice issues, and self-assessment of performance. The course is graded on a Pass/No Pass basis.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate professional behavior.
- observe and assist with performance of selected data collection and demonstrate an understanding of how data collection is used to monitor patient status and progress toward short-term and long-term goals established in the plan of care.
- observe and assist with performance of patient interventions to achieve the short-term and long-term goals identified in the plan of care.
- communicate in ways that are congruent with situational needs.
- adhere to OSHA workplace safety guidelines, HIPAA confidentiality standards, and standard precautions.
- recognize one’s individual learning style and its application to the clinical experience.
- describe the roles and responsibilities of the student, the clinical instructor, the clinic coordinator of clinical education and the director of clinical education.
- provide substantive contributions to discussions about clinical experiences and professional issues related to physical therapy practice.
- recognize developmental, psychosocial, cultural, and economic factors which may impact implementation of the physical therapy treatment plan.
- determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant.
- apply knowledge of laws and regulations, the Guide for Conduct of the Physical Therapist Assistant and the Standards of Ethical Conduct for the Physical Therapist Assistant to experiences in the clinical setting.
- perform self-assessment of strengths and limitations and develop plans to improve knowledge, skills, and behaviors.
- demonstrate beginning skill in locating resources in the physical therapy professional literature.
- participate in the provision of patient-centered inter-professional collaborative care.

PTA 130 Intermediate Procedures, Physical Therapy Modalities and Procedures

This course introduces theory and application of traction and electrotherapeutic modalities utilized by physical therapist assistants. Topics include the use of traction for pain relief and tissue healing, as well as electrical stimulation for pain management, muscle re-education, and tissue healing. Through case-based learning activities students integrate skills in data collection, traction, electrotherapeutic modalities, and other interventions for implementation of a comprehensive physical therapy plan of care.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of the rationale, procedures, therapeutic effects, and effectiveness of traction.
- recognize activities, positions, and postures that aggravate or relieve pain or altered sensations.
- explain the basic principles of electricity and the electromagnetic spectrum.
- discuss basic theory of the following electrotherapeutic modalities to include rationale, intensity, duration, and effectiveness: electrical stimulation, iontophoresis, phonophoresis, diathermy, infrared, ultraviolet, laser light therapy.
- compare and contrast electrotherapeutic modalities and parameters appropriate for pain management, muscle re-education, and tissue healing.
- describe indications, precautions, and contraindications for traction and electrotherapeutic modalities.
- outline theories of pain and mechanisms of pain suppression using electrotherapeutic modalities.
- demonstrate safe and accurate application of the following electrotherapeutic modalities: transcutaneous electrical nerve stimulation (TENS), interferential current (IFC), neuromuscular electrical stimulation (NMES), and Hi-Volt current.
- apply data collection techniques of goniometry, muscle performance, pain, skin integrity, and sensation to implementation of interventions involving electrotherapeutic modalities.
- differentiate normal and abnormal responses to traction and electrotherapeutic modalities, including signs and symptoms that indicate that interventions should be terminated, modified or not provided, due to changing clinical conditions.
- choose appropriate responses to unanticipated or emergency situations involving traction and electrotherapeutic modalities.
- interview patients, clients, caregivers, and family to obtain current information related to prior and current level of function and general health status.
- demonstrate preparedness for clinical education through implementation of the physical therapy plan of care to include: a) interpretation of the physical therapist’s evaluation and plan of care; b) performance and documentation of delegated data collection procedures to obtain subjective and objective information; c) implementation of delegated modalities and procedures to achieve the outcomes identified in the plan of care, including monitoring the patient response and responding accordingly; d) communication with the patient, supervising physical therapist, families, and other health care providers; e) modification of the approach to treatment within the plan or initiation of clarification of the plan with the physical therapist; f) education of patients and care-givers; g) determination of a patient’s progress toward specific short and long term goals as established in the plan of care and participation in discharge planning.
- complete accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
- determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant.

PTA 140 Therapeutic Exercise - Exercise Programs, Protocols and Procedures

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | PTA 122 and 130 with grades of "C" or better |
| Enrollment Limitation: | Enrollment in the Physical Therapist Assistant Program. |
| Catalog Date: | June 1, 2020 |

This course presents the basic principles of therapeutic exercise and implementation of therapeutic exercise procedures in physical therapy. Approaches to improve range of motion, strength, muscular endurance, balance, coordination, and functional limitations are included. Theories of motor control and motor learning are introduced. Knowledge of kinesiology, medical disorders, and documentation is integrated as students apply therapeutic exercise principles to case-based learning activities that emphasize the role of the physical therapist assistant in implementing a comprehensive physical therapy plan of care. Class activities may include a field trip.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and demonstrate exercises commonly used in physical therapy; demonstrate ability to modify exercises, instruct patients effectively, and correct form.
demonstrate knowledge of the evidence-based rationale for therapeutic exercise procedures along with precautions and contraindications.

describe principles of motor control and motor learning and their application to therapeutic exercise.

demonstrate data collection procedures such as: interview of patients, family members, and caregivers; goniometry; muscle performance (strength, power, endurance); assessment of muscle tone, posture, balance, and neuromuscular control within the context of implementing a comprehensive plan of care.

generate exercise progressions for balance and coordination, conditioning and reconditioning, range of motion, stretching, and strengthening; apply knowledge of kinesiology and medical disorders to development of exercise progressions.

demonstrate beginning skill in application of developmental activities and neuro-developmental approaches to treatment.

demonstrate how knowledge of environmental barriers and ergonomic principles applies to patient education and implementation of therapeutic exercise programs.

apply principles of training in posture awareness and alignment, self-care and home management, work integration or reintegration, and selection and application of devices and equipment to the implementation of therapeutic exercise procedures.

differentiate normal and abnormal responses to therapeutic exercise; respond appropriately to unanticipated or emergency situations.

apply principles of effective teaching and learning to therapeutic exercise, including planning and implementing group exercise classes.

recognize developmental, psychosocial, and cultural differences that may necessitate adaptations in the approach to patient and family interaction and education.

produce documentation that is clear, accurate, and adheres to standards of state practice acts, the practice setting, and other regulatory agencies.

integrate and apply information from the professional literature and therapeutic exercise principles to development of a video-based demonstration of skills, and assess own performance.

use the International Classification of Functioning, Disability, and Health to describe a patient’s/client’s impairments, activity, and participation limitations.

determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant.

demonstrate novice-level competence in implementation of the physical therapy plan of care to include: a) interpretation of the physical therapist’s evaluation of the patient and critical information from the medical record; b) performance and documentation of delegated data collection procedures to obtain subjective and objective information; c) implementation of therapeutic exercise to achieve the outcomes identified in the plan of care, including monitoring the patient response and responding accordingly, and reporting changes to the supervising physical therapist; d) communication with the patient, supervising physical therapist, families, and other health care providers; e) modification of the approach to treatment within the plan or initiation of clarification of the plan with the physical therapist; f) education of patients, care-givers, and other health care providers; g) determination of a patient’s progress toward specific short and long term goals as established in the plan of care and participation in discharge planning.

PTA 141 Disorders II - Nervous System Disorders

Units: 2
Hours: 36 hours LEC
Prerequisite: PTA 122 and 130 with grades of “C” or better
Enrollment Limitation: Enrollment in the Physical Therapist Assistant Program.
Catalog Date: June 1, 2020

This course is designed as an overview of central and peripheral nervous system disorders relevant to the practice of physical therapy. Etiology, signs and symptoms, prognosis, and medical/surgical interventions are surveyed. Approaches to physical therapy data collection and interventions are introduced. Emphasis is placed on utilization of knowledge of medical disorders by physical therapist assistants within the context of implementing a comprehensive plan of care.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast etiology, signs, symptoms, prognosis, and medical/surgical treatment of central and peripheral nervous system disorders relevant to the practice of physical therapy.
- describe, explain the purpose of, and apply standard procedures for physical therapy assessment of: a) arousal, mentation, and cognition; b) cranial nerve integrity (visual and auditory); c) sensory integrity; d) perception.
identify and differentiate the following characteristics of motor function and movement behavior observed in patients with neurological disorders: variations in muscle tone and mass, strength, movement patterns, recruitment, abnormal reflexes and responses.

describe effects of developmental, psychosocial, and cultural factors on the incidence, assessment, and treatment of nervous system disorders.

describe physical therapy procedures commonly used in treatment of patients with nervous system disorders.

discuss the rationale and effectiveness of physical therapy treatment procedures used in the treatment of patients with nervous system disorders.

recognize signs and symptoms that indicate that interventions should be modified, terminated, or not provided due to changing clinical conditions and determine how these signs and symptoms should be communicated to the supervising physical therapist or other medical staff.

synthesize knowledge of central and peripheral nervous system disorders through problem-solving and case studies, within the context of the physical therapist assistant implementing a comprehensive plan of care under the supervision of a physical therapist.

demonstrate novice-level competence in applying knowledge of nervous system disorders to: a) interpreting the physical therapist's evaluation of the patient, b) interpreting critical information in the medical record, and c) recognizing the physical therapist assistant's role in implementing a comprehensive plan of care under the supervision of a physical therapist.

demonstrate competence in locating and prioritizing resources in the professional literature and integrating the information into a scholarly paper and/or presentation relevant to a clinical problem in neurologic physical therapy.

PTA 142 Clinical Practicum I

| Units: | 4.5 |
| Hours: | 243 hours LAB |
| Prerequisite: | AH 100, AH 106, PTA 140, and PTA 141 with grades of "C" or better |
| Enrollment Limitation: | Enrollment in the Physical Therapist Assistant Program. |
| Catalog Date: | June 1, 2020 |

This course provides students with the opportunity to perform supervised delegated patient care responsibilities in a physical therapy clinical setting. Students complete a clinical practicum of six weeks (40 hours per week) at a facility assigned by the program faculty. The placement may be in an acute, sub-acute, out-patient, skilled nursing and rehabilitation, or other type of physical therapy practice. Additionally, weekly on-line discussion board participation is required. The course is graded on a Pass/No Pass basis.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- perform in a safe manner that minimizes risk to patients, self, and others.
- demonstrate professional behavior.
- perform under the supervision of a physical therapist in a manner consistent with legal standards, ethical guidelines, and standards of the profession.
- perform therapeutic exercises and therapeutic soft tissue techniques in a competent manner.
- apply integumentary repair/protection techniques in a competent manner.
- apply physical agents and mechanical modalities in a competent manner.
- demonstrate effective verbal and non-verbal communication with patients, family, staff, other health care providers, and members of the community.
- adapt delivery of physical therapy services with consideration for patients' differences, within the plan of care established by the physical therapist.
- gather data to determine progress toward goals.
- interview patients, clients, caregivers, and family to obtain current information related to prior and current level of function and general health status.
- identify and integrate appropriate evidence-based resources to support clinical decision-making for progression of the patient within the plan of care established by the supervising physical therapist.
- determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant.
complete accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the
practice setting, and other regulatory agencies.

respond effectively to patient/client and environmental emergencies that commonly occur in the clinical setting.

identify and integrate appropriate evidence-based resources to support clinical decision-making for progression of the patient
within the plan of care established by the supervising physical therapist.

participate in the provision of patient-centered inter-professional collaborative care.

assess own performance and engage in self-directed learning activities to enhance clinical performance.

PTA 150 Functional Activities & Gait - Activities of Daily Living and Gait Training Techniques

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: PTA 140, 141, and 142 with grades of "C" or better
Enrollment Limitation: Enrollment in the Physical Therapist Assistant Program.
Catalog Date: June 1, 2020

This course presents the application of functional exercise and gait activities, with emphasis on the physical therapist assistant's role in
comprehensive treatment of patients with cardiopulmonary disorders, adult or pediatric neurological disorders, and amputation. Data
collection activities related to assessing cardiopulmonary status, functional abilities, gait, equipment and assistive devices, and home and
community environment are included. Students practice implementation of interventions to include aerobic exercise principles,
endurance training for patients with cardio-pulmonary disorders, pulmonary hygiene techniques, functional activities and gait, activities
daily living, developmental activities, management of prosthetics and orthotics, management of wheelchairs and other equipment,
and client/family education.

Upon completion of this course, the student will be able to:

- apply knowledge of orthopedic, neurological, cardiopulmonary, and general medical disorders to the implementation of
interventions involving functional activities and gait.

- identify common amputation causes and sites and discuss residual limb care.

- differentiate the uses for a variety of prosthetic and orthotic devices.

- describe normal neuromotor development that includes gross and fine motor milestones and reflex development.

- perform the following data collection skills: vital signs; identification of cyanosis; breathing patterns at rest and with activity; chest
wall expansion and excursion; response to positional changes and activities; cough and sputum characteristics; alignment of trunk
and extremities at rest and during activities; ability to safely use and care for assistive, supportive, and prosthetic devices; changes
in skin condition while using devices and equipment; level of functional skills; safety, status, and progression of patients during
locomotion, gait, balance, and wheelchair mobility.

- implement the following physical therapy interventions: pulmonary hygiene techniques, aerobic exercise, endurance training for
patients with cardio-pulmonary disorders, activities of daily living, functional training with assistive/adaptive devices, body
mechanics during functional training, developmental activities, gait training, management of prosthetics and orthotics,
wheelchair management skills, client/family education.

- determine when an intervention should not be performed due to clinical indications or when the direction to perform the
intervention is beyond that which is appropriate for the physical therapist assistant.

- demonstrate near entry-level competence in implementation of the physical therapy plan of care to include: a) interpretation of
the physical therapist’s evaluation and plan of care; b) performance and documentation of delegated data collection procedures
to obtain subjective and objective information; c) implementation of delegated procedures to achieve the outcomes identified in
the plan of care, including monitoring the patient response and responding accordingly; d) communication with the patient,
supervising physical therapist, families, and other health care providers; e) modification of the approach to treatment within the
plan or initiation of clarification of the plan with the physical therapist; f) education of patients and care-givers; g) determination
of a patient’s progress toward specific short and long term goals as established in the plan of care and participation in discharge
planning.

- respond effectively to patient/client and environmental emergencies that commonly occur in the clinical setting.

- recognize developmental, psychosocial, and cultural differences that may necessitate adaptations in the approach to patient and
family interaction and education.

- perform and document a home/environmental assessment: inspect the physical environment and measure physical space;
identify safety and barriers in home, community, and work environments; identify possible equipment needs; administer
questionnaires about home environment.
PTA 151 Advanced Procedures-Advanced Modalities and Treatment Procedures

Units: 1
Hours: 9 hours LEC; 27 hours LAB
Prerequisite: PTA 140, 141, and 142 with grades of "C" or better
Enrollment Limitation: Enrollment in the Physical Therapist Assistant Program.
Catalog Date: June 1, 2020

This course introduces the theory and application of massage, soft tissue mobilization techniques, and biofeedback by physical therapist assistants. Through laboratory practice and case-based learning activities, students develop skills in utilizing these modalities and procedures in comprehensive implementation of the physical therapy plan of care.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of the rationale, procedures, therapeutic effects, and effectiveness of the following physical therapy interventions: therapeutic massage and soft tissue mobilization techniques, peripheral joint mobilization, and selected biofeedback procedures.
- safely and accurately administer the following physical therapy treatment interventions: therapeutic massage and selected soft tissue techniques for upper extremities, lower extremities, face, neck, and spine; surface EMG biofeedback.
- describe specialized approaches to soft tissue mobilization such as lymphatic drainage massage and instrument-assisted soft tissue mobilization.
- recognize activities, positions, and postures that aggravate or relieve pain or altered sensations.
- differentiate indications, precautions, contraindications, and normal and abnormal responses to treatment in regard to massage, soft tissue mobilization, and selected biofeedback procedures.
- define and discuss the physical therapy relevance of the medical tests of electrodiagnosis and electromyography.
- describe procedures for assessment of edematous extremities (limb volume and girth); recall and demonstrate procedures for goniometry, assessment of flexibility/muscle length, muscle performance, and pain.
- respond effectively to patient/client and environmental emergencies that commonly occur in the clinical setting.
- demonstrate preparedness for clinical education through the implementation of the physical therapy plan of care to include: a) interpretation of the physical therapist’s evaluation and plan of care; b) performance and documentation of delegated data collection procedures to obtain subjective and objective information; c) implementation of delegated modalities and procedures to achieve the outcomes identified in the plan of care, including monitoring the patient response and changes in status and responding accordingly; d) communication with the patient, supervising physical therapist, families, and other health care providers; e) modification of the approach to treatment within the plan or initiation of clarification of the plan with the physical therapist; f) education of patients and care-givers; g) determination of a patient’s progress toward specific short and long term goals as established in the plan of care and participation in discharge planning.
- interview patients, clients, caregivers, and family to obtain to obtain current information related to prior and current level of function and general health status.
- identify and integrate appropriate evidence-based resources to support clinical decision-making for progression of the patient within the plan of care established by the supervising physical therapist.
- determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant.
- complete accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
PTA 152 Clinical Practicum II

Units: 4.5
Hours: 243 hours LAB
Prerequisite: PTA 150, 151, and 153 with grades of "C" or better
Enrollment Limitation: Enrollment in the Physical Therapist Assistant Program.
Catalog Date: June 1, 2020

This course provides students with the opportunity to perform supervised delegated patient care in a physical therapy clinical setting. This is the final clinical assignment during the program. Students complete a clinical practicum of six weeks (40 hours per week) at a facility assigned by the program faculty. The placement may be in an acute, sub-acute, out-patient, skilled nursing and rehabilitation, or other type of physical therapy practice. This assignment will be at a facility which differs from previous clinical assignments. Additionally, weekly online discussion board participation is required. The course is graded on a Pass/No Pass basis.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- perform in a safe manner that minimizes risk to patients, self, and others.
- demonstrate professional behavior.
- perform under the supervision of a physical therapist in a manner consistent with established legal standards, ethical guidelines, and standards of the profession.
- perform therapeutic exercises, therapeutic soft tissue techniques, and airway clearance techniques in a competent manner.
- apply integumentary repair and protection techniques in a competent manner.
- apply physical agents, mechanical modalities, and electrotherapeutic modalities in a competent manner.
- perform functional training in self care and home management and application and adjustment of devices and equipment in a competent manner.
- demonstrate clinical problem solving.
- demonstrate effective verbal and non-verbal communication with patients, family, staff, other health care providers, and members of the community.
- adapt delivery of physical therapy services with consideration for patients' differences, within the plan of care established by the physical therapist.
- gather data to determine progress toward goals.
- interview patients, clients, caregivers, and family to obtain current information related to prior and current level of function and general health status.
- determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant.
- complete accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
- respond effectively to patient/client and environmental emergencies that commonly occur in the clinical setting.
- identify and integrate appropriate evidence-based resources to support clinical decision-making for progression of the patient within the plan of care established by the supervising physical therapist.
- participate in the provision of patient-centered inter-professional collaborative care.
- assess own performance and engage in self-directed learning activities to enhance clinical performance.

PTA 153 Professional Issues in Physical Therapy

Units: 1
Hours: 18 hours LEC
Prerequisite: PTA 140, 141, and 142 with grades of "C" or better
Enrollment Limitation: Enrollment in the Physical Therapist Assistant Program.
Catalog Date: June 1, 2020

This course addresses professional practice issues in physical therapy to include organizational structure, budget, time management, and
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the roles and responsibilities of physical therapist assistants in the physical therapy delivery system.
- demonstrate knowledge of behaviors consistent with the Guide for Conduct of the Physical Therapist Assistant, the Standards of Ethical Conduct for the Physical Therapist Assistant, and the APTA’s Values Based Behaviors for the Physical Therapist Assistant.
- demonstrate knowledge of applicable state and federal laws relating to physical therapy practice, and procedures for licensure.
- reflect on the value of participating in professional and community organizations that provide opportunities for volunteerism, advocacy, and leadership.
- identify career development and lifelong learning opportunities, including the role of the physical therapist assistant in the clinical education of physical therapist assistant students.
- describe quality assurance activities within the context of physical therapy care.
- describe aspects of organizational planning and operation of the physical therapy service.
- identify the requirements for providing accurate and timely information for billing and payment purposes.
- evaluate readiness for successful performance on the National Examination for Physical Therapist Assistants and the California Laws and Regulations Examination.

PTA 295 Independent Studies in Physical Therapist Assistant

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among faculty and students.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to complete a structured independent investigation of a topic in the discipline.
- prepare a written report summarizing the results achieved from the independent study.
Physics | Sacramento City College

Physics courses include conceptual and general physics, mechanics of solids and fluids, electricity, magnetism, heat, waves, light, and related topics.

Dean
James Collins

Department Chairs
Michael B. Richardson

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Jensen.L2@scc.losrios.edu

Physics (PHYS)

PHYS 310 Conceptual Physics

<table>
<thead>
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<tbody>
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<td>Hours:</td>
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<td>Prerequisite:</td>
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<tr>
<td>Advisory:</td>
<td>MATH 34 with a grade of &quot;C&quot; or better, or placement through the assessment process.</td>
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<td>Transferable:</td>
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<tr>
<td>General Education:</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This course presents the physical laws that tie together the diverse phenomena of nature. This course uses a descriptive approach, with limited use of basic algebra, to increase the students' understanding of the everyday physical world.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- effectively apply the methodology and philosophy of science.
- effectively apply the fundamental laws of physics.
- use the laws of physics to classify, explain, and predict the behavior of natural phenomena.

PHYS 350 General Physics

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<tr>
<td>Hours:</td>
<td>54 hours LEC; 54 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>High School Trigonometry or a course with equivalent Trigonometry content or MATH 335 with a grade of &quot;C&quot; or better.</td>
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<td>Transferable:</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A; IGETC Area SC</td>
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<tr>
<td>C-ID:</td>
<td>C-ID PHYS 105</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This course is a non-calculus based survey of general physics. It is designed for biological science students, including those in pre-medical, pre-dental, optometry, agricultural, and forestry programs. Topics include kinematics, Newton's Laws, dynamics of rigid bodies, work and energy, momentum, rotational motion, fluids, thermodynamics, and oscillatory motion (including mechanical waves and sound).

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- recognize and demonstrate an understanding of the fundamental principles of general physics.
- apply proper techniques and employ proper analytical thinking skills to solve general physics problems.
- clearly communicate steps taken to achieve a solution.
- collect and analyze experimental data for solving problems related to kinematics, dynamics, fluids, oscillations, and thermodynamics.

PHYS 360 General Physics

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: PHYS 350 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A; IGETC Area SC
C-ID: C-ID PHYS 110
Catalog Date: June 1, 2020

This course is a non-calculus based survey of general physics. It is designed for biological science students, including those in premedical, pre-dental, optometry, agricultural, and forestry programs. Topics include electric charge, electric fields, AC and DC circuit theory, electromagnetism, geometric and wave optics, special relativity, atomic structure, quantum physics, and nuclear physics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and demonstrate the fundamental principles of general physics.
- apply proper techniques and employ proper analytical thinking to solve physics problems.
- clearly communicate steps taken to arrive at solutions.
- collect and analyze experimental data for solving problems related to electricity, magnetism, geometric optics, wave nature of light, radioactivity, and quantum physics.

PHYS 410 Mechanics of Solids and Fluids

Units: 5
Hours: 72 hours LEC; 54 hours LAB
Prerequisite: MATH 400 with a grade of "C" or better
Corequisite: MATH 401
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A; IGETC Area SC
C-ID: C-ID PHYS 205; Part of C-ID PHYS 200S
Catalog Date: June 1, 2020

Topics covered in this class include linear and rotational motion, Newton's laws, dynamics of rigid bodies, harmonic motion, and fluid statics. This course is for physics, mathematics, chemistry, architecture, and engineering majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize the fundamental principles of classical physics of motion.
- analyze physical processes involving particle, fluid, and rigid body motions.
- apply kinematic and dynamic principles of Newton's laws, and conservation principles, to solve problems of motion.
- clearly communicate the process taken to arrive at a solution.
PHYS 420 Electricity and Magnetism

This course presents an in-depth treatment of electricity and magnetism and stresses problem-solving. Topics covered include charge and electric force, electric fields, electrical potential, magnetism, electromagnetic induction, and DC and AC circuit theory. This course is for physics, mathematics, chemistry, architecture, engineering, and computer science majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and demonstrate an understanding of the fundamental laws of electromagnetism.
- analyze and solve problems involving electromagnetism.
- communicate the steps taken in arriving at solutions to problems.

PHYS 430 Heat, Waves, Light and Modern Physics

This course examines thermodynamics, wave theory, light and sound, geometrical and physical optics (including lenses and mirrors), quantum physics, and high-energy physics. The treatment of topics would be most appropriate for physics, mathematics, chemistry, architecture, and engineering majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and solve relevant problems in thermodynamics, optics, acoustics, relativity, quantum, and nuclear physics.
- construct experiments and analyze and interpret experimental results.

PHYS 494 Topics in Physics

This course is designed to enable both science and non-science students to learn about recent developments in physics. Selected topics would not include those that are part of current course offerings. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of the concepts and techniques studied in the course.
PHYS 495 Independent Studies in Physics

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- Demonstrate a working knowledge of the area of independent study.
- Solve problems within the area of independent study.
- Apply the knowledge acquired from the independent study to problems related to the area of independent study.
Political Science  
| Sacramento City College

Sacramento City College offers a unique political science experience that combines both the science and arts of politics that can only be fully appreciated in the heart of California’s capital. Faculty provide a strong orientation to the world of politics by blending theory and real-world activities, which students will value throughout their academic and professional careers.

Dean  
Dennis Lee

Department Chairs  
Dominic Cerri

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 SCC-BSS@losrios.edu

Associate Degrees for Transfer

A.A.-T. in Political Science

This program is designed to provide a clearly articulated curricular track for Sacramento City College students preparing for seamless transfer in Political Science at the California State University while also serving the diverse needs of students interested in the breadth and depth of the field. This program will expose students to some of the principles and techniques of political science and help students build a foundation for their personal, academic, or professional interests.

Sacramento City College offers a unique political science experience that combines both the science and art of politics that can only be appreciated in the heart of California’s capital. Faculty provide a strong orientation to the world of politics by blending theory and real-world activities, which students will value throughout their academic and professional careers.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>POLS 301</td>
<td>Introduction to Government: United States (3)</td>
<td>3</td>
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<tr>
<td>or POLS 481</td>
<td>Introduction to Government: United States - Honors (3)</td>
<td></td>
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<tr>
<td>POLS 302</td>
<td>Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 310</td>
<td>Introduction to International Relations (3)</td>
<td>3</td>
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<tr>
<td>or POLS 480</td>
<td>Introduction to International Relations - Honors (3)</td>
<td></td>
</tr>
<tr>
<td>POLS 320</td>
<td>Introduction to Political Theory</td>
<td>3</td>
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<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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<tr>
<td>A minimum of 6 units from the following:</td>
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<tr>
<td>COMM 335</td>
<td>Conflict Management (3)</td>
<td></td>
</tr>
<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
<td></td>
</tr>
<tr>
<td>HIST 484</td>
<td>History of the United States - Honors (3)</td>
<td></td>
</tr>
<tr>
<td>or HIST 311</td>
<td>History of the United States (3)</td>
<td></td>
</tr>
<tr>
<td>PHIL 368</td>
<td>Law, Justice, and Punishment (3)</td>
<td></td>
</tr>
<tr>
<td>POLS 303</td>
<td>Contemporary Politics of Africa (3)</td>
<td></td>
</tr>
<tr>
<td>POLS 304</td>
<td>Introduction to Government: California (3)</td>
<td></td>
</tr>
<tr>
<td>POLS 312</td>
<td>Politics of the Middle East (3)</td>
<td></td>
</tr>
<tr>
<td>POLS 313</td>
<td>Latin America (3)</td>
<td></td>
</tr>
<tr>
<td>POLS 322</td>
<td>Political Ideologies (3)</td>
<td></td>
</tr>
<tr>
<td>POLS 340</td>
<td>Women in Politics (3)</td>
<td></td>
</tr>
<tr>
<td>SOC 345</td>
<td>Global Women’s Issues (3)</td>
<td></td>
</tr>
<tr>
<td>or WGS 302</td>
<td>Global Women’s Issues (3)</td>
<td></td>
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<tr>
<td>Total Units:</td>
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</tr>
</tbody>
</table>

The Associate in Arts in Political Science for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate an understanding of the fundamentals of political science and governance.
- examine and apply theories, concepts, and practices in political theory.
- demonstrate a knowledge of contemporary systems and governments.
- analyze world politics and diplomacy in the international system.
- analyze, investigate, and compare ideological approaches to governmental systems.
- demonstrate knowledge of practical applications and evaluations of policy outcomes in a civic culture.
- analyze political theory and concepts using critical thinking skills.
- research specific topics of discussion in local, state, national, and international politics.
- demonstrate knowledge of basic research methods and applications.
- apply appropriate technology in the field of political science.
- demonstrate knowledge and competence in writing, analysis, and preparation of media release.

Career Information

Completion of the degree can lead to professions in the public or private sector in the areas of law, government, public relations, business, advocacy, lobbying, international relations, diplomacy, and academia.

Associate Degrees

A.A. in Political Science
Sacramento City College offers a unique political science experience that combines both the science and arts of politics that can only be fully appreciated in the heart of California’s capital. Faculty provide a strong orientation to the world of politics by blending theory and real-world activities, which students will value throughout their academic and professional careers.

Catalog Date: June 1, 2020

Degree Requirements

<table>
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<th>COURSE CODE</th>
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<td>POLS 302</td>
<td>Comparative Politics (3)</td>
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<td>POLS 310</td>
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<td>POLS 480</td>
<td>Introduction to International Relations - Honors (3)</td>
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<td>POLS 481</td>
<td>Introduction to Government: United States - Honors (3)</td>
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<tr>
<td>POLS 304</td>
<td>Introduction to Government: California (3)</td>
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<td>POLS 320</td>
<td>Introduction to Political Theory (3)</td>
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<td>POLS 322</td>
<td>Political Ideologies (3)</td>
<td></td>
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<td>POLS 340</td>
<td>Women in Politics (3)</td>
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<tr>
<td>POLS 497</td>
<td>Internship in Political Science (1 - 4)</td>
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</tr>
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<td>A minimum of 3 units from the following:</td>
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<tr>
<td>HIST 483</td>
<td>History of the United States - Honors (3)</td>
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<tr>
<td>or HIST 310</td>
<td>History of the United States (3)</td>
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<tr>
<td>HIST 484</td>
<td>History of the United States - Honors (3)</td>
<td></td>
</tr>
<tr>
<td>or HIST 311</td>
<td>History of the United States (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Units:</td>
<td>18</td>
</tr>
</tbody>
</table>

The Political Science Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate an understanding of the fundamentals of political science and governance.
- examine and apply theories, concepts, and practices in political theory.
- demonstrate a knowledge of contemporary comparative systems and governments.
- analyze world politics and diplomacy in the international system.
- analyze, investigate, and compare ideological approaches to governmental systems.
- demonstrate knowledge of practical applications and evaluations of policy outcomes in civic culture.
- analyze political theory and concepts using critical thinking skills.
- research specific topics of discussion in local, state, national, and international politics.
- demonstrate knowledge of basic research methods and applications.
- apply appropriate technology in the field of political science.
In this course, students will examine principles and problems of government, the political process, and democracy as practiced in the United States. This course fulfills federal, state, and local government requirements.

Upon completion of this course, the student will be able to:

- demonstrate comprehension of the complexity of the American democratic system.
- define key terms used in the study of the American system.
- explain the conditions and values necessary for political democracy to exist.
- illustrate the relationship between national, state, and local governments and evaluate the effectiveness of the federal system.
- explain how the American system affects the student’s life in terms of freedoms, restraints, and public policy.
- apply knowledge to become an active and informed citizen.
- identify and evaluate institutions and political processes within the United States and California.
- discuss and analyze contemporary political issues and operations in the United States and California.
- analyze the role of culture, diversity, and ideology in shaping public opinion and public policy in the United States and California.

The political systems of selected nations such as Great Britain, France, Germany, Russia, Japan, Mexico, People’s Republic of China, India, South Africa, and Cuba are analyzed. The course will also compare the formation of language, culture, religion, and political institutions, and the role of political culture, political parties, and public policy.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- analyze, synthesize, and explain the differences and similarities of world governments as to their composition, function, and policies.
- develop and demonstrate an understanding of cultures through politics, political culture, popular civic participation.
- compare specific countries by identifying common denominators and symbiotic relationships.
- identify problems and prospects of specific nations by utilizing comparative data analysis or demographics.

**POLS 303 Contemporary Politics of Africa**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ENGWR 101 or ESLW 320 with a grade of "C" or better |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area V(b); CSU Area D8; IGETC Area 4H |
| Catalog Date: | June 1, 2020 |

Area Studies courses cover the government and politics of selected nations within a distinct geopolitical area of the world in order to provide understanding of the institutions and dynamics of the area. This Area Studies survey course is designed to give students an understanding of past and contemporary African politics. The impact of language, culture, religion, colonialism, neo colonialism, free market, ideology, liberation and revolutionary movements, ethnic conflict and resolution, rise of populist leadership, indigenous politics, impact of global economic integration, and foreign and domestic policies will be examined in the region on a country-by-country basis. The course includes an examination of dominant political institutions, actors, processes, and belief systems within the context of political culture and an analysis of area political economy and foreign policy in the environment of global interdependence. Countries to be covered include but are not limited to Algeria, Angola, Egypt, Nigeria, Namibia, Ethiopia, Kenya, Ghana, Democratic Republic of Congo, South Africa, and Zimbabwe. The course concludes with a summation of the region as it stands today and an assessment of where it is likely to go in the near future.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- explain the origins, evolution, and influence of the organization of African cultures and politics.
- compare, define, and contrast theories and concepts utilized in the disciplined study of countries and regions.
- describe the dynamics of the area’s political processes in the contexts of social and economic forces of globalization and regional integration and disintegration.
- synthesize and refine processes of thinking and communicating with regard to other nations in the region enhancing critical thinking analysis skills and independent action.
- evaluate texts and other sources critically, and be able to draw rational conclusions from that reading.
- research information concerning the politics and cultures of Africa, and produce a research paper based on this information.
- evaluate what is or what ought to be from a comparative political or theoretical perspective.
- compare leadership forms and content of policy formation and implementation in African states.
- demonstrate an informed understanding of Africa as a continent comprising diversity.
- examine the impact of British, French, Italian, the Portuguese colonial practices on race, religion, and language.
- evaluate post independence policies of selected African states.
- demonstrate visual, mental, and recall capabilities of country identification.
- demonstrate basic knowledge of the subjects unique to the African and the African diaspora.

**POLS 304 Introduction to Government: California**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ENGWR 300 with a grade of "C" or better |
| Advisory: | None. |
This course covers the essential organization, institutions, and processes of California state and local government. The state’s diversity will be a key theme in explaining California’s political history, participation, and policies.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess and critique the relationship between citizens and the state of California with emphasis on the impacts of cultural, economic, political, and social diversity.
- compare and contrast the structure of California government and the federal model.
- describe, discuss, and explain the various institutions of California government and how each functions in the policymaking process.
- identify, formulate, and analyze the effects of structural differences between the federal model and the structure of California government institutions on the policy making process and political behavior.
- examine and interpret public financing in California and analyze the interconnectedness of federal, state, and local budgets.
- compare and contrast the California and US constitutions and the effect of these differences on policy making, civil rights, civil liberties, and political behavior.
- recognize and analyze public opinion and the political behavior of California citizens.
- apply knowledge to become an active and informed citizen.

POLS 310 Introduction to International Relations

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 300 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area V(a); AA/AS Area V(b); CSU Area D8; IGETC Area 4H
C-ID: C-ID POLS 140
Catalog Date: June 1, 2020

In this course, students will examine the problems, motivating forces, and techniques of conflict resolution among actors within the global nation-state system. Particular emphasis is placed on comparing perspectives among developed and underdeveloped nations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- comprehend the complexity of the global nation-state system.
- define key terms used in the study of International Relations.
- compare and contrast regional, cultural, and ideological perceptions of global politics.
- explain the conditions and values necessary for resolving conflicts in the global nation-state system.
- explain how the global nation-state system affects their lives in terms of freedoms, restraints, and public policy.
- apply effective tools of global participation, critical thinking, and research.

POLS 312 Politics of the Middle East

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 300 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area V(b); AA/AS Area V(b); CSU Area D8; IGETC Area 4H

This course covers the government and politics of selected nations within the Middle East and North Africa (MENA) in order to provide an understanding of the institutions and dynamics of the area as a whole. It covers the region’s political history through the Ottoman Empire, colonialism, independence, and the modern-day challenges of economic globalization and foreign intervention. The impact of economics, colonialism, struggles over natural resources, religious movements, social and cultural struggles, and ideology will be examined in the region on a country-by-country and regional basis. The course will also analyze ethnicity, ethnocentrism, and/or racism and how they shape and explain ethnic experiences. The question of Palestine and the Palestine-Israel conflict will be closely examined as a core issue in the politics of the region. The course includes an examination of dominant political institutions, actors, processes, and grassroots movements within the context of political culture and history and an analysis of area political economy and foreign policy in an environment of global interdependence. Countries to be covered include, but are not limited to, Saudi Arabia, Iran, Egypt, Palestine, Israel, Jordan, Iraq, Syria, Lebanon, Libya, Tunisia, and Algeria. In this course, students will be introduced to the comparative politics of the Middle East and North Africa with a heavy emphasis on the political and economic roots of contemporary events.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the origins, evolution, and organization of area cultures and politics.
- describe the major political events in the history of the Middle East and North Africa.
- compare and contrast the impact of historical events on specific aspects of the cultural and political development of the Middle East and North Africa.
- describe the dynamics and assess the impacts of the area’s political processes in the contexts of social and economic forces of globalization and regional integration and disintegration.
- compare and contrast political, social, and economic theories and concepts, such as dependency theory, utilized in the disciplined study of countries and regions.
- synthesize and refine the student’s knowledge of area politics and cultures.
- evaluate texts and other sources critically and be able to draw rational conclusions from reading.
- communicate effectively about cultures, nations, and regions both verbally and in short and long written formats.
- research and gather credible information concerning the politics and cultures of the Middle East.
- demonstrate independent and critical analysis skills.

POLS 313 Latin America

Area Studies courses cover the government and politics of selected nations within a distinct geopolitical area of the world in order to provide understanding of the institutions and dynamics of the area. This Area Studies survey course is designed to give students an understanding of past and contemporary Latin American politics. The impact of language, culture, religion, colonialism, neo colonialism, free market, ideology, revolutionary movements, conflict, and resolution, rise of populist leadership, indigenous politics, and foreign and domestic policies will be examined in the region on a country-by-country basis. The course includes an examination of dominant political institutions, actors, processes, and belief systems within the context of political culture and an analysis of area political economy and foreign policy in the environment of global interdependence. Countries to be covered include but are not limited to Brazil, Mexico, Guatemala, Nicaragua, Venezuela, Peru, Bolivia, Colombia, Ecuador, Chile, Argentina, Uruguay, Cuba, Puerto Rico, Haiti, Jamaica, and the Dominican Republic. The course concludes with a summation of the region as it stands today and an assessment of where it is likely to go in the near future.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the origins, evolution, and organization of area cultures and politics.
- describe the factors that influence the development and organization of cultures and politics;
- compare and contrast theories and concepts utilized in the disciplined study of countries and regions.
• compare and contrast the impact of political factors on specific countries.
• describe the dynamics of the area's political processes in the contexts of social and economic forces of globalization and regional integration and disintegration.
• assess the impact of social and political forces on specific countries.
• compare and contrast theories and concepts utilized in the disciplined study of countries.
• synthesize and refine processes of thinking and communicating with regard to other nations in the region enhancing critical thinking analysis skills and independent action.
• evaluate texts and other sources critically and be able to draw rational conclusions from that reading.
• communicate effectively about the political culture of the region both in articulation and written format.
• research information concerning the politics and cultures of Latin America and produce a research paper based on this information.
• evaluate what is, or what ought to be from a comparative political or theoretical perspective.
• compare leadership forms and content of policy formation and implementation in Latin American states.

POLS 320 Introduction to Political Theory

In this course, students will examine theoretical approaches to politics and ways of thinking about politics, covering important thinkers and topics during the ancient, medieval and modern periods.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate an understanding of the Greco-Roman and Judeo-Christian origins of the Western political thought.
• explain the development of a particular category of thought in its own historical context.
• recognize the life and times of various political thinkers.
• describe the logical coherence of a particular category of thought from time to time.
• verify thought empirically, testing the philosophical underpinning of a particular thought through observation.
• distinguish continuity from changes in the respective transitions from classic to medieval to modern and to postmodern periods.
• compare the predominant thought with alternative thoughts in a particular period of time.
• evaluate significant historical events that give birth to the fundamental assumptions of a political thought.
• integrate thought with practice, using thought as guidance to critically analyze current affairs.
• determine which political thought offers more promise, best responds to particular challenges, and best meets the needs of the people.

POLS 322 Political Ideologies

In this course, students will examine theoretical approaches to politics and ways of thinking about politics, covering important thinkers and topics during the ancient, medieval and modern periods.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate an understanding of the Greco-Roman and Judeo-Christian origins of the Western political thought.
• explain the development of a particular category of thought in its own historical context.
• recognize the life and times of various political thinkers.
• describe the logical coherence of a particular category of thought from time to time.
• verify thought empirically, testing the philosophical underpinning of a particular thought through observation.
• distinguish continuity from changes in the respective transitions from classic to medieval to modern and to postmodern periods.
• compare the predominant thought with alternative thoughts in a particular period of time.
• evaluate significant historical events that give birth to the fundamental assumptions of a political thought.
• integrate thought with practice, using thought as guidance to critically analyze current affairs.
• determine which political thought offers more promise, best responds to particular challenges, and best meets the needs of the people.
In this course, comparative, conceptual, and historical analysis of competing ideological approaches to government will be covered. Emphasis will be on the theories, values, and assumptions that make up a political ideology and the effect of such theories on a political system.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine and define the nature and functions of ideology.
- demonstrate an understanding of various types of ideologies and their impact on political actors and political systems.
- compare and contrast the ways in which ideologies affect practice and justify political actions in different regions and in different times.
- evaluate the historical, social, and economic settings that determine the broad outlines of the way people think.
- describe the philosophical underpinnings of selected political ideologies.
- analyze the clashes of ideologies in the 21st century and fundamental beliefs used to justify terrorist acts of various forms.

### POLS 340 Women in Politics

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGWR 300 with a grade of "C" or better |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area V(b); CSU Area D; IGETC Area 4 |
| Catalog Date: | June 1, 2020 |

In this course, students will learn about current problems affecting women's political participation, particularly running for office, in the United States. Students will analyze the role and impact of cultural attitudes and traditions, self-perceptions, and political groups affecting women's political participation in America. Students will also critique current studies of eligible women candidates and the decision to run for office, including political ambition, familial issues, political recruitment, perceptions of the electoral environment and campaign process, and gender gap to determine future goals of improving women's representation in electoral politics.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the present state of women's political participation in American politics (all levels of government, but in particular, the federal level) and how we compare to women's level of participation in other countries.
- critically analyze the problems and impact of women's political participation in America.
- assess how self-perceptions affect women's political participation.
- analyze how cultural attitudes and traditions affect women's political participation.
- explain and judge the role and impact of political groups on women's political participation.
- critique current studies of women in politics, specifically involving gender gap, representation, traditional and emerging family roles, political attitudes, and self-perception.
- create future strategies for improving women's political participation.

### POLS 350 Environmental Politics

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGWR 300 with a grade of "C" or better |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area V(b); CSU Area D; IGETC Area 4 |
| Catalog Date: | June 1, 2020 |
This course is an introduction to environmental political thought and politics. Students will gain a deeper understanding of the theoretical roots, including capitalism, industrialism, and liberalism, of current arguments in environmental politics and policy. Students will analyze how competing perspectives in environmental politics inform policy processes, both in the United States and globally.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, analyze, and evaluate environmental political thought on capitalism, industrialism, and liberalism, promoting critical awareness of the theoretical roots of current arguments about environmental politics and policy.
- assess how certain political theories of the past apply to the current debate in environmental politics and policy.
- identify and analyze past and present goals and strategies of the environmental movement.
- investigate key environmental problems facing the world in the 21st Century.
- describe, explain, and critique the different perspectives, from grassroots to international, that constitute current debates in environmental politics.
- analyze how competing perspectives inform policy processes in the U.S. and globally.
- identify, critique, and defend different stakeholder positions with regard to environmental problems.
- assess the difficulty in reconciling environmental and development or economic growth viewpoints.

POLS 480 Introduction to International Relations - Honors

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<tbody>
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<tr>
<td>Prerequisite:</td>
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<td>Enroll Limit:</td>
<td>Eligibility for admission to the Honors Program.</td>
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<td>Advisory:</td>
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<td>Transferable:</td>
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<td>C-ID:</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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In this course students will examine the problems, motivating forces, and techniques of conflict resolution among actors within the global nation-state system. Particular emphasis is placed on comparing perspectives among developed and underdeveloped nations. This honors section uses an intensive instructional methodology with extensive research projects on international institutions designed to challenge motivated students.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate comprehension of the complexity of the global nation-state system.
- define key terms used in the study of International Relations.
- compare and contrast regional, cultural, and ideological perceptions of global politics.
- explain the conditions and values necessary for resolving conflicts in the global nation-state system.
- explain how the global nation-state system affects their lives in terms of freedoms, restraints, and public policy.
- apply effective tools of global participation, critical thinking, and research.

POLS 481 Introduction to Government: United States - Honors

<table>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
</tbody>
</table>
In this course students will examine principles and problems of government, the political process, and democracy as practiced in the United States. The classes are conducted in a seminar format and requires a higher level of student academic engagement and course preparation, with at least four texts and readers. This honors section uses an intensive instructional methodology with extensive research projects on American institutions designed to challenge motivated students.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- measure and demonstrate comprehension of the complexity of the American democratic system.
- define and compare key terms used in the study of the American system.
- examine and explain the conditions and values necessary for political democracy to exist.
- demonstrate an ability to think critically about American democracy.
- analyze complex readings and processes.
- illustrate and appraise the relationship between national, state, and local governments and evaluate the effectiveness of the federal system.
- evaluate and explain how the American system affects the student’s life in terms of freedoms, restraints, and public policy.
- analyze and apply effective tools of citizen participation.
- identify and evaluate institutions and political processes within the United States and California.
- discuss and analyze contemporary political issues and operations in the United States and California.
- analyze the role of culture, diversity, and ideology in shaping public opinion and public policy in the United States and California.

POLS 494 Topics in Political Science

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<td>Transferable:</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

Content will differ each time course is offered. The objective is to focus content on topics and issues of local, national, or international significance at the time of offering course. (Credit may be earned for HIST 494 or POLS 494, but not for both.) UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast theories and concepts utilized in the disciplined study of countries and regions.
- synthesize and refine processes of thinking and communicating with regard to other nations in the region enhancing critical thinking analysis skills and independent action.
- evaluate texts and other sources critically and be able to draw rational conclusions from that reading.
- compare leadership forms and content of policy formation and implementation.
- compare and contrast policy options.

POLS 495 Independent Studies in Political Science

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
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</thead>
<tbody>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>
An independent studies project involves an individual student or a small group of students in study, research, or activities beyond the regularly offered political science courses. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design and discuss a topical study with a supervising political science instructor.
- demonstrate the ability to independently pursue a course of study or project in government.

POLS 497 Internship in Political Science

Units: 1 - 4
Hours: 60 - 300 hours LAB
Prerequisite: None.
Enrollment Limitation: According to Education Code Title 5 regulations, a student must be in a paid or unpaid job, volunteer position, or internship.
Transferable: CSU
Catalog Date: June 1, 2020

According to Title 5, code 55252, an Internship in Political Science is supervised employment extending classroom-based occupational learning at an on-the-job learning station related to the student’s educational or occupational goal. This course is designed for students working in a paid or unpaid job, volunteer position or internship directly related to their major. The course will provide students with a structured program designed to teach them new soft skills and employability skills that will assist them in securing a job in the future and an opportunity to explore occupational interests that will assist them in the academic major and career decision making process. The student must have a job, volunteer, or internship position secured to remain enrolled in the course. Course content includes understanding the application of education to the workforce; responsibilities of an intern or employee in a workforce setting; completion of Title 5 Education Code documents (i.e. Student Application, Learning Objectives, Time Sheet, and Evaluation), that document the student’s progress and hours spent in the workplace; and development of workplace soft skills and employability skills relevant to the 21st century workplace. Learning objectives will be developed between the student, employer, and Work Experience/Internship Instructor to best meet the students level of learning. The student will be required to attend an orientation at the beginning of the course and complete a minimum of 75 hours to a maximum of 300 hours of paid work; or a minimum of 60 hours to a maximum 240 hours of unpaid work per unit per semester. This course consists of a supervised internship and study in political, governmental, or related organizations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- reinforce and complement classroom study through application of planned and supervised on-the-job experiences.
- demonstrate practical workplace (soft) skills.
- demonstrate knowledge of the political and government fields.
Psychology | Sacramento City College

The Psychology program is designed to serve the needs of a wide variety of Sacramento City College students who are pursuing study in the field of psychology. The primary aim of this program is to provide a clearly articulated and comprehensive curricular track for students preparing to transfer to baccalaureate programs in psychology. An additional specific aim of this program is to expose “undecided” students to the core principles and practices of the field in order to build a foundation for their future personal, academic, or vocational paths. Among the many options, this foundation would be appropriate for entry into a variety of paraprofessional careers and careers in related fields.

Dean

Dennis Lee

Department Chairs

Mark Dennis

(916) 558-2401

SCC-BSS@losrios.edu

Associate Degrees for Transfer

A.A.-T. in Psychology

The Associate in Arts for Transfer degree in Psychology provides a clearly articulated curricular track for students who wish to transfer to a CSU campus, while also serving the diverse needs of students interested in the breadth and depth of the field of psychology.

Additionally, this program will expose students to the core principles and practices of the field in order to build a foundation for their future personal, academic, or vocational paths. In addition to transfer, this foundation would be appropriate for entry into a variety of paraprofessional careers and careers in related fields.

The Associate in Arts degree in Psychology for Transfer provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>PSYC 300</td>
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<td>Honors General Principles (3)</td>
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<td>PSYC 310</td>
<td>Biological Psychology</td>
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<td>PSYC 316</td>
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<tr>
<td>PSYC 410</td>
<td>Psychology of Creativity, Intuition and Problem Solving (3)</td>
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<td>Total Units:</td>
<td>18 - 19</td>
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</table>

1PSYC 330 is the recommended statistics course for students transferring to CSU Sacramento. All students (particularly those attending institutions other than CSU Sacramento) should consult with a counselor to determine the appropriate statistics course for their specific academic goals.

2PSYC 370 is recommended for students transferring to CSU Sacramento.

3Students can also select one of the following courses if not already used: PSYC 316, PSYC 320, PSYC 370, or FCS 324.

The Associate in Arts in Psychology for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- differentiate between scientifically derived knowledge and myth, conjecture about the topics of psychology, and demonstrate understanding of the scientific method.
- compare and contrast the major perspectives and theories in psychology.
- demonstrate knowledge of basic psychological terminology regarding behavior, cognition, and emotion and be able to express this clearly when writing or speaking about psychology.
- evaluate psychological data, interpret basic statistical measures, draw reasonable conclusions, recognize the ethical implications.
of these conclusions, and apply these conclusions to personal, community, and scientific problems.

- apply psychological principles to the development of interpersonal, occupational, and social skills and life-long personal growth.
- recognize the complexity of social, cultural, and international diversity and the principles of equity, justice, and inclusion in their lives.

Associate Degrees

A.A. in Psychology

This degree program is designed to serve the needs of a wide variety of Sacramento City College students who are pursuing study in the field of psychology. The primary aim of this program is to provide a clearly articulated and comprehensive curricular track for students preparing to transfer to baccalaureate programs in psychology. An additional specific aim of this program is to expose students to the core principles and practices of the field in order to build a foundation for their future personal, academic, or vocational paths. Among the many options, this foundation would be appropriate for entry into a variety of paraprofessional careers and careers in related fields.

Catalog Date: June 1, 2020

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### Psychology (PSYC)

**PSYC 300 General Principles**

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<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>ENGRD 110, ENGWR 300, ENGWR 110, and/or LIBR 318 with a grade of &quot;C&quot; or better, or placement through the assessment process.</td>
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<tr>
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<td>Transferable:</td>
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<td>C-ID:</td>
<td>C-ID PSY 110</td>
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<td>Catalog Date:</td>
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This course is an introduction to the scientific study of human behavior and mental processes. Students will be introduced to foundation principles and current trends in the field of psychology. Concepts that are explored include methods of psychological inquiry, the biological basis of behavior, sensation, perception, states of consciousness, learning, memory, cognition, motivation, emotion, stress and health, personality, developmental psychology, psychological disorders, psychotherapy, and social psychology. This course is designed for psychology majors, behavioral and social science majors, and other students who desire a broad overview of the field.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize critical thinking strategies to differentiate between scientifically derived knowledge and popular beliefs about psychological topics.
- explain psychological research methods and their applications.
• identify various subject areas and theoretical perspectives in psychology.
• apply psychological concepts, theories, and research findings to personal and social contexts.
• evaluate the role culture and diversity play in the various aspects of human behavior and mental processes.
• explain the relative influences of biological and environmental factors on behavior and mental processes.

PSYC 310 Biological Psychology

Units: 3
Hours: 54 hours LEC
Prerequisite: PSYC 300 with a grade of "C" or better
Advisory: Completion of ENGRD 310 with a grade of "C" or better.
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B2; IGETC Area 5B
C-ID: C-ID PSY 150
Catalog Date: June 1, 2020

The primary focus of this course is on the nervous system and the connection between its structure, function, and human behavior. This course provides an in-depth examination of the anatomy of the brain, spinal cord, and peripheral nervous system, neural development, neuronal communication, and genetic influences on neural structure and function. Structural and functional interactions of the nervous system with the endocrine, digestive, and immune systems are also examined. Other topics include the nervous system’s role in sensation, perception, motor activity, circadian rhythms, sleep, motivation, emotion, sex, gender, learning, memory, language, cognition, and consciousness. The neural bases of psychological disorders including addiction, depression, anxiety, and schizophrenia are also addressed.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• describe the major concepts, theoretical perspectives, current findings, research methods, and interdisciplinary components of biological psychology.
• evaluate the psychobiological bases of various cognitive processes and behavior, including sensation and perception, motivation and emotion, sex, gender, movement, language, learning and memory, consciousness, and psychological disorders.
• explain the key elements of the scientific method and ethical issues related to the use of human and nonhuman subjects in psychobiological research.
• identify and describe the general structures and functions of the central and peripheral nervous systems, the plasticity of these systems and their interaction with other systems such as the endocrine, digestive, and immune.
• discriminate the influence of genetic and environmental factors on nervous system development, function, and behavior.
• discriminate the general anatomy of neurons and glia and their respective functions in the nervous system.
• compare and contrast the key electrical and chemical properties of within-neuron communication including the resting, action, and graded potentials.
• differentiate the critical steps in synaptic transmission and the neuronal processes that facilitate these steps including the dynamic role of receptor function.
• evaluate the action of major psychoactive drugs on neural function and behavioral change.

PSYC 311 Biological Psychology Laboratory

Units: 1
Hours: 54 hours LAB
Prerequisite: PSYC 310 with grade of "C" or better or concurrent enrollment in PSYC 310.
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B3; IGETC Area 5C
Catalog Date: June 1, 2020

This course involves the applied study of the nervous system, focusing on its anatomy, physiology, biochemistry, and impact on behavioral and mental processes. This course will provide a foundation in the principles of the scientific method and practical experience in its application to the study of biological psychology. Specific topics include neuroanatomical organization of the nervous system with special emphasis on the brain; anatomy of neurons and glia; electrophysiology of nerves; anatomy and physiology of sensory systems; and psychophysical examination of sensorimotor processes and states of consciousness. Brain dissection procedures, microscopic analysis, interactive computer simulations, and lab experiments including electroencephalographic and electromyographic data
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the foundation principles of the scientific method and demonstrate proficiency in their application.
- conduct basic dissection of neural tissue.
- discriminate among the anatomical features of the central and peripheral nervous system, their functions and connectivity.
- identify the primary structural features of neurons, glia, and synapses at the cellular level.
- examine and explain the electrophysiology of neurons and its relationship to function.
- employ safe and ethical laboratory procedures and demonstrate proficiency with primary equipment and techniques used to investigate both brain and neuronal structure and function, including dissection tools, the compound microscope, and EEG/EMG recording instruments.
- conduct basic psychophysical data collection and analysis and interpret results.
- compare and contrast various psychobiological research methods in terms of the type of information gained and their areas of application.

PSYC 314 Animal Behavior and Cognition

This course is designed for anyone who is interested in or has ever lived with and loved animals. Those pursuing careers in psychology, biology, zoology, animal laboratory services, and veterinary technology will find this course interesting and useful. It consists of a broad survey of general topics and current research in the related fields of animal behavior, animal cognition, animal communication, interactions between human and non-human animals, and conservation biology. Topics addressed in this course include: the principles of evolution, history of the relationship between humans and non-humans, communication between humans and other animals; animals as competitors and resources, research animals and bioethics, animals as companions, animals in therapy and service, behavior of wild animals in zoos, and the future prospects for positive interactions between humans and non-human animals, especially as it relates to climate change. The course is designed to foster a better understanding of non-human animals, nurture a respect for them, and create an ethic that emphasizes a respect for all life and its threatened environments.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the scientific method and its application to the study of animal behavior.
- evaluate the merits and shortcomings of different approaches employed by animal behavior scientists and the claims made for or against their findings.
- critique reports in the popular press focused on animal behavior, communication, and intelligence.
- articulate an understanding of the common origins of humans and other animals.
- articulate the evolutionary relationships underlying the rationale for the use of animals in biomedical and neuroscientific research.
- explain the contribution of animals to human health and well-being.
- identify common requirements for life and the impact of human expansion on the future survival of many species.

PSYC 315 Psychopharmacology

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
The primary focus of this course will be on psychoactive drugs and their neural, physiological, cognitive, and behavioral effects. Both recreational and psychotherapeutic drugs will be examined. Core concepts will include neuroanatomy, neuronal communication, pharmacokinetics and pharmacodynamics of drugs. These concepts will be used to understand the influence of drug action on various aspects of cognition, emotion, and behavior with specific emphasis on their role in psychological disorders and their treatment, recreational drug use, drug use disorders, addiction, learning and memory, cognitive enhancement, and dementia.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate a basic understanding of the anatomy, physiology, and chemistry of the nervous system.
- explain the key elements of neuronal communication, pharmacokinetics, and pharmacodynamics.
- apply principles of neuroanatomy, neuronal communication, pharmacokinetics, and pharmacodynamics to the ability of drugs to modify cognition, emotion, and behavior.
- evaluate the therapeutic and recreational uses of various psychoactive drugs in terms of their physiological, cognitive, and behavioral effects.
- assess how various classes of drugs contribute to the etiology and treatment of psychological disorders.
- evaluate psychopharmacological approaches to enhancing brain activity including in areas of retardation of aging, memory enhancement, and cognitive development.
- explain the neurocircuitry and neurochemistry involved with processes of drug use disorders and addiction.
- review and evaluate historical and contemporary approaches in psychopharmacology.

### PSYC 316 Cognitive Psychology

**Units:**

3

**Hours:**

54 hours LEC

**Prerequisite:**

None.

**Transferable:**

CSU; UC

**General Education:**

AA/AS Area IV; CSU Area D9; IGETC Area 4I

**Catalog Date:**

June 1, 2020

Cognitive Psychology is a course designed for those interested in developing a better understanding of cognitive science. Topics include: An overview of behaviorism and other theories of learning; contemporary areas of neuroscience; sensation and perception; short-term and long-term memory; language; linguistic and cognitive development; problem solving, judgment, and creativity. Current controversies related to the proposed structure of thought in both humans and non-humans will be addressed. Upon completion of this course, students will possess an improved appreciation for the complexity of brains and the plurality of minds that emerge from their activity.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe and explain the specific research methods commonly used in cognitive science.
- using terminology appropriate for the discipline, compare and contrast major perspectives and theories in cognitive science.
- apply cognitive psychological principles to real world situations, such as learning and memorization in the classroom and the maintenance of mindfulness in life.
- demonstrate critical thinking about research in cognitive psychology, and demonstrate the ability to draw reasonable conclusions about the veracity of that research.
- use concepts from cognitive neuroscience to describe the elements of cognition and behavior.
- explain individual variation in patterns of sensation, perception, problem solving, and linguistic competence.

### PSYC 320 Social Psychology
This course provides students with an introduction to the scientific study of how people think about, influence, and relate to one another. Students become familiar with the major domains of social psychology and the relevance of social psychology to daily life. Topics covered include the history and perspectives of social psychology, foundational studies and current research, research methods utilized in social psychology, social cognition and perception, the power of the situation, sociocultural and biological influences on social behaviors and cognition, group processes, the effects of mass communication on social behaviors and cognition, aggression, prejudice, stereotyping and discrimination, love and attraction, altruism, conflict resolution, and the sustainable future.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine the history and foundational studies that form the basis for current concepts, theories, and research in social psychology.
- critically analyze how people think about, influence, and relate to one another in terms of concepts, theories, and research in social psychology.
- demonstrate applications of social psychological concepts, theories, and research findings to personal, interpersonal, organizational, and social contexts.
- evaluate the interaction of social and biological influences on social behaviors and cognition.
- evaluate diversity issues (e.g., culture and ethnicity, gender, age, sexual orientation, and socioeconomic status) and their impact on social behaviors and cognition.

PSYC 330 Introductory Statistics for the Behavioral Sciences

Units: 3
Hours: 54 hours LEC
Prerequisite: MATH 120 with a grade of "C" or better, or placement through the assessment process.
Transferable: CSU; UC
General Education: AA/AS Area II(b)
Catalog Date: June 1, 2020

This course focuses upon the concepts and applications of descriptive and inferential statistics in psychology and other social and behavioral sciences. Topics include: descriptive statistics; probability and sampling distributions; parametric and nonparametric statistical methods; hypothesis testing; statistical inference; correlation and regression; chi-square; t-tests; and analysis of variance procedures. Application of both hand-computation and statistical software to data in a social science context will be emphasized, in addition to the interpretation of the relevance of the statistical findings.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize appropriate statistical techniques to analyze and interpret applications using data from a variety of disciplines including, but not limited to psychology, sociology, social science, health science, and education.
- identify standard methods of data collection and their advantages and disadvantages.
- calculate descriptive statistics for discrete and continuous distributions, such as mean, variance, ranges, and best estimates.
- calculate probabilities and percentiles using normal and t-distributions.
- determine and interpret confidence intervals, levels of significance including p-values, and type I and II errors.
- compare and contrast sample and population distributions and examine the influence of sampling method.
- formulate testable hypotheses from samples from one or two populations and interpret results.
- conduct analyses, infer, and interpret results with various statistical procedures including, but not limited to correlation, chi-square, Kruskal-Wallis H test, regression, and ANOVAs.
- utilize statistical software (i.e. SPSS, Excel) and a graphing calculator to perform probability and statistical calculations and interpret results.
- interpret data from tables and graphs and align with related numerical results.

**PSYC 335 Research Methods in Psychology**

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** PSYC 300 (General Principles) with a grade of "C" or better; and either PSYC 330 (Introductory Statistics for the Behavioral Sciences) or STAT 300 (Introduction to Probability and Statistics) or STAT 480 (Introduction to Probability and Statistics - Honors) with a grade of "C" or better.  
**Advisory:** ENGRD 110 or ENGR 300 with a grade of "C" or better.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area II(b); CSU Area D9; IGETC Area 4I  
**C-ID:** C-ID PSY 200  
**Catalog Date:** June 1, 2020

This course introduces students to the principles, methods, and ethics of research in the social and behavioral sciences, especially Psychology. Key areas include the design, implementation, and evaluation of experimental and non-experimental research. Hypothesis testing, APA writing style, and the application of descriptive and inferential statistical analysis will be addressed. The laboratory portion provides opportunities to gain experience with design development, data collection, analysis and interpretation, and report writing.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate knowledge of the application of basic ethical principles of research.
- describe key aspects of the scientific method.
- compare and contrast the main principles and parameters of various research methods, with specific emphasis on experimental vs. non-experimental designs.
- demonstrate proficiency in designing both experimental and non-experimental research.
- apply appropriate methods and techniques for data collection and analysis.
- utilize databases and library resources to locate and critically evaluate primary and secondary sources.
- utilize statistical applications for descriptive and inferential analysis.
- utilize APA style in the development of all aspects of a research report.
- integrate research findings and statistical results in order to interpret data and form conclusions.

**PSYC 340 Abnormal Behavior**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** PSYC 300 with a grade of "C" or better.  
**Advisory:** ENGRD 110 or ENGR 300 with a grade of "C" or better, or placement through the assessment process.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area V(b); CSU Area D9; CSU Area E1; IGETC Area 4I  
**C-ID:** C-ID PSY 120  
**Catalog Date:** June 1, 2020

In this course, students will explore the broad questions of normality and abnormality, and investigate specific mental, emotional, and behavioral difficulties. They will learn current approaches to psychological intervention including present community mental health practices. Students will consider the contribution of social, biological, psychological, and cultural factors to the development and persistence of behavior disorders.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and evaluate the criteria used to define abnormal behavior.
- evaluate the advantages, disadvantages, and stigmas associated with diagnostic labeling.
- classify specific psychological disorders using the DSM-5 diagnostic system.
- recognize and evaluate the contribution of social, biological, psychological, and cultural factors to the development and persistence of behavioral disorders.
- discuss the influence of gender, race, ethnicity, sexual orientation, social class, and culture on the assessment, diagnosis, and treatment of psychological disorders.
- compare, contrast, and evaluate current approaches to psychological intervention including psychodynamic, cognitive, behavioral, humanistic, family systems, biological, and sociocultural approaches.
- apply critical thinking strategies to the understanding of issues and controversies in abnormal psychology.
- demonstrate understanding of research and clinical ethics in abnormal psychology.

**PSYC 352 Psychology of Peace and Conflict**

<table>
<thead>
<tr>
<th>Units</th>
<th>3</th>
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<tbody>
<tr>
<td>Hours</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>ENGRD 110 and ENGWR 51 with grades of &quot;C&quot; or better or ESLW 310 and ESLR 310 with grades of &quot;C&quot; or better</td>
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<tr>
<td>Advisory</td>
<td>CSU; UC</td>
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<tr>
<td>General Education</td>
<td>AA/AS Area V(b); CSU Area D9; IGETC Area 4I</td>
</tr>
<tr>
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</table>

This course will include the psychological dynamics that promote peaceful, collaborative actions among people as opposed to conflicted states that support aggressive acts of violence among people. Materials will span from acts of aggression intragroup to the larger escalation of wars between cultures. Also included will be consideration of the apparent aggressive behaviors manifested against the physical environment ranging from defacing public property to the near-destruction of the earth’s ecological systems.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- critique research on the human propensities towards aggression and collaboration from seminal thinkers in psychology.
- analyze efforts by power structures to manipulate human emotions for ulterior reasons and causes.
- investigate psychology and philosophical paradigms as to how these models interface with human choices for peace and/or aggression.
- demonstrate how principles and research methodologies of psychology relate to the field of human aggression through understandings of the works of John Dollard, et al.

**PSYC 355 Love and Intimacy**

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<th>Units</th>
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<tbody>
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<td>Hours</td>
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<tr>
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<tr>
<td>Transferable</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>Catalog Date</td>
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</table>

This course is an investigation of the human desire for affiliation and affection. Emphasis will be placed on types of love, levels of bonding, differences between love and relationship addiction, and ways in which individuals frustrate their desire for intimacy and/or exit from potentially intimate encounters in life.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze the motivations for love and the types of love found among human beings.
- assess the prevailing myths of romantic love in American culture, the manipulation of romantic love for extrinsic purposes, and the hazards of the myth.
- critique materials concerning the human desire for intimacy, the common fears surrounding this desire, and the barriers used to
PSYC 356 Human Sexuality

This course provides a balanced scientific understanding of sexual literacy from a cultural, physiological, sociological, and psychological perspective. Students will be provided with a solid base of information about sex and their own sexuality enabling them to make healthy and responsible choices and decisions throughout their lives. Course topics include: sexual research, sexual contents (culture, history, religion), social media impact, anatomy and physiology, arousal and response, sexual infections, contraception, reproduction, gender identity, sexual orientation, child/adolescent sexual development, adult and aging sexual well-being, love and communication, coercion and treatment.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate between scientifically-derived knowledge and myths related to sexual research.
- compare and contrast the major theoretical contexts of human sexual behaviors and development through history, religion, and personal cultural contexts.
- evaluate psychological data, draw reasonable conclusions, apply critical thinking skills to the impact of current social media, and government impact on personal, community, and scientific problems relating to research findings on sexual motivation, variety, differences, and issues.
- compare male and female anatomical structures and their functions; intersex individuals
- develop an understanding of variation in human sexual arousal and response, contraception, reproduction, pregnancy and delivery.
- identify guidelines for safeguarding and improving sexual health and well-being by understanding current issues related to sexual infections and disease.
- demonstrate an understanding of the factors that influence sexual development and interaction across the life span, infancy, adolescence, adulthood, and aging.
- compare and contrast interpersonal attachment, relationships, and effective and ineffective communication strategies.
- compare and contrast the research findings with current issues on sexual coercion, harassment, date rape, rape, human trafficking, prostitution, and pornography.
- evaluate all data from psychological, cultural, and ethical perspectives.

PSYC 358 Principles of Interpersonal Relations

This course examines the principles involved in healthy and effective interpersonal relationships. Topics include interpersonal feedback, self-disclosure, the role of emotions in relationships, the art of listening, and common stresses/strains on relationships. The focus of the course will be on concepts useful to the students in their face-to-face relationships at home, school, and work.
Upon completion of this course, the student will be able to:

- demonstrate familiarity with relationship theories and concepts.
- examine the history and foundational studies that form the basis for current concepts, theories, and research in relationship science.
- identify and differentiate among the research methods commonly used in relationship science.
- analyze the concept of interpersonal attraction, contrasting evolutionary explanations with those more recent.
- examine relationship skills and apply to real-world situations.
- explain the differences between various types of relationships.
- demonstrate a basic level of self-knowledge and personal insight as they pertain to relationships.
- identify healthy and unhealthy relationship patterns involving communication, power, intimacy, sex, and conflict.
- investigate the various evidence-based approaches to relationship maintenance and repair.

PSYC 360 Psychology of Women

In this course, students will study the impact of sex and gender on women’s lives. An emphasis is placed on the interplay between gender and race, ethnicity, class, age, sexual orientation, and physical and mental ability. The course addresses a variety of topics including gender stereotypes and their connections to sexism, gender roles and expectations, biological bases of sex, gender throughout the lifespan, the physical and mental health of women, women and work, and violence against women. The course also emphasizes the importance of critically evaluating theory and research on sex and gender.

Upon completion of this course, the student will be able to:

- identify, describe, and evaluate key theories and research findings that pertain to the psychology of women.
- compare and contrast traditional and feminist psychological theories of gender.
- analyze and identify the biological, developmental, societal, political, and historical factors that influence women’s behavior.
- identify the key developmental milestones women experience across the lifespan.
- explain how gender discrimination and oppression have shaped women’s experience.
- identify and describe examples of how intersecting aspects of identity (e.g., race, ethnicity, age, class status, etc.) influence women’s experience.
- apply knowledge of women’s experiences and behavior to suggest solutions to practical problems.

PSYC 364 Psychology of Sexual Orientation

In this course, students will examine topics and research related to lesbian, gay, and bisexual, transgender, queer, and intersex (LGBTQI) individuals. Topics will include causes of sexual orientation, causes of intersex conditions and transgender identities, theories of identity development, coming out, prejudice and discrimination against LGBTQI individuals, sexual orientation and gender identity across the lifespan, LGBTQI relationships, sexuality, religion and spirituality, and physical and mental health issues. In this course, students will also...
examine the intersection of gender identity and sexual orientation with other identity characteristics, such as race, ethnicity, age, ability status, and culture. This course will draw from a variety of political, cultural, sociological, philosophical, and psychological perspectives in order to fully understand the influence of sexual orientation and gender identity on our lives.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define and distinguish between sexual orientation, homophobia, heterosexism, sexual identity, gender identity, and other key terms.
- summarize the key research findings pertaining to LGBTQI individuals.
- demonstrate the ability to critically evaluate theories and research pertaining to sexual orientation and gender identity.
- describe and analyze the impact of sexual and gender minority status, including the impact of homophobia, heterosexism, biphobia, and transphobia.
- demonstrate an understanding of the impact of other forms of oppression, such as racism, ageism, and sexism, on sexual minorities.
- describe and analyze the psychological, social, and political issues that pertain to LGBTQI individuals.
- identify and evaluate strategies and life skills LGBTQI individuals can use to enhance their lives.

PSYC 367 Psychology of Minorities

Students will study the individual and collective impact of minority group status in the United States on an individual’s and group’s behaviors and mental processes. The psychological issues, concerns, needs, and values of minority individuals in the United States are also studied. In this course, the study of minority individuals includes those who are diverse by race, ethnicity, gender, sexual orientation, socioeconomic class, weight, religion, age, and physical, cognitive, emotional, or developmental ability. The cognitive and emotional aspects of prejudice as they relate to institutional and individual discrimination are also explored. This course is useful for students majoring in psychology, sociology, education, ethnic studies, and the helping/allied professions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the guiding concepts and dimensions in a psychological study of minority populations.
- evaluate how diversity and minority status are both individually and socially constructed.
- assess the major types of minority populations present in the United States, how they are defined, and their demographics.
- examine issues related to individual and institutionalized ethnocentrism, stereotyping, and prejudice, including recognizing one’s own ethnocentrism, stereotypes and prejudice.
- evaluate the impact of culture and minority status on basic psychological processes.
- examine the influence of culture and minority status on issues related to physical and mental health.
- evaluate specific psychological and social issues, and problems among minority populations in the United States.
- apply appropriate solutions, and/or interventions to minority population’s identified issues and problems.
- evaluate how issues of minority populations are interwoven with social and political institutions (e.g. government, healthcare, and education).

PSYC 370 Human Development: A Life Span

Same As: FCS 324
Students will study the physical, cognitive, social, and emotional development of humans from conception through the life span. Emphasis will be placed on the theoretical and practical application of developmental principles including atypical aspects of development. Major developmental theories concerning life span development will be studied. Topics from conception to death will be presented including: conception, prenatal development, including prenatal developmental complications, physical, cognitive, social, emotional developmental, and developmental issues. Included in these broad developmental areas are learning, brain development, personality, morality, and societal influences on development. Atypical development and challenges to optimal development will be included. The course also examines end of life issues and bereavement. This is a foundational course for careers in the educational, social, psychological, and medical fields. Students may receive credit for FCS 324 or PSYC 370, but not both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify developmental factors that are influenced by heredity and environment including factors that lead to atypical and delayed development.
- describe and give examples of how the scientific method can be used to evaluate research in life span development.
- evaluate the research on the influence of nature and nurture.
- compare and contrast how identity is developed and how identity changes during the life span.
- analyze how the concept of gender influences development.
- examine cultural factors that shape development and influence values, attitudes, and beliefs.
- analyze a major life event or time period based on life span theories.

PSYC 374 Psychology of Aging: Adult Development and Aging

This course examines the physical, psychological, social, and emotional aspects of the aging process including the interactions between the elderly and the rest of society. Topics include an analysis of stereotypes, social connections, environmental influences, sexuality, physical health, mental health, death, and bereavement. Credit may be earned for either PSYC 374 or GERON 302, but not both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine and discuss different theoretical perspectives used in explaining adult development and behavior.
- explain the normal aging changes and analyze how lifestyle choices influence the aging process.
- analyze and discuss how ethnic diversity influences the aging process.
- analyze the values of different cohorts and how those values impact the aging experience.
- analyze the financial costs of aging in terms of retirement planning, Social Security, pensions, and health care programs.
- compare alternative living environments in terms of appropriateness and affordability.
- compile a diversity of resources, local and otherwise, available to support successful aging.
PSYC 390 Psychology of Death and Dying

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGRD 110 and ENGW 51 with grades of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area V(b); AA/AS Area III(b); CSU Area D9; CSU Area E1; IGETC Area 4I
Catalog Date: June 1, 2020

This course is an investigation of beliefs, attitudes, anxieties, and behaviors associated with dying and death. Included will be materials relevant to suicide, life-threatening illnesses, bereavement, euthanasia, and various philosophical views on the phenomenon of death. One field trip to visit a cemetery, attend a funeral/memorial, or tour a funeral home is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate thanatology as an interdisciplinary subject with psychological, spiritual, philosophical social, cultural and historical aspects of death and dying.
- explain the impact of culture and family on death rituals and death systems.
- evaluate the psychic pain of suicide, how one can help ameliorate the pain, and the various forms suicide can take, such as altruistic suicide and culturally-defined suicide.
- describe the dynamics of grief, bereavement and the typical process of adult and children's mourning.

PSYC 392 Loss and Grief

Units: 2
Hours: 36 hours LEC
Prerequisite: CSU
Transferable: AA/AS Area III(b); CSU Area D9; CSU Area E1
General Education: June 1, 2020
Catalog Date: June 1, 2020

This course will explore the causes of grief reactions and the dynamics of bereavement. Expressions of normal grief will be compared with pathological reactions, and suggested interventions for resolving grief reactions will be addressed. Techniques for the resolution of loss and coping strategies will be presented.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explore losses as a natural consequence of being human and discuss current trends in coping strategies.
- explore their personal history of loss and his/her personal coping styles.
- understand the multi-faceted nature and the universality of the grief process, including disenfranchised, delayed, chronic, and somatic expressions of grief.
- recognize normal grief and complicated grief as it applies to sudden death, trauma, or catastrophe. Be able to differentiate between grief and depression.
- understand various cultural traditions and gender stereotypes related to bereavement and how they support us or injure us.
- reduce the anxieties of our inevitable experiences of loss.
- identity local and national resources for support.
- be able to describe children's and teen's cognitive and psychosocial understanding of death and loss at various developmental stages.
- understand how to integrate hope into the grief journey.
- develop greater empathy and consolation skills for all people.
PSYC 405 Substance Abuse: Effects on Body and Behavior

This course will educate students in drug identification, signs and symptomatology, methods of use, duration of effect, behaviors, addiction, and treatment options. The course examines historical and contemporary perspectives of substance abuse issues, epidemiologic data used to establish the prevalence, incidence, and identity of at-risk groups, and trends of substances of abuse and approaches to treatment. This course is especially advised for people who are seeking or working in careers in health, law enforcement, counseling, psychology, business, social services, or teaching. Credit may be earned for either PSYC 405 or ADMJ 303, but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the anatomy, physiology, and basic chemistry of the nervous system.
- explain the key elements of neural signaling, pharmacokinetics and dynamics, and drug effects on neural communication and on behavior.
- demonstrate familiarity with historical and current substance abuse laws.
- define and distinguish between drug addiction, dependence, misuse and abuse, and licit and illicit drugs.
- describe potential risk factors for use and apply culturally appropriate solutions and/or interventions to various substance using/abusing populations.
- examine the influence of culture and diversity on issues related to substance use and abuse as well as political, social, and economic factors involved in supply and demand; recognize, understand, and analyze how substance use and abuse issues are interwoven with economic, social, legal, and political institutions.
- define and distinguish among the major categories of drugs in our society (e.g. stimulants, narcotics, hallucinogens) and identify any psychotherapeutic benefits.
- describe current options for recovery/treatment from addiction/dependence and resources available at federal, state, and local levels.

PSYC 410 Psychology of Creativity, Intuition and Problem Solving

This course is designed to define and encourage the creative process and how it relates to personal success and expression, problem solving, and intuition. It will feature writing, art, music, movement, creative visualization, and stress management in a supportive group atmosphere.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the creative process.
- relate elements of creativity to the practical, theoretical, psychological, and spiritual domains.
translate the enriching and expanding dimensions of creativity into life experience.

demonstrate an understanding of the interrelationship of the body, mind, and emotion.

participate in activities, particularly movement, that engage the total person and provide a vehicle for self-expression, understanding, healing, and growth.

identify personal preferences of expression.

create environments and become comfortable with physical materials involved in cultivating creativity in work and leisure.

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**PSYC 412 The Heroic Journey**

**Units:** 2  
**Hours:** 36 hours LEC  
**Prerequisite:** None.  
**Advisory:** ENGRD 110 or ENGWR 51 with grades of "C" or better  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

Using ideas from Lao Tzu, Campbell, Jung, Pearson, Bolen, et al., the course will promote an understanding of the heroic journey of everyday people. The functions, processes, and totems of archetypal stations of the Tao of life such as juggler, jester, altruist, warrior, wanderer, etc. will be shared. The heroic journey will be viewed as metaphor for psychological wounding and healing, fragmentation and individuation, and joining with other sentient beings in the processes of becoming whole.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the contributions to learning by Joseph Campbell, C. G. Jung, and other seminal thinkers.

- demonstrate an improved understanding of the normality of psychological wounding and processes by which healing occurs.

- analyze human development as a life-long process in the movement toward wholeness.

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**PSYC 480 Honors General Principles**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ENGRD 110 or ENGWR 51 with grades of "C" or better  
**Enrollment Limitation:** Eligibility for the Honors Program.  
**Advisory:** LIBR 318 with a grade of "C" or better.

This course is an introduction to the major areas in the field of psychology. Topics to be covered include physiological processes, learning, cognition, development, personality, psychological disorders, therapy, social psychology, and research methodologies in psychology. These topics will be discussed from a variety of classical and contemporary psychological perspectives. Critical thinking and application of concepts will be an integral part of the course. There will be oral and written assignments as well as experiential activities in the course. This honors course uses an intensive pedagogical approach designed to allow motivated students to develop critical thinking skills, skills of oral and written expression, proficiency in library and Internet-based research, and creativity. Pedagogical strategies used in this course include student-led group discussion, oral and written presentations, extensive reading, exposure to theory and research in the field, and various activities and demonstrations.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate mastery of the basic theoretical perspectives of psychology.

- demonstrate an understanding of central issues relevant to many subfields of psychology.

- differentiate between scientific and pseudo-scientific psychological information.

- differentiate among various points of view regarding psychological issues.
• apply critical thinking skills in psychology.
• create a group-learning atmosphere which encourages critical thinking, respect, and support.
• apply, through writing and speaking, psychological theories and points of view to real-world issues.

PSYC 495 Independent Studies in Psychology

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regular offered courses, pursuant to agreement among college, faculty members, and students. Independent studies in psychology offers students a chance to do research that is more typical of theoretical and applied psychology. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• actively engage in intellectual inquiry beyond that required in order to pass a course of study.
• apply psychological theory to work in independent studies.
Associate Degree

A.S. in Railroad Operations

This program is designed for students pursuing a career as a Railroad Conductor, Engineer or Manager of Train Operations.

Recommended High School Preparation: English, mathematics, physics, electronics, mechanics, and computers.

Catalog Date: June 1, 2020

Degree Requirements

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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>RAILR 100</td>
<td>History of Railroading</td>
<td>3</td>
</tr>
<tr>
<td>RAILR 102</td>
<td>Railroad Technical Careers</td>
<td>3</td>
</tr>
<tr>
<td>RAILR 120</td>
<td>Railroad Operations</td>
<td>3</td>
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<tr>
<td>RAILR 122</td>
<td>Railroad Safety, Quality, and Environment</td>
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<tr>
<td>RAILR 140</td>
<td>Railroad General Code of Operating Rules</td>
<td>4</td>
</tr>
<tr>
<td>RAILR 142</td>
<td>Railroad Field Operations</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 19

The Railroad Operations Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- be a high school graduate or have obtained a GED
- must have no criminal record
- must have no moving violations within the last three years
- must have no drug convictions
- must be capable of lifting 90 pounds

Student Learning Outcomes
Upon completion of this program, the student will be able to:

- qualify for an interview for a Conductor, Engineer or Management Position.
- demonstrate the knowledge and skills appropriate for an entry level railroad position.
- demonstrate the knowledge and skills pertaining to industry history, careers, operations, safety, quality, environment, procedures, and operating rules.

Career Information

Sacramento City College's certificate of achievement and degree program in Railroad Operations prepares students for an exciting and well-paying career. The more than five hundred companies that make up the United States Railroad industry provide the country’s freight and passenger transportation service on a network of some 300,000 route-miles of track. Railroads employ a substantial workforce to service, maintain, and manage this extensive transportation network. Railroad Operations is an 19-unit, six-course program. The curriculum is approved by the Railroad Education and Training Association. In addition to normal student expenses, the Railroad Operations Program requires an additional expenditure of approximately $350.00 for protective clothing, work boots, and safety equipment. Contact the Financial Aid office for possible assistance before entering the program.

Certificate of Achievement

Railroad Operations Certificate

This program is designed for students pursuing a career as a Railroad Conductor or Engineer.

Recommended High School Preparation: English, mathematics, physics, electronics, mechanics and computers.

Catalog Date: June 1, 2020

Certificate Requirements

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Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- be a high school graduate or have obtained a GED
- must have no criminal record
- must have no moving violations within the last three years
- must have no drug convictions
- must be capable of lifting 90 pounds

Student Learning Outcomes

Upon completion of this program, the student will be able to:
Railroad Operations (RAILR)

RAILR 100 History of Railroading

This course covers the history and traditions of railroading and the industry's role in North American Economic Development. Upon successful completion of this course, students should be able to list and explain the significance of major events in North American Railroading. There is an alternate learning site for this class at the California State Railroad Museum. Admission may be charged to enter the California State Railroad Museum. If this causes a financial hardship, please contact your instructor.

Upon completion of this course, the student will be able to:

- validate the top of the yard. (Required by Association of American Railroads UMLER interface).
- calculate coupling speed of 4 MPH. (Required by industry council).
- evaluate yard operations. (Required by industry council).
- infer if a switch is normalled or reversed. Required by the Federal Railroad Administration under Emergency Order #24.
- recall Standard Code Signals. (Required by industry council).
- explain how basic hand signals are used to move, couple, and uncouple cars. (Required by industry council).
- assemble cars in yard setting by coupling and uncoupling. (Required by industry council).
- demonstrate an understanding of how passenger cars differ from freight cars. (Required by CFR 49 part 238).
- master railroad vocabulary. Required by the Model Course Outline of Record.
- demonstrate how a time claim is prepared. (This objective is required by Ed Code 78016 for the two year review) See The Curriculum Committee: Role, Structure, Duties and Standards of Good Practice.
- correlate the Status of Fatality Analysis with safety rules learned in class. (Required by the Federal Railroad Administration SOFA Committee).
- apply knowledge gained to complete a yard check. (Required by Federal Railroad Administration SOFA working Group).

Career Information

Sacramento City College's certificate of achievement and Degree Program in Railroad Operations prepares students for an exciting and well-paying career. The more than five hundred companies that make up the United States Railroad industry provide the country's freight and passenger transportation service on a network of some 300,000 route-miles of track. Railroads employ a substantial workforce to service, maintain, and manage this extensive transportation network. Railroad Operations is an 19-unit, six course program. The curriculum is approved by the Railroad Education and Training Association. In addition to normal student expenses, the Railroad Operations Program requires an additional expenditure of approximately $350.00 for protective clothing, work boots, and safety equipment. Contact the Financial Aid office for possible assistance before entering the program.

RAILR 102 Railroad Technical Careers

RAILR 102 Railroad Technical Careers

qualify for an interview for a Conductor or Engineer Position with a Class I Railroad.

demonstrate the knowledge and skills appropriate for an entry level railroad position.

demonstrate the knowledge and skills pertaining to industry history, careers, operations, safety, quality, environment, procedures, and operating rules.

Career Information

Sacramento City College's certificate of achievement and Degree Program in Railroad Operations prepares students for an exciting and well-paying career. The more than five hundred companies that make up the United States Railroad industry provide the country's freight and passenger transportation service on a network of some 300,000 route-miles of track. Railroads employ a substantial workforce to service, maintain, and manage this extensive transportation network. Railroad Operations is an 19-unit, six course program. The curriculum is approved by the Railroad Education and Training Association. In addition to normal student expenses, the Railroad Operations Program requires an additional expenditure of approximately $350.00 for protective clothing, work boots, and safety equipment. Contact the Financial Aid office for possible assistance before entering the program.

RAILR 100 History of Railroading

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Catalog Date: June 1, 2020

This course covers the history and traditions of railroading and the industry's role in North American Economic Development. Upon successful completion of this course, students should be able to list and explain the significance of major events in North American Railroading. There is an alternate learning site for this class at the California State Railroad Museum. Admission may be charged to enter the California State Railroad Museum. If this causes a financial hardship, please contact your instructor.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- validate the top of the yard. (Required by Association of American Railroads UMLER interface).
- calculate coupling speed of 4 MPH. (Required by industry council).
- evaluate yard operations. (Required by industry council).
- infer if a switch is normalled or reversed. Required by the Federal Railroad Administration under Emergency Order #24.
- recall Standard Code Signals. (Required by industry council).
- explain how basic hand signals are used to move, couple, and uncouple cars. (Required by industry council).
- assemble cars in yard setting by coupling and uncoupling. (Required by industry council).
- demonstrate an understanding of how passenger cars differ from freight cars. (Required by CFR 49 part 238).
- master railroad vocabulary. Required by the Model Course Outline of Record.
- demonstrate how a time claim is prepared. (This objective is required by Ed Code 78016 for the two year review) See The Curriculum Committee: Role, Structure, Duties and Standards of Good Practice.
- correlate the Status of Fatality Analysis with safety rules learned in class. (Required by the Federal Railroad Administration SOFA Committee).
- apply knowledge gained to complete a yard check. (Required by Federal Railroad Administration SOFA working Group).

RAILR 102 Railroad Technical Careers

Units: 3
Hours: 54 hours LEC

The more than five hundred companies that make up the United States Railroad industry provide the country's freight and passenger transportation service on a network of some 300,000 route-miles of track. Railroads employ a substantial workforce to service, maintain, and manage this extensive transportation network. Railroad Operations is an 19-unit, six course program. The curriculum is approved by the Railroad Education and Training Association. In addition to normal student expenses, the Railroad Operations Program requires an additional expenditure of approximately $350.00 for protective clothing, work boots, and safety equipment. Contact the Financial Aid office for possible assistance before entering the program.
This course includes information about technical careers in railroading, thereby, enabling students to choose suitable career paths. This course includes alternate learning sites that will demonstrate the relationship among technical work groups in day-to-day railroad operations. Students must provide their own transportation. Upon successful completion of this course, students should be able to describe basic technical job functions, requirements, and characteristics.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- build a Marketing Plan. (Required by Union Pacific Railroad).
- associate Timetable Special Instructions with the General Code of Operating Rules. (Required by Association of American Railroads).
- simulate a Railroad Crew Board. (Required by industry).
- master the 9 points of a Customer Relations program. (Required by industry).
- demonstrate an understanding of Auxiliary Signals. (Required by Title CFR Title 49 section 218.21).
- evaluate Clearance and Envelope vs. train size. (Required by the Railway Clearance Association).
- calculate rehab railroad per mile of a typical railroad.
- simulate actual railroad operations using Blackboard. (Required by industry).
- recall 5 brake tests from Title 49 Part 238.
- describe "Call to Departure" for a typical train.
- demonstrate an understanding of work flow. (Required for individual and crew safety).
- practice interviewing techniques. (Required by Union Pacific Railroad).

### RAILR 120 Railroad Operations

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Catalog Date:** June 1, 2020

This course includes information about the industry, its major assets, structures, and typical operations. Upon successful completion of this course, students should be able to define the current North American railroad industry characteristics, basic operations, components and processes, and industry structure and administrative processes.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the different types of rules. (Required by the Association of American Railroads).
- understand and apply the hierarchy of rules modifications between the General Code of Operating Rules, Systems Special Instructions, Timetables, General Orders, and Track Bulletins. (Required by the Association of American Railroads).
- understand and apply Restricted Speed. (Required by industry, the Federal Railroad Administration and the National Transportation Board).
- understand the meaning of, and how to properly react to, "Trackside Defect Detector" transmissions or the lack thereof. (Required by industry and regulatory bodies).
- demonstrate the application of the General Code of Operating Rules in train and switching operations scenarios. (Required by industry).
- understand the application of the General Code of Operating Rules. (Required by the Association of American Railroads).
- demonstrate an understanding of "Couplers, Coupling and Lacing". (Required by CFR 49 Part 232).
- understand and explain the Railroad Crew Management system.
- understand policies and placement restrictions when switching and transporting Hazardous Materials. (Required by the US
RAILR 122 Railroad Safety, Quality, and Environment

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Catalog Date: June 1, 2020

This course covers the importance of safety quality, personal health, and environmental awareness to the railroad industry and emphasizes the basic tools and techniques for improving these conditions on the job. Upon successful completion of this course students should be able to define and explain the need for improved safety, quality, health, and environmental awareness, describe their basic principles, explain the elements of successful programs, and apply these elements to typical tasks on the job.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the yard check and modify the yardmasters journal. (Required by shortline railroads)
- demonstrate an understanding of the railroad locomotive and its interface. (Required by industry)
- predict the outcome of air brakes and air brake tests. (Required by CFR 49 part 238)
- apply rules within train and switching scenarios. (Required by industry)
- demonstrate an understanding of Railroad Signal Rules. (Required by all railroads)
- describe and understand the Railroad Crew Management System.
- understand the basic design and function of a railroad yard.
- understand the weight distribution methods and concerns of track systems.
- evaluate the root cause of fatalities reported in the Switching Operations Fatality Analysis, describe the origin of the group involved and how it has affected safety.
- report track and industry car location accurately. (required by industry and railroads)
- describe and avoid driver-caused potential hazards at highway-rail grade crossings as a result of an Operation Lifesaver presentation.
- describe Train Call to Train Departure events and procedures, and identify potential problems and prevention methods.
- demonstrate an understanding of GCOR rules and their application in train movement. (Required by most railroads)
- recognize proper and improper tie installations in track structures.
- demonstrate an understanding of project work flow. (Required for individual and crew safety)
- understand the operation of turnouts designed for different speeds.
- understand how to mount and properly test the End of Train Device. (Required by CFR part 238)
- describe proper actions when applying the General Code of Operating rules. (Required by the Association of American Railroads)
RAILR 140 Railroad General Code of Operating Rules

Units: 4
Hours: 72 hours LEC
Prerequisite: RAILR 120, 122, and 120 with grades of "C" or better
Catalog Date: June 1, 2020

This course provides instruction in the use and application of railroad rules, timetables, general orders, track bulletins, track warrants, and train orders. The students will learn their interpretation, origin, and use in the railroad industry. Students are required to pass the General Code of Operating Rules Examination and will be required to write and re-write general orders, timetables, and rules. This course provides an in-depth study of the GCOR. Upon completion of this course, the students should be able to apply the General Code of Operating Rules to safe and efficient train movement and operations. Students must pass the prerequisite courses prior to attending this course. See an instructor about special requirements.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply and comply with basic General Code of Operating Rules.
- understand and apply the requirements of Rule 6.27 and 6.28.
- define the indication of signals from the General Code of Operating Rules and System Special Instructions.
- be certified in the General Code of Operating Rules.

RAILR 142 Railroad Field Operations

Units: 3
Hours: 48 hours LEC; 24 hours LAB
Prerequisite: RAILR 120, RAILR 122, and RAILR 140 with grades of "C" or better. Hold a valid General Code of Operating Rules (GCOR) certification card.
Catalog Date: June 1, 2020

This course provides for use and application of: railroad rules, timetables, general orders, track bulletins, track warrants, and train orders. Students will apply these in the classroom and in a railroad setting. Students are required to show that they have passed the General Code of Operating Rules examination on their first day of class. Students not qualified in the rules will not be allowed to continue in the class. In addition to the lectures, students will go on a Saturday day and weekday evening field trips where they will participate in: making up trains, coupling and uncoupling cars and locomotives, hooking up air hoses, troubleshooting air brakes systems, getting on and off stationary equipment, removing and applying knuckles of cars (knuckles weigh up to 90 pounds), and lining up different types of switches. Students are required to wear lace-up boots that cover the ankle with defined heels, leather gloves, loose fitting jeans or coveralls that cover the legs and do not restrict movement, shirts with sleeves, and hearing and eye protection. Hats that provide protection from the sun and rain are recommended. Students should be prepared to work outside in all types of weather.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of switching operations and switchman/trainman duties in compliance with Federal Law and Railroad Rules.
- switch, set out and pick up train cars and perform a safety inspection.
- replace knuckles, air hoses, and gaskets.
- properly secure rail equipment against undesired movement.
- evaluate and assess the air brake system of a train for proper operation and do basic troubleshooting of the air brake system.
- comply with railroad signals.
- safely control train movements using standard hand lantern signals.

RAILR 144 Railroad Air Brakes
This course offers an overview of the train air brake system from the rear of the engine to the flashing rear end device with a focus on the American brake valve. Emphasis is placed on Federal Railroad Administration requirements for Initial Terminal Brake Test, as well as industry Air Brake Rules on the use and application of the air brake system. The course includes inspection of the load, under carriage, air brake connections, hand brake systems, drain valves, and cut-out cocks.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- comply with required Federal Law.
- obey railway Air Brake Rules.
- select the proper course of action if the Initial Terminal Air Brakes fails.
- identify air brake equipment that is misaligned, inoperative or not performing well.

RAILR 294 Topics in Railroad Operations

Units: 3.5
Hours: 54 hours LEC; 27 hours LAB
Prerequisite: None.
Advisory: RAILR 120 and RAILR 122 with grades of "C" or better.
Catalog Date: June 1, 2020

This course is designed to give students an opportunity to study topics in Railroad Operations not included in current course offerings. This course may be taken four times for credit providing there is no duplication of topics.

RAILR 295 Independent Studies in Railroad Operations

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Catalog Date: June 1, 2020

This is an independent studies course. The topics are to be arranged between the instructor and student.
Recreation courses provide an overview of recreation, park and leisure services, as well as outdoor recreation, and new and emerging issues.

Dean
Mitchell Campbell

Department Chairs
Connie Zuercher

(916) 558-2425

HerrerM@scc.losrios.edu

Recreation (RECR)

RECR 300 Introduction to Recreation and Leisure Services

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This is an overview of recreation, park, and leisure services. This is a basic course that includes the nature, scope, and significance of leisure and recreation as a social force in today's society.

There is a special emphasis placed on the role of the leader in recreational settings, both from the public and private perspectives.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the philosophical foundations of leisure and recreation.
- explain public and private providers in recreation.
- analyze concepts of recreation and leisure.
- recognize and examine the challenges, issues, and program trends in the recreation movement.
- describe the history and background of the recreation and park movement.

RECR 310 Outdoor Recreation

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 300
Transferable: CSU
Catalog Date: June 1, 2020

This is an entry level course for recreation and similar majors. This course involves an orientation to resources for quality outdoor recreational experiences, management of people, job opportunities, trends, problems, and issues in public and private outdoor recreation agencies. It provides an introduction of philosophies and operating procedures of outdoor recreation facilities within federal, state, and
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe and identify job opportunities with outdoor recreation agencies and suppliers.
- distinguish the operation of local, state, and federal recreation agencies.
- analyze and describe solutions to problems and issues facing outdoor recreation agencies.
- analyze the purpose and quality of outdoor recreational activities.
- plan and design outdoor recreational activities.
- plan and design age-appropriate and ability-appropriate activities for participants.
The sociology program at Sacramento City College offers a number of classes and hands on opportunities for students to develop a sociological imagination and an applied skill set. Students are exposed to the theoretical and critical thinking framework that promotes a sophisticated understanding of social interaction and provides an excellent foundation for transfer to a four-year institution or entry into the work force. The sociology program offers related degrees in community studies and intercultural studies as well as emphases in women and gender studies, crime and justice studies, and environmental studies. The department has a shared value of social justice that underscores the program and related student opportunities. Students can gain valuable tools in direct service, research, deviance and crime, and community development that support the professional proficiency needed for jobs in the growing fields of community planning and development, education, law and law enforcement, many profit and non-profit sectors, and social work.

Dean
Dennis Lee

Department Chairs
Nicholas Miller

(916) 558-2401
SCC-BSS@losrios.edu

Associate Degrees for Transfer

A.A.-T. in Sociology

The sociology program at Sacramento City College offers a number of classes and hands on opportunities for students to develop a sociological imagination and an applied skill set. Students are exposed to the theoretical and critical thinking framework that promotes a sophisticated understanding of social interaction and provides an excellent foundation for transfer to a four-year institution or entry into the work force. The sociology program offers related degrees in community studies and intercultural studies as well as emphases in women and gender studies, crime and justice studies, and environmental studies. The department has a shared value of social justice that underscores the program and related student opportunities. Students can gain valuable tools in direct service, research, deviance and crime, and community development that support the professional proficiency needed for jobs in the growing fields of community planning and development, education, law and law enforcement, many profit and non-profit sectors, and social work.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

(2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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</tr>
<tr>
<td>or SOC 480</td>
<td>Introductory Sociology - Honors (3)</td>
<td></td>
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<tr>
<td>SOC 301</td>
<td>Social Problems (3)</td>
<td>3</td>
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<tr>
<td>or SOC 481</td>
<td>Social Problems - Honors (3)</td>
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<td>COURSE CODE</td>
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<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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<tr>
<td>or STAT 480</td>
<td>Introduction to Probability and Statistics - Honors (4)</td>
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A minimum of 6 units from the following:

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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>SOC 302</td>
<td>Introduction to Social Research Methods (3)</td>
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<tr>
<td>SOC 310</td>
<td>Marriage and the Family (3)</td>
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<tr>
<td>or FCS 320</td>
<td>Marriage and the Family (3)</td>
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<tr>
<td>SOC 318</td>
<td>Introduction to Crime, Deviance, and Social Control (3)</td>
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<tr>
<td>or ADMJ 349</td>
<td>Introduction to Crime, Deviance, and Social Control (3)</td>
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<tr>
<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<tr>
<td>or SOC 482</td>
<td>Race, Ethnicity and Inequality in the United States - Honors (3)</td>
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<tr>
<td>SOC 341</td>
<td>Sex and Gender in the U.S. (3)</td>
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<tr>
<td>PSYC 320</td>
<td>Social Psychology (3)</td>
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A minimum of 3 units from the following:

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>SOC 305</td>
<td>Critical Thinking in the Social Sciences (3)</td>
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<tr>
<td>SOC 319</td>
<td>Sociology of Law and Justice (3)</td>
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<tr>
<td>SOC 335</td>
<td>Sociology of Aging (3)</td>
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<tr>
<td>SOC 343</td>
<td>Women and Social Action (3)</td>
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<tr>
<td>SOC 344</td>
<td>Sociology of Women's Health (3)</td>
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<tr>
<td>SOC 345</td>
<td>Global Women’s Issues (3)</td>
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<tr>
<td>SOC 347</td>
<td>Women, Globalization, and Human Rights (3)</td>
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<td>SOC 350</td>
<td>Sociology of Popular Culture (3)</td>
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<tr>
<td>SOC 375</td>
<td>Introduction to Community Development (3)</td>
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<tr>
<td>SOC 380</td>
<td>Introduction to Social Services (3)</td>
<td></td>
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<tr>
<td>SOC 382</td>
<td>Introduction to Casework in Social Services (3)</td>
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<tr>
<td>SOC 385</td>
<td>Practicum in Sociology (1 - 4)</td>
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</tr>
</tbody>
</table>

Total Units: 19

The Associate in Arts in Sociology for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- articulate and apply the core principles of the sociological perspective to the study of social institutions and everyday life.
- assess, analyze, and apply sociological theories and social research methods.
- examine and develop an understanding of the social construction of reality and social categories.
- evaluate the processes of social inequality, stratification and agency through a social justice lens.

### Career Information

Sociologists with graduate degrees may teach at the high school, college, and graduate levels. Research sociologists may manage and
execute research at the local, state, and federal levels and in both private and public sector industry. Additional careers facilitated by advanced study of sociology include public policy analysis, jurisprudence, and careers in international fields. Applied sociologists work with social service agencies and community programs developing resources for various populations, i.e. at-risk-youth, the elderly or people experiencing challenges related to poverty, substance abuse, or the justice system. Sociology majors are encouraged to participate in community activities and community service internships and often attend relevant guest lectures and public events.

Associate Degrees

A.A. in Community Studies

Community Studies is an applied sociology program that provides a foundation for students to explore the social services, community development practices, and social justice efforts to address social inequities. Sociological theory and research principles will guide critical academic exploration and development, which will be applied to a hands on practicum field experience under the supervision of faculty and professionals in the community. The A.A. degree and certificate in Community Studies will offer additional broader employment options and career advancement opportunities.

**Catalog Date**: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
<td>3</td>
</tr>
<tr>
<td>or SOC 482</td>
<td>Race, Ethnicity and Inequality in the United States - Honors (3)</td>
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<tr>
<td>SOC 375</td>
<td>Introduction to Community Development</td>
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<tr>
<td>Fall Semester:</td>
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<tr>
<td>SOC 380</td>
<td>Introduction to Social Services</td>
<td>3</td>
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<tr>
<td>Spring Semester:</td>
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<tr>
<td>SOC 382</td>
<td>Introduction to Casework in Social Services</td>
<td>3</td>
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<tr>
<td>ADMJ 304</td>
<td>Juvenile Delinquency (3)</td>
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<tr>
<td>ADMJ 340</td>
<td>Introduction to Correctional Services (3)</td>
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<tr>
<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<tr>
<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<td>or FCS 324</td>
<td>Human Development: A Life Span (3)</td>
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<td>PSYC 390</td>
<td>Psychology of Death and Dying (3)</td>
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<tr>
<td>ADMJ 303</td>
<td>Substance Abuse: Effects on Body and Behavior (3)</td>
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<tr>
<td>or PSYC 405</td>
<td>Substance Abuse: Effects on Body and Behavior (3)</td>
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<td>SOC 301</td>
<td>Social Problems (3)</td>
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<tr>
<td>SOC 335</td>
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</tbody>
</table>
The Community Studies Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate an understanding of the evolution of the social services, community development practice, and related public policy.
- identify, analyze, and help to construct strategies for social change through participation in the social justice work of an organization.
- analyze how communities attempt to overcome problems associated with inequality, cultural stigma, prejudice, and discrimination.
- analyze social service and community development organizational structures and their functions.
- identify and evaluate the various roles of a community worker.
- assess, compare, and develop core interventions and community resources.
- integrate personal sensitivity and awareness of the cultural diversity of clients, professionals, and communities.
- assess and apply knowledge of existing professional codes of ethics and laws related to the social services and community development.

Career Information

The degree and certificate in Community Studies are designed to prepare students to work in public, private, and nonprofit community service organizations such as social service, educational, correctional, mental health, community development and community health agencies, and programs. The A.A. degree may also serve as the first level of education in a career ladder leading to a BA in social work, community development, or sociology and then on to advanced study in a variety of graduate programs leading to masters and doctoral degrees.

A.A. in Intercultural Studies

The Intercultural Studies Associate in Arts degree prepares students for careers in which they will interact with people from a variety of cultural backgrounds. The Intercultural Studies major is an interdisciplinary major drawing from coursework in sociology, history, humanities, geography, anthropology, and a foreign language.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<tr>
<td>or ANTH 481</td>
<td>Honors Cultural Anthropology (3)</td>
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<tr>
<td>COMM 325</td>
<td>Intercultural Communication</td>
<td>3</td>
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<tr>
<td>ETHNS 300</td>
<td>Introduction to Ethnic Studies</td>
<td>3</td>
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<tr>
<td>GEOG 310</td>
<td>Human Geography: Exploring Earth’s Cultural Landscapes</td>
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<tr>
<td>HIST 307</td>
<td>History of World Civilizations to 1500</td>
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<tr>
<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present</td>
<td>3</td>
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<tr>
<td>HIST 360</td>
<td>History of African Civilizations</td>
<td>3</td>
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<tr>
<td>HIST 364</td>
<td>Asian Civilization</td>
<td>3</td>
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<tr>
<td>HIST 365</td>
<td>Asian Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HIST 373</td>
<td>History of Mexico</td>
<td>3</td>
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<tr>
<td>HIST 380</td>
<td>History of the Middle East</td>
<td>3</td>
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</tbody>
</table>

A minimum of 3 units from the following:

| ARTH 320 | Multicultural Art in America | 3 |
| ARTH 324 | Art of the Americas | 3 |
| ARTH 328 | Survey of African Art | 3 |
| ARTH 332 | Asian Art | 3 |
| ENGLT 345 | Mythologies of the World | 3 |
| ENGLT 346 | Latin American Literature | 3 |
| ENGLT 480 | World Literature: Antiquity to the Early Modern World - Honors | 3 |
| ENGLT 481 | World Literature: Seventeenth Century to Present - Honors | 3 |
| SOC 321 | Race, Ethnicity and Inequality in the United States | 3 |
| or SOC 482 | Race, Ethnicity and Inequality in the United States - Honors | 3 |

A minimum of 8 units from the following:

<p>| ARABIC 401 | Elementary Arabic | 5 |
| and ARABIC 402 | Elementary Arabic | 5 |
| CANT 412 | Intermediate Cantonese | 4 |
| or CANT 411 | Intermediate Cantonese | 4 |
| or CANT 402 | Elementary Cantonese | 4 |
| or CANT 401 | Elementary Cantonese | 4 |
| DEAF 316 | American Sign Language IV | 4 |
| or DEAF 310 | American Sign Language I | 4 |
| or DEAF 312 | American Sign Language II | 4 |
| or DEAF 314 | American Sign Language III | 4 |
| FREN 412 | Intermediate French | 4 |
| or FREN 411 | Intermediate French | 4 |
| or FREN 402 | Elementary French | 4 |
| or FREN 401 | Elementary French | 4 |
| GREEK 401 | Elementary Modern Standard Greek | 4 |
| and GREEK 402 | Elementary Modern Standard Greek | 4 |
| ITAL 401 | Elementary Italian | 4 |
| and ITAL 402 | Elementary Italian | 4 |</p>
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<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>JAPAN 412</td>
<td>Intermediate Japanese (4)</td>
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</tr>
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<td>or JAPAN 411</td>
<td>Intermediate Japanese (4)</td>
<td></td>
</tr>
<tr>
<td>or JAPAN 402</td>
<td>Elementary Japanese (4)</td>
<td></td>
</tr>
<tr>
<td>or JAPAN 401</td>
<td>Elementary Japanese (4)</td>
<td></td>
</tr>
<tr>
<td>KOREAN 402</td>
<td>Elementary Korean (4)</td>
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<td>and KOREAN 401</td>
<td>Elementary Korean (4)</td>
<td></td>
</tr>
<tr>
<td>MAND 412</td>
<td>Intermediate Mandarin (4)</td>
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</tr>
<tr>
<td>or MAND 411</td>
<td>Intermediate Mandarin (4)</td>
<td></td>
</tr>
<tr>
<td>or MAND 402</td>
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<tr>
<td>or MAND 401</td>
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<tr>
<td>PRSIAN 402</td>
<td>Elementary Persian (4)</td>
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<td>and PRSIAN 401</td>
<td>Elementary Persian (4)</td>
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<tr>
<td>PNJABI 401</td>
<td>Elementary Punjabi (4)</td>
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<tr>
<td>and PNJABI 402</td>
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<tr>
<td>RUSS 402</td>
<td>Elementary Russian (4)</td>
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<tr>
<td>or RUSS 401</td>
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<td></td>
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<tr>
<td>or RUSS 411</td>
<td>Intermediate Russian (4)</td>
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<td>or RUSS 412</td>
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<td>TGLG 402</td>
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<td>and TGLG 401</td>
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<td></td>
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<tr>
<td>VIET 402</td>
<td>Elementary Vietnamese (4)</td>
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</tr>
<tr>
<td>and VIET 401</td>
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<tr>
<td><strong>Total Units:</strong></td>
<td></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

1Students must choose only one language to fulfill the 8 unit requirement.

The Intercultural Studies Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- explain the ways in which culture and knowledge interconnect with the past, present, and future of human society.
- integrate content knowledge into critical thinking skills around issues of culture, cultural variation, and intercultural interactions, conflicts and collaborations.
- demonstrate competence in intercultural communication skills essential to success in a globalized and multicultural workplace.
- demonstrate an understanding of the role of culture, geography, and history in diverse human societies and social contexts, both international and domestic.
- communicate with at least basic proficiency in a foreign language, including American Sign Language.
- demonstrate the ability to apply social science principles, humanities content knowledge, and intercultural communication skills in the workplace.

**Career Information**
The degree in Intercultural Studies is designed to prepare students to work in international business, international marketing, international affairs, import-export trade, teaching, social work, public relations, international law, law enforcement, and lobbying.

A.A. in Sociology

The sociology program at Sacramento City College offers a number of classes and hands on opportunities for students to develop a sociological imagination and an applied skill set. Students are exposed to the theoretical and critical thinking framework that promotes a sophisticated understanding of social interaction and provides an excellent foundation for transfer to a four-year institution or entry into the work force. The sociology program offers related degrees in community studies and intercultural studies as well as emphases in women and gender studies, crime and justice studies, and environmental studies. The department has a shared value of social justice that underscores the program and related student opportunities. Students can gain valuable tools in direct service, research, deviance and crime, and community development that support the professional proficiency needed for jobs in the growing fields of community planning and development, education, law and law enforcement, many profit and non-profit sectors, and social work.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
<td>3</td>
</tr>
<tr>
<td>or SOC 480</td>
<td>Introductory Sociology - Honors (3)</td>
<td></td>
</tr>
<tr>
<td>SOC 301</td>
<td>Social Problems (3)</td>
<td>3</td>
</tr>
<tr>
<td>or SOC 481</td>
<td>Social Problems - Honors (3)</td>
<td></td>
</tr>
<tr>
<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
<td>3</td>
</tr>
<tr>
<td>or SOC 482</td>
<td>Race, Ethnicity and Inequality in the United States - Honors (3)</td>
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A minimum of 6 units from the following:

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 302</td>
<td>Introduction to Social Research Methods (3)</td>
<td></td>
</tr>
<tr>
<td>SOC 305</td>
<td>Critical Thinking in the Social Sciences (3)</td>
<td></td>
</tr>
<tr>
<td>FCS 320</td>
<td>Marriage and the Family (3)</td>
<td></td>
</tr>
<tr>
<td>or SOC 310</td>
<td>Marriage and the Family (3)</td>
<td></td>
</tr>
<tr>
<td>SOC 318</td>
<td>Introduction to Crime, Deviance, and Social Control (3)</td>
<td></td>
</tr>
<tr>
<td>or ADMJ 349</td>
<td>Introduction to Crime, Deviance, and Social Control (3)</td>
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</tr>
<tr>
<td>SOC 341</td>
<td>Sex and Gender in the U.S. (3)</td>
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A minimum of 3 units from the following:

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>PSYC 320</td>
<td>Social Psychology (3)</td>
<td></td>
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<tr>
<td>SOC 319</td>
<td>Sociology of Law and Justice (3)</td>
<td></td>
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<tr>
<td>GERON 300</td>
<td>Sociology of Aging (3)</td>
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<tr>
<td>or SOC 335</td>
<td>Sociology of Aging (3)</td>
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<tr>
<td>SOC 343</td>
<td>Women and Social Action (3)</td>
<td></td>
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<tr>
<td>SOC 344</td>
<td>Sociology of Women's Health (3)</td>
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<tr>
<td>SOC 345</td>
<td>Global Women's Issues (3)</td>
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<td>or WGS 302</td>
<td>Global Women’s Issues (3)</td>
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<tr>
<td>WGS 304</td>
<td>Women, Globalization, and Human Rights (3)</td>
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<tr>
<td>or SOC 347</td>
<td>Women, Globalization, and Human Rights (3)</td>
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</table>

Any course not used from previous list or any course from the following list.
The Sociology Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- articulate and apply the core principles of the sociological perspective to the study of social institutions and everyday life.
- assess, analyze, and apply sociological theories and social research methods.
- examine and develop an understanding of the social construction of reality and social categories.
- evaluate the processes of social inequality, stratification and agency through a social justice lens.

Career Information

Sociologists may teach at the high school, college, and graduate levels. Research sociologists may manage and execute research at the local, state, and federal levels and in both private and public sector industry. Additional careers facilitated by advanced study of sociology include public policy analysis, jurisprudence, and careers in international fields. Applied sociologists work with social service agencies and community programs in developing resources for various populations, e.g. at-risk-youth, the elderly, or people experiencing challenges related to poverty, substance abuse, or the justice system.

Certificate of Achievement

Community Studies Certificate

Community Studies is an applied sociology program that provides a foundation for students to explore the social services, community development practices, and social justice efforts to address social inequities. Sociological theory and research principles will guide critical academic exploration and development, which will be applied to a hands on practicum field experience under the supervision of faculty and professionals in the community. The A.A. degree and certificate in Community Studies will offer additional broader employment options and career advancement opportunities.

Catalog Date: June 1, 2020

Certificate Requirements
A minimum of 6 units from the following:

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>ADMJ 304</td>
<td>Juvenile Delinquency (3)</td>
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<tr>
<td>ADMJ 340</td>
<td>Introduction to Correctional Services (3)</td>
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<tr>
<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<tr>
<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<td>or FCS 324</td>
<td>Human Development: A Life Span (3)</td>
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<tr>
<td>PSYC 390</td>
<td>Psychology of Death and Dying (3)</td>
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<tr>
<td>ADMJ 303</td>
<td>Substance Abuse: Effects on Body and Behavior (3)</td>
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<tr>
<td>or PSYC 405</td>
<td>Substance Abuse: Effects on Body and Behavior (3)</td>
<td></td>
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<tr>
<td>SOC 301</td>
<td>Social Problems (3)</td>
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</tr>
<tr>
<td>or SOC 481</td>
<td>Social Problems - Honors (3)</td>
<td></td>
</tr>
<tr>
<td>SOC 310</td>
<td>Marriage and the Family (3)</td>
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</tr>
<tr>
<td>or FCS 320</td>
<td>Marriage and the Family (3)</td>
<td></td>
</tr>
<tr>
<td>SOC 318</td>
<td>Introduction to Crime, Deviance, and Social Control (3)</td>
<td></td>
</tr>
<tr>
<td>or ADMJ 349</td>
<td>Introduction to Crime, Deviance, and Social Control (3)</td>
<td></td>
</tr>
<tr>
<td>SOC 335</td>
<td>Sociology of Aging (3)</td>
<td></td>
</tr>
<tr>
<td>or GERON 300</td>
<td>Sociology of Aging (3)</td>
<td></td>
</tr>
<tr>
<td>SOC 343</td>
<td>Women and Social Action (3)</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 21

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate an understanding of the evolution of the social services, community development practice, and related public policy.
- identify, analyze, and help to construct strategies for social change through participation in the social justice work of an organization.
- analyze how communities attempt to overcome problems associated with inequality, cultural stigma, prejudice, and discrimination.
- analyze social service and community development organizational structures and their functions.
- identify and evaluate the various roles of a community worker.
- assess, compare, and develop core interventions and community resources.
- integrate personal sensitivity and awareness of the cultural diversity of clients, professionals, and communities.
- assess and apply knowledge of existing professional codes of ethics and laws related to the social services and community development.

Career Information

The degree and certificate in Community Studies are designed to prepare students to work in public, private, and nonprofit community service organizations such as social service, educational, correctional, mental health, community development and community health agencies, and programs. The A.A. degree may also serve as the first level of education in a career ladder leading to a BA in social work, community development, or sociology and then on to advanced study in a variety of graduate programs leading to masters and doctoral degrees.
Sociology (SOC)

SOC 99 Workplace Success: A Sociological Map to Succeeding in the Workplace

This course teaches students how to use the sociological perspective to reconceptualize the workplace and develop the interpersonal and organizational skills it requires. It is a non-transferable and non-degree applicable course designed for students in need of strategies to help them attain success in the workplace.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use the sociological perspective to understand and respond to issues that arise in the workplace.
- apply basic sociological concepts to everyday life.
- demonstrate an understanding of and effectively respond to the social forces that impact individual lives.

SOC 300 Introductory Sociology

This course examines the elements and experience of social life. Analysis and discussion of social structure, culture, deviant behavior, social institutions, stratification, inequality, and social change will be explored within a domestic and global framework.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- articulate and apply the core principles of the sociological perspective to the study of social institutions and everyday life.
- assess, analyze, and apply sociological theories and social research methods.
- examine and develop an understanding of the social construction of reality and social categories.
- evaluate the processes of social inequality, stratification and agency through a social justice lens.

SOC 301 Social Problems

This course examines the elements and experience of social life. Analysis and discussion of social structure, culture, deviant behavior, social institutions, stratification, inequality, and social change will be explored within a domestic and global framework.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- articulate and apply the core principles of the sociological perspective to the study of social institutions and everyday life.
- assess, analyze, and apply sociological theories and social research methods.
- examine and develop an understanding of the social construction of reality and social categories.
- evaluate the processes of social inequality, stratification and agency through a social justice lens.
This course examines contemporary social problems at the global, national, regional, and local level from a sociological perspective. Students will explore the social causes and consequences of problems and interventions, analyze the role of power and ideology, and evaluate proposed solutions.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- articulate and apply the core principles of the sociological perspective to the study of social problems.
- apply sociological theories and social research methods (including comparative/historical) to assess and analyze domestic and global problems as social processes.
- assess how public policies and unequal social conditions affect individual and community experiences as well as how individual and community actions contribute to the continuation and/or change of those policies and conditions.

**SOC 302 Introduction to Social Research Methods**

<table>
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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>36 hours LEC; 54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
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</tr>
<tr>
<td>Advisory:</td>
<td>ENGWR 300 (College Composition) or ESLW 340, and STAT 300 with grades of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable:</td>
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</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area II(b); CSU Area D0; IGETC Area 4J</td>
</tr>
<tr>
<td>C-ID:</td>
<td>C-ID SOCI 120</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course examines theoretical and ethical principles in social science research with an applied emphasis on research design, utilization of qualitative and quantitative techniques, data coding, data cleaning and organization, descriptive and inferential analysis, and the writing of research reports. Students will be introduced to the application of statistical software for quantitative areas of course work.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- articulate and apply the core principles of social science inquiry through a sociological lens.
- define the parameters of qualitative and quantitative research projects.
- develop a literature review for a research project.
- identify ethical issues in research.

**SOC 305 Critical Thinking in the Social Sciences**

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>ENGWR 300 with a grade of &quot;C&quot; or better, or the equivalent</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area V(b); AA/AS Area II(b); CSU Area A3; IGETC Area 1B</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course examines the definitional and contextual nature of social issues. It develops a "critical thinking" approach, which integrates interdisciplinary principles and incorporates a comparative foundation utilizing literary criticism, logic, argumentation, and persuasion to analyze and compare the framing and validity of social problems. This course specifically explores how the media and scientific community collect, interpret, and report social data. Combining critical thinking tools with the sociological perspective will help students to question the assumptions that surround social phenomena and influence human behavior.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- differentiate between subjective, objective, and fallacious interpretations of information and consider how information is socially constructed.
- research a diverse array of social issues and analyze their individual theses, findings, and conclusions to consider possible approaches to social change.
understand the principles of social science research methods and apply research skills in the collection, analysis, and reporting of social data.

demonstrate strength in writing, reading, and analytical skills within the social sciences.

**SOC 310 Marriage and the Family**

- **Same As:** FCS 320
- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** None.
- **Advisory:** ENGWR 101 and ENGRD 110, or ESLW 340 and ESLR 340, with grades of "C" or better. LIBR 318 with grade of "C" or better.
- **Transferable:** CSU; UC
- **General Education:** AA/AS Area V(b); AA/AS Area III(b); CSU Area D7; CSU Area E1; IGETC Area 4G
- **C-ID:** C-ID SOCI 130
- **Catalog Date:** June 1, 2020

This course examines the social, psychological, historical, and economic factors relating to changing family, courtship, marriage, and partnership patterns. This course will include examination and analysis of social constructions of childhood, adolescence, and early, middle, and late adulthood. Exploration of changing gender roles, courtship patterns, and parenting will also be included. Emphasis will be placed on diversity of families and family forms. (Credit may be awarded for either SOC 310 or FCS 320 but not both.)

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- articulate and apply the core principles of sociology to the study of family.
- assess, analyze, and apply sociological theories and social research methods (including comparative/historical) to the study of family.
- examine socially constructed patterns of courtship, marriage, partnership, parenting and family practice as well as socially constructed stages of development (i.e. childhood, adolescence, and early/middle/late adulthood).
- evaluate and assess the impact of stratification on families and relationships and our ability to shape them.

**SOC 318 Introduction to Crime, Deviance, and Social Control**

- **Same As:** ADMJ 349
- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** None.
- **Advisory:** ENGRD 110 and ENGWR 101, or ESLW 340 and ESLR 340, with grades of "C" or better. LIBR 318 with grade of "C" or better
- **Transferable:** CSU; UC (Same as ADMJ 349)
- **General Education:** AA/AS Area V(b); CSU Area D; IGETC Area 4
- **C-ID:** C-ID SOCI 160
- **Catalog Date:** June 1, 2020

This course introduces various sociological perspectives regarding issues of crime, deviance, and social control. Particular attention is paid to the analysis of how laws and cultural norms shape the definition and meaning of crime and deviance. Topics covered include street crimes, corporate crimes, white-collar crimes, domestic violence, drugs and alcohol abuse, lifestyle crimes, prison systems, capital punishment, rehabilitation, and the trend towards privatization of prisons. Field trips may be required. Credit may be earned for ADMJ 349 or SOC 318 but not for both.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- articulate and apply core sociological perspectives to crime, deviance, and social control.
- assess, analyze, and apply sociological and criminological theories of crime and deviance.
- understand the social construction of crime, deviance, and social categories of offenses.
### SOC 319 Sociology of Law and Justice

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Advisory:** ENGRD 110 and ENGW 101, or ESLW 340 and ESIR 340, with grades of "C" or better. LIBR 318 with grade of "C" or better  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area V(b); CSU Area D; IGETC Area 4  
**Catalog Date:** June 1, 2020  

This course introduces various perspectives on the formation and use of law as an organizing principle of society as well as how societal forces can, in turn, influence the law. Special attention will be focused on unequal access to, uses of, and outcomes from the law and its various agencies. Topics covered include the historical perspectives of law as an institution and its processes, the enabling and constraining role of law in social movements, punishment, environmental law, torts, constitutional law, and the Patriot Act.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- articulate and apply the various sociological perspectives to the study of law and justice.
- apply the comparative/historical approach to assess the role that societal influences can play in the implementation and punishment of legal codes.
- critically analyze the disparate impact and experiences within the legal system of various demographic populations.
- compare, contrast, and evaluate the American legal system with an international alternative.
- explain how changing cultural norms, politics, and technological innovations can lead to changes in the law.

### SOC 321 Race, Ethnicity and Inequality in the United States

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Advisory:** ENGRD 110 and ENGW 101, or ESLW 340 and ESIR 340, with grades of "C" or better.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area V(b); AA/AS Area VI; CSU Area D; IGETC Area 4J  
**C-ID:** C-ID SOCI 150  
**Catalog Date:** June 1, 2020  

This course examines patterns of ethnic relations. The course emphasis is domestic but includes investigations of global concerns. Topics include discrimination, prejudice, social stratification, inequality, racism, sexism, ageism, homophobia, and related subjects.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply and critique sociological research and theories of racism, privilege, and intersectionality as a means of maintaining domination and oppression.
- evaluate how social processes shaped the experiences of various underrepresented groups in the United States.
- identify the historic and contemporary causes of prejudice and discrimination in the United States and assess the outcomes.
- identify the social dynamics that lead to conflict, cooperation, and social change among groups in the US.

### SOC 335 Sociology of Aging

**Units:** 3  
**Hours:** None.  
**Prerequisite:** ENGRD 110 and ENGW 101, or ESLW 340 and ESIR 340, with grades of "C" or better.  
**Advisory:** CSU; UC  
**Transferable:** AA/AS Area V(b); CSU Area D; IGETC Area 4J  
**General Education:** C-ID SOCI 150  
**Catalog Date:** June 1, 2020  

#### Student Learning Outcomes

This course examines patterns of ethnic relations. The course emphasis is domestic but includes investigations of global concerns. Topics include discrimination, prejudice, social stratification, inequality, racism, sexism, ageism, homophobia, and related subjects.
In this course students will examine the aging process with emphasis on social factors affecting and affected by an aging population. The course includes an analysis of demographics, history of aging in America, social conditions, resources and support systems, employment, retirement, social class, and cultural differences. Students will be encouraged to reflect on their status in the sociology of aging process. (Credit awarded for GERON 300 or SOC 335.)

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the field of social gerontology and population trends in the U.S. and worldwide.
- identify historical and cross-cultural issues in aging.
- identify cognitive changes that occur as one ages, including personality and mental health.
- analyze the significance of love, intimacy, and sexuality in later life.
- contrast social theories of aging including social supports and intergenerational relationships.
- predict special needs in living arrangements as one ages.
- assess the significance of paid and nonpaid roles in later life.
- develop an awareness of social policies and issues that may have an impact on oneself (the student) as one grows through the process of aging.
- identify special concerns of ethnic minorities and older women.
- describe the process of dealing with death and bereavement- physically, cognitively, and emotionally.
- cite biological theories regarding physiological changes with age.

SOC 341 Sex and Gender in the U.S.

This course focuses on gender relations in American society. It examines historical, social, economic, political, and cultural forces in shaping gender identity and gender roles. The goal of the course is to utilize sociological theories to explain gender experience as socially constructed rather than biologically determined. Specifically, the course examines the experience of people of diverse economic, racial, and ethnic origins within a historical and cross-cultural perspective.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- articulate and apply the core principles of sociology to the study of sex and gender.
- assess, analyze, and apply sociological (and social science) theories and social research methods (including comparative/historical) to the study of gender and sex.
- examine the social and historical construction of sex and gender and its influence on individual and collective behavior.
- evaluate the role of various institutions in creating and perpetuating social inequality and stratification of sex and gender inequality.
SOC 343 Women and Social Action

This course provides an overview of the ways in which women engage in deliberative social action to change the conditions of their lives and of their communities. The work of various social activists, past and present, will be analyzed in the context of sociological theory as applied to issues related to the institutions of family, health, religion, employment, sexual harassment, housing, and interpersonal violence.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the ways in which social change may be formulated, strategized, and initiated.
- describe how gender inequalities intersect with other systems of inequality, such as age, class, disability, ethnicity, race, religion, and sexual orientation.
- compare the issues around which women from different social backgrounds organize and mobilize.
- compare the strengths and challenges of a variety of leadership styles.
- examine social issues and social change efforts using a feminist perspective.
- evaluate the impact of structural and policy changes as they affect the lives of women and communities.

SOC 344 Sociology of Women's Health

This course provides a sociological analysis of health issues that concern women throughout their lives. The impact of physiology, psychology, culture, society, and politics upon women’s well-being will be addressed using the feminist perspective.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- articulate sociological and feminist perspectives and research methods in the study of women's health.
- identify and analyze key issues affecting women’s health and reproductive health through transnational perspectives.
- demonstrate knowledge about the strategies employed by women throughout the world to resist gender oppression and to organize and reshape their communities.

SOC 345 Global Women's Issues

This course provides a study of women's issues with a global perspective. The course will explore the intersection of gender, race, class, and culture in the global context.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- articulate sociological and feminist perspectives and research methods in the study of women's health.
- identify and analyze key issues affecting women’s health and reproductive health through transnational perspectives.
- demonstrate knowledge about the strategies employed by women throughout the world to resist gender oppression and to organize and reshape their communities.
The course will consider the conditions of women’s lives from the perspectives of global and transnational feminism, examining issues such as immigration, girls’ education, maternal health, globalization, economics, war and conflict, gender-based violence, and political activism. Students will seek to understand women’s lives by connecting global data about the status of women to material consequences for individual women and local communities. Using gender as a theoretical category of analysis, the course will explore how gender inequality and oppression create disproportionate suffering and lack of opportunities for women and girls. Students will learn to ask critical questions about the complex and intersecting aspects of the oppression of women, as well as develop an understanding of the culturally situated, creative, and heroic ways women are standing up to gender oppression and shaping change within their local communities and nations. Credit may be awarded for either WGS 302 or SOC 345 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze key issues affecting women through a transnational feminist perspective, including immigration, education, maternal health, globalization, economics, war and conflict, gender-based violence, and political activism.
- comprehend the value of locally-generated social change arising from and working within the culture of local communities.
- demonstrate knowledge about the ways that women throughout the world are resisting gender oppression and organizing to reshape their own communities.
- critically assess media representation to seek an understanding of historical and cultural complexities that are embedded in global women’s issues.
- recognize key women activists who have received global recognition for their contributions.
- apply knowledge as an emerging global citizen by considering options for contributing to positive change.

SOC 347 Women, Globalization, and Human Rights

Through global and transnational feminist perspectives, this course provides an overview of human rights ideas and frameworks, including the history and ongoing implementation of United Nations conventions, treaties, and campaigns concerning women. The course will consider the complex and gendered social, economic, and political impacts of globalization on women and girls around the world. Students will learn to critically engage with theories, approaches, and representation related to improving the lives of women in the global context and will learn about key human rights defenders who are recognized for their activism. Students will consider their own place in a globalized world and utilize course knowledge to think about their role in creating justice in the world. Credit may be awarded for either WGS 304 or SOC 347 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe human rights ideas and frameworks, including the history and implementation of United Nations conventions and treaties concerning women.
- analyze the complex and gendered social, economic, and political aspects of globalization that disproportionately disadvantage and impact women in various locations around the world.
- identify various feminist and social science theories and approaches to improving the lives of women globally, including human rights, global and transnational feminisms, gender in development, grassroots organizing, and global campaigns.
- critically assess discourses related to women in the global context, including images and messages in the media, approaches and representations utilized by nongovernmental organizations, and language and methods within the United Nations human rights domain.
- recognize key women’s human rights defenders who have made important contribution to furthering the rights of women and girls.
• identify options, as a globally-oriented citizen, for involvement in positive social change.

**SOC 350 Sociology of Popular Culture**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area V(b); CSU Area D0; IGETC Area 4J  
**Catalog Date:** June 1, 2020

This course analyzes the historical development and emergence of American popular culture and the relationship between contemporary popular culture, social institutions, and collective behavior.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

• compare and contrast the impact of differing popular culture products on different audiences through reception and consumption approaches.

• define key terms relative to the study of popular culture.

• examine the effects of subcultural and counter-cultural practice and objects on American society.

• apply core concepts within the study of popular culture to historically relevant events and examples.

• compare and contrast the main differences among core sociological theories such as conflict theory, structural functionalism, symbolic interactionism, and feminist theory and their application to popular culture.

• analyze the historical, cultural, economic, and political influences on representations relating to race, class, gender, sexual orientation, and nationality.

**SOC 375 Introduction to Community Development**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ENGWR 101 or ESLW 340 with a grade of "C" or better.  
**Advisory:** CSU  
**Transferable:** CSU Area D0  
**Catalog Date:** June 1, 2020

This course draws from a sociological perspective to explore social problems, community building, and the basic principles and practices of community development and social change. Students will analyze successful models of community-based problem-solving interventions and practices.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

• articulate and apply core principles of the sociological perspective to the study of social problems and community development.

• assess, analyze, and apply sociological and community development theory, research methods, and practice.

• articulate and evaluate some of the most important community building strategies, their histories, and the controversies surrounding each.

• articulate and assess local urban issues and communicate their own community building choices and commitments.

**SOC 380 Introduction to Social Services**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.
This course provides a comprehensive overview of social services. Students will study the full range of organized activities of private, nonprofit, and public sector organizations that seek to prevent, alleviate, or contribute to the solutions of recognized social problems or to improve the well-being of individuals, groups, or communities. This is the introductory course for students interested in careers in applied sociology. This course provides a multicultural perspective and the opportunity to practice developing skills of critical analysis.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- critique concepts and issues pertinent to social services in the United States.
- evaluate the history and organizational structure of social services.
- assess public, private, and non-profit agencies as they operate in today's society.
- critique social services strategies at both micro and macro levels.
- research and evaluate resources related to human services.

SOC 382 Introduction to Casework in Social Services

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Advisory:</td>
<td>Completion of ENGWR 101 and ENGRD 110 or ESLR 340 and ESLW 340 with grades of &quot;C&quot; or better.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area V(b)</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course examines the socio-cultural context of the role of the case manager in contemporary American society. Explorations of the basic concepts of human behavior, exceptional and vulnerable populations, organizational structure and resource development, and case management principles are included in the curriculum.

Student Learning Outcomes

 Upon completion of this course, the student will be able to:

- evaluate sociological methods of inquiry and theoretical perspectives, including interactionist, social exchange, eco-system, family systems, and comprehensive identity development theories.
- apply methods of inquiry and theoretical perspectives to basic concepts of human behavior and their relevance to case management goals and principles.
- evaluate cultural issues and how cultural subgroups function in American society.
- analyze organizational structure and its application to resource development, roles and responsibilities of the case manager, inter-agency planning, networking, and risk evaluation.
- appraise and discover methods of case management with client populations, including an introduction to diagnostic tools, varied communication strategies, types of planning, outcome evaluations, and termination strategies.

SOC 385 Practicum in Sociology

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<th>Units:</th>
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<tr>
<td>Hours:</td>
<td>18 hours LEC; 60 - 300 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
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<td>Advisory:</td>
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<tr>
<td>Transferable:</td>
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<td>AA/AS Area V(b)</td>
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</tbody>
</table>
This course allows students to sociologically explore an internship work experience. Students will identify and secure an instructor-approved internship and will use the sociological perspective to analyze the organizational structures and processes of the workplace. Students will learn techniques to address common problems within social service and community-based organizations. Students will be required to fulfill 18 hours lecture (online or face-to-face formats) and 75 hours of instructor-approved paid work or 60 hours of volunteer work for one unit; the student will receive one additional unit for each segment of 75 paid hours or 60 volunteer hours of instructor-approved work.

This course may be taken four times for a maximum of 16 units as long as there are new or expanded learning opportunities on the job.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- articulate and apply core principles of the sociological perspective to the study of the workplace.
- assess, analyze, and apply sociological theory and research methods to work experiences in the social services and community-based organizations.
- evaluate and recommend communication strategies for working in diverse organizations.
- evaluate and assess how social stratification can impact experiences within community based and social service oriented workplaces and our ability to shape them.

SOC 480 Introductory Sociology - Honors

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Hours:</td>
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<tr>
<td>Prerequisite:</td>
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<td>Enrollment Limitation:</td>
<td>Eligibility for the Honors Program</td>
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<tr>
<td>C-ID:</td>
<td>C-ID SOCI 110</td>
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<td>Catalog Date:</td>
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</table>

This course examines human behavior as it is affected by social forces. Concepts such as culture, social institutions, social stratification, social change, and social control will be analyzed from both a micro and macro-sociological perspective. This course is designed for students from all academic disciplines interested in an honors experience who are motivated to learn the sociological perspective and how it can be applied to all aspects of the human experience. The class is structured as a seminar in which students will be responsible for developing qualitative and/or quantitative analyses of controversial issues while drawing on classical and contemporary sociological theory to frame classroom activities. Students will utilize primary sources from sociological works and examine the texts and research via oral and written assignments, as well as with experiential activities and presentations. Credit may be earned for SOC 480 or SOC 300, but not both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- articulate and apply the core principles of the sociological perspective to the study of social institutions and everyday life.
- assess, analyze, and apply sociological theories and social research methods.
- examine and develop an understanding of the social construction of reality and social categories.
- evaluate the processes of social inequality, stratification, and agency through a social justice lens.

SOC 481 Social Problems - Honors

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<th>Units:</th>
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<tr>
<td>Hours:</td>
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<td>General Education:</td>
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<td>C-ID:</td>
<td>C-ID SOCI 115</td>
</tr>
<tr>
<td>Catalog Date:</td>
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</table>

This course allows students to sociologically explore an internship work experience. Students will identify and secure an instructor-approved internship and will use the sociological perspective to analyze the organizational structures and processes of the workplace. Students will learn techniques to address common problems within social service and community-based organizations. Students will be required to fulfill 18 hours lecture (online or face-to-face formats) and 75 hours of instructor-approved paid work or 60 hours of volunteer work for one unit; the student will receive one additional unit for each segment of 75 paid hours or 60 volunteer hours of instructor-approved work.

This course may be taken four times for a maximum of 16 units as long as there are new or expanded learning opportunities on the job.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- articulate and apply core principles of the sociological perspective to the study of the workplace.
- assess, analyze, and apply sociological theory and research methods to work experiences in the social services and community-based organizations.
- evaluate and recommend communication strategies for working in diverse organizations.
- evaluate and assess how social stratification can impact experiences within community based and social service oriented workplaces and our ability to shape them.
This course examines contemporary social problems at the global, national, regional, and local level from a sociological perspective. Students will explore the social causes and consequences of problems and interventions, analyze the role of power and ideology, and evaluate proposed solutions. This honors section uses an intensive seminar style of instructional methodology with extensive research projects on social problems designed to challenge motivated students. This course is not open to students who have completed SOC 301.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- articulate and apply the core principles of the sociological perspective to the study of social problems.
- apply sociological theories and social research methods (including comparative/historical) to assess and analyze domestic and global problems as social processes.
- assess how public policies and unequal social conditions affect individual and community experiences as well as how individual and community actions contribute to the continuation and/or change of those policies and conditions.

SOC 482 Race, Ethnicity and Inequality in the United States - Honors

This course examines patterns of ethnic relations. The course emphasis is domestic but includes investigations of global concerns. Topics include discrimination, prejudice, social stratification, inequality, racism, sexism, ageism, homophobia, and related subjects. This honors section uses an intensive seminar style of instructional methodology with extensive research projects on race and ethnicity designed to challenge motivated students. This course is not open to students who have completed SOC 321.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply and critique sociological research and theories of racism, privilege, and intersectionality as a means of maintaining domination and oppression.
- evaluate how social processes have shaped the experiences of various underrepresented groups in the United States.
- identify the historic and contemporary causes of prejudice and discrimination in the United States and assess the outcomes.
- identify the social dynamics that lead to conflict, cooperation, and social change among groups in the US.

SOC 494 Topics in Sociology

This course provides an examination of specific topics from a sociological perspective. The particular subject to be covered each semester will be determined by the Sociology Department and depend on topical events. Students may earn from 0.5 to 4 units. Consult the schedule of classes for specific topics. UC transfer credit will be awarded only after the course has been evaluated by enrolling at the UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• analyze contemporary social issues utilizing the sociological perspective.
• demonstrate an understanding of and be able to critique the relationship between individual experience and social forces.
• critically apply sociological concepts to everyday life.
• evaluate the writings of sociologists, as well as those who write for the popular press.

SOC 495 Independent Studies in Sociology

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regular offered courses, pursuant to agreement among college, faculty members, and students. Independent studies in sociology offers students a chance to do research that is more typical of theoretical and applied sociology. Students may also choose to explore unique sociological topics under the direction of a sociology faculty member. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted towards the minimum 60 units required for admissions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• choose and apply the sociological approach to work in independent studies.
Student Government courses provide an introduction to the dynamics of working groups. The program provides theory and practice in leadership, parliamentary procedure, committee techniques, and organizational behavior. The emphasis is on governmental procedures and functions as these apply to student leadership. Students can anticipate participation in the student association and related committees.

Dean
Molly Springer

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scc-studentleadership@losrios.edu

Student Government (SGVT)

SGVT 300 Introduction to Student Government

Units: 2
Hours: 18 hours LEC; 54 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course is an introduction to the dynamics of working groups. It provides theory and practice in leadership, parliamentary procedure, committee techniques, and organizational behavior. The emphasis is on governmental procedures and functions as these apply to student leadership. Students can anticipate participation in the student association and related committees.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define his or her role and function in small working groups.
- assess critically the workings of a student association.
- operate effectively in small groups.
- describe the necessary skills for effective student representation as part of the participatory decision making process.
- incorporate basic leadership skills into his or her life.
- analyze group dynamics and organizational behavior as these relate to student leadership.
The Theatre Arts program provides students with an understanding of the overall process by which theatre is produced, including the theories and techniques of acting, directing, and playwriting, and the elements of technical theatre. It also provides an overview of the historical and social context of the theatre.

**Dean**

Patti Leonard

**Department Chairs**

Luther Hanson

- (916) 558-2551
- LeonarP@scc.losrios.edu

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## Associate Degrees for Transfer

### A.A.-T. in Theatre Arts

The Theatre Arts transfer degree is designed to facilitate successful transfer to baccalaureate theatre or drama degree programs. This degree provides students with lower division breadth and depth in the field of theatre arts. Additionally, this degree exposes students to the core principles and practices in the field. Students will learn the basics of acting, the basics of theatre technology and production, and where theatre fits in to both the historical and modern world of entertainment.

The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law):

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

2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a “C” or better in all courses required for the major or area of emphasis.

**Catalog Date:** June 1, 2020

### Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>TA 300</td>
<td>Introduction to the Theatre (3)</td>
<td>3</td>
</tr>
<tr>
<td>or TA 302</td>
<td>History and Theory of the Theatre I (3)</td>
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</tr>
<tr>
<td>TA 350</td>
<td>Theory and Techniques of Acting I</td>
<td>3</td>
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<tr>
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<td>A minimum of 9 units from the following:</td>
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<tr>
<td>TA 351</td>
<td>Theory and Techniques of Acting II (3)</td>
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<tr>
<td>TA 420</td>
<td>Stagecraft (3)</td>
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<tr>
<td>TA 422</td>
<td>Stage Lighting (3)</td>
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<tr>
<td>TA 423</td>
<td>Introduction to Scene Design for the Stage (3)</td>
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<tr>
<td>TA 430</td>
<td>Costume Construction (3)</td>
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<td>COURSE TITLE</td>
<td>UNITS</td>
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<tr>
<td>TA 437</td>
<td>Stage Make-up I (3)</td>
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<tr>
<td>TAP 300</td>
<td>Modern Rehearsal and Performance I (1 - 3)</td>
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<td>TAP 301</td>
<td>Modern Rehearsal and Performance II (1 - 3)</td>
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<td>TAP 302</td>
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<td>TAP 303</td>
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<td>TAP 310</td>
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<td>TAP 313</td>
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<td>TAP 323</td>
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<td>TAP 360</td>
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<td>TAP 361</td>
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<td>TAP 380</td>
<td>Repertory/Touring Rehearsal and Performance I (1 - 3)</td>
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<td>Repertory/Touring Rehearsal and Performance II (1 - 3)</td>
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<td>Repertory/Touring Rehearsal and Performance III (1 - 3)</td>
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<tr>
<td>TAP 383</td>
<td>Repertory/Touring Rehearsal and Performance IV (1 - 3)</td>
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A minimum of 3 units from the following:
### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- critique and evaluate the role of the theatre arts and their relationship to other parts of society.
- evaluate the historical, artistic, social, and philosophical environments in which theatre exists.
- analyze and critique dramatic literature and performance.
- formulate alternative solutions to theatrical production situations.
- employ audition and performance skills in community, educational, and/or professional theatres.
- develop skills to work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate the ability to work effectively as an ensemble member of a theatre company.
- demonstrate skills that will allow the student to thrive in a baccalaureate level theatre program.

### Career Information

People with advanced degrees in Theatre have a broad range of employment opportunities including, but not limited to, acting, design and technology for the theatre, publicity and public relations, teaching, theatre technician, stage management, and box office management. Some of these careers may need additional degrees beyond the Associate level.

### Associate Degrees

#### A.A. in Theatre Arts, Acting-Directing Emphasis

This program provides students with an understanding of the overall process by which theatre is produced, including the theories and techniques of acting, directing, and playwriting, and the elements of technical theatre. It also provides an overview of the historical and social context of the theatre. Consultation with an SCC counselor is urged.

**Catalog Date:** June 1, 2020

### Degree Requirements

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The Theatre Arts, Acting-Directing Emphasis Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- recognize standard practices of ensemble playing in a rehearsal/performance environment.
- compare and analyze the theories and techniques of acting and/or directing from a historical perspective.
- analyze texts and scripts as they pertain to performance.
- demonstrate skill in technical aspects of acting, including physical, vocal, imaginative, analytical, and emotional elements.
- demonstrate skill in directing acting, including text analysis, staging, actor coaching, and design.
- analyze theatre as a dynamic art form influencing society.
- compare and contrast theatrical periods and styles in terms of acting, directing, playwriting, and technical elements.
- analyze the components of a theatrical production.
- apply imagination and character analysis to identify and describe the personality and motivations of a given character.
- apply technical processes, including lighting, set, costume, and/or stage make-up design, as they pertain to a given dramatic script.

Career Information

Completion of this Degree could lead to employment in the entertainment industry in both stage production and film production as performer or director.

A.A. in Theatre Arts, Technical Production Emphasis

This program provides the student with an understanding of the process by which theatre is produced from a technical standpoint, including scenic design, lighting design, costuming, sound design, and make-up design and the application of these designs. It also provides an overview of the other processes that are involved in the production of theatre, such as acting, directing, and playwriting and of the historical and social context of the theatre.

Catalog Date: June 1, 2020

Degree Requirements

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*The Theatre Arts, Technical Production Emphasis Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.*

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- assess the influence of theatre as a dynamic art form and a social and cultural force in our society.
- compare theatrical periods and styles in terms of acting, directing, playwriting, and technical elements.
- analyze the components of a theatrical production and the role of technical theatre in the production process.
- evaluate a script, assess production requirements, and develop practical and artistic solutions through scenic, lighting, costume, sound, or makeup designs.
- integrate practical information from construction plans.
- demonstrate proficiency in technical production skills.
- evaluate tools, materials, and processes used in technical theatre work.

**Career Information**

Completion of this degree could lead to employment in the entertainment industry in both stage production and film production as lighting technician, stage technician, scenic artist, or stage manager.
The Theatre Arts Film program offers certificates in Film Production and Film Studies that provide a core foundation in these fields. The collaborative nature of filmmaking will be taught through classroom presentations and hands-on crew experiences. The process allows students to explore both the creative and technical aspects of production. Students learn an appreciation of film as a medium of communication.

Dean
Patti Leonard

Department Chairs
Luther Hanson

(916) 558-2551
LeonarP@scc.losrios.edu

Associate Degree

A.A. in Film

The Film degree will provide the opportunity for students to develop a core foundation in various aspects of film history, diversity, and production. Students can learn the collaborative nature of filmmaking through classroom presentations and hands-on crew experiences. The process allows students to develop skills in all areas of the craft while exploring both the creative and technical aspects of production. Students learn an appreciation of film as a medium of communication. This degree provides lower division preparation for transfer to a baccalaureate degree in this field.

Catalog Date: June 1, 2020

Degree Requirements

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</table>
The Film Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- describe the development of film and the art of filmmaking.
- compare and contrast different cinematic styles and structures.
- analyze films for their effective use of visual techniques.
- formulate an independent and critical aesthetic perspective on the cinema.
- develop and apply film production elements to independent projects.
- exhibit fundamental skills necessary to obtain employment in the film industry.
- fulfill various requirements for transfer to a baccalaureate degree program in this field.

Career Information

Skills learned in this program could lead to employment in the following fields: production management, camera (i.e. director of photography, camera operator), lighting (i.e. rigger, lighting technician), sound (i.e. production mixer, boom operator), grip, set decoration, production design, props, make-up, film editing, acting, and directing.
Certificates of Achievement

Film Production Certificate

The Film certificate will provide the opportunity for a core foundation in various aspects of film production. The collaborative nature of filmmaking will be taught through classroom presentations and hands-on crew experiences. The process allows students to explore both the creative and technical aspects of production. Students learn an appreciation of film as a medium of communication. This certificate focuses on hands-on production and the understanding of the film making process.

Catalog Date: June 1, 2020

Certificate Requirements

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<td>TA 430</td>
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<td>TAFILM 360</td>
<td>Screenwriting (3)</td>
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Student Learning Outcomes
Upon completion of this program, the student will be able to:

- describe the development of film and the art of filmmaking.
- compare and contrast different cinematic styles and structures.
- analyze films for their effective use of visual techniques.
- formulate an independent and critical aesthetic perspective on the cinema.
- develop and apply film production elements to independent projects.
- exhibit fundamental skills necessary to obtain employment in the film industry.

Career Information

Skills learned in this program could lead to employment in the following fields: production management, camera (e.g. director of photography, camera operator), lighting (e.g. rigger, lighting technician), sound (e.g. production mixer, boom operator), grip, set decoration, production design, props, make-up, film editing, acting, and directing.

Film Studies Certificate

The Film Studies certificate will provide the opportunity for students to develop a core foundation in various aspects of film history, diversity, appreciation, and production. The collaborative nature of filmmaking will be taught through classroom presentations and hands-on crew experiences. The process allows students to explore both the creative and technical aspects of production. Students learn an appreciation of film as a medium of communication. This certificate focuses on the analytical understanding of the film making process rather than on hands-on production.

Catalog Date: June 1, 2020

Certificate Requirements

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<td>Introduction to Film Music (3)</td>
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<td>TAFILM 307</td>
<td>Diversity in American Film (3)</td>
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<td>TAFILM 309</td>
<td>From Stage to Screen: Production Design and Art Direction (3)</td>
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<td>TAFILM 320</td>
<td>Cinema Genres (3)</td>
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<td>TAFILM 330</td>
<td>Film Making (3)</td>
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<td>TAFILM 332</td>
<td>Film Production Workshop I (3)</td>
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<td>TAFILM 360</td>
<td>Screenwriting (3)</td>
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<td>Total Units:</td>
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</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:
TAFILM 300 Introduction to Film

This course explores the artistic, business, and social elements of modern film. It examines the elements that go into making films: acting, directing, cinematography, writing, and editing. It investigates the techniques used to manipulate the audience into fear, laughter, and sadness and compares the commercial box office hit and "movie star" to enduring artistic films and actors. This class will view and analyze films to evaluate filmmaking techniques and the impact of films and the movie business on society.

This course is cross-listed with ENGLT 400. It may be taken only once for credit as TAFILM 300 or as ENGLT 400, but not both.

This course was formerly known as TA 310.

Upon completion of this course, the student will be able to:

- analyze film as a mode of artistic expression and communication.
- analyze cinema's place within a framework of modern culture.
- demonstrate development of aesthetic and perceptual skills to appreciate works of film as explorations of human experience.
- describe technical, artistic, and theoretical elements of cinema.
- analyze and evaluate film in terms of aesthetic and critical factors: technical elements, style, form, context, etc.
- construct criteria for critical approaches to films.
- demonstrate a critical approach to film through written and oral film critiques and/or projects.

TAFILM 302 History of Film

This course is a general survey of the development of the art of narrative film from early silent films to modern sound films using lecture, discussion, and films chosen to represent important developments in the film history. (This course was formerly known as TA 312.)
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the development of film and the art of filmmaking.
- distinguish some of the major historical, cultural, political, and economic forces that have shaped world cinema.
- compare and contrast different cinematic styles and structures.
- analyze selected films for their effective use of visual techniques.
- evaluate prominent directors’ works and their contribution to world cinema.
- formulate an independent and critical aesthetic perspective on the cinema.

TAFILM 303 History of Film: 1880's through 1950's

This course is a historical and critical survey of film as an art form. It emphasizes the evolution of artistic and technical facets of production in features, documentaries, and experimental films. The focus is on films from the 1880s through 1950s. (This course was formerly known as TA 314.)

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the development of film and the art of filmmaking.
- distinguish some of the major historical, cultural, political, and economic forces that have shaped world cinema.
- compare and contrast different cinematic styles and structures.
- analyze selected films for their effective use of visual techniques.
- evaluate prominent director’s works and their contribution to world cinema.
- formulate an independent and critical aesthetic perspective on the cinema.

TAFILM 304 History of Film: 1950's to Present

This course is a historical and critical survey of film as an art form. It emphasizes the evolution of artistic and technical facets of production in features, documentaries, and experimental films. The focus is on films from the 1950s to present. (This course was formerly known as TA 315.)

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the development of film and the art of filmmaking.
- distinguish some of the major historical, cultural, political, and economic forces that have shaped world cinema.
• compare and contrast different cinematic styles and structures.
• analyze selected films for their effective use of visual techniques.
• evaluate prominent director's works and their contribution to world cinema.
• formulate an independent and critical aesthetic perspective on the cinema.

TAFILM 307 Diversity in American Film

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 300 with grades of “C” or better; or ESLR 340 and ESLW 340 with grades of “C” or better.
Transferable: CSU; UC
General Education: AA/AS Area I; AA/AS Area VI; CSU Area C1; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course is an introduction to cultural diversity as it is expressed in American film. The course will focus on the cultures of Asian/Pacific Americans, Black/African Americans, Chicano/Latino/Hispanic Americans, Native Americans, and recent immigrant groups, as expressed in film narrative, production practices, and critical responses. Issues of class, gender, and sexuality will be examined and compared cross-culturally. Media stereotypes and their social, political, and cultural origins and the responses to these stereotypes by 20th and 21st century film makers will be examined through film viewings, lecture, and discussion. (This course was formerly known as TA 318.)

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• identify and assess historical contexts of stereotypes, bias, and racism as expressed in American cinema.
• distinguish the contributions and unique cinematic expressions of individual film makers from the groups identified in the course description.
• analyze the major historical, cultural, political, and economic forces at work within the group(s) represented in the films and in society at large.
• compare and contrast the cinematic expressions of the groups with each other and with mainstream cinematic expression in the same period.
• compose thoughtful, comparative critiques of films viewed in class.

TAFILM 309 From Stage to Screen: Production Design and Art Direction

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area I
Catalog Date: June 1, 2020

This course will examine the aesthetic design of films by looking at costume, scenery, and prop design. Students will evaluate how the production design of a film helps to shape all of the other elements that make up the film. Students will examine how production design has been utilized to show the past, present, and future as well as imaginary time periods. This course will draw upon theatrical design techniques and evaluate how those techniques have been used in film production. (This course was formerly known as TA 323.)

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• describe and interpret key elements and techniques of scenic design that are used in the production design of films; these will include: research, the image morgue, sketching, the scale model, line, form, composition, and color.
• analyze and explain the basic ways in which the design of a film helps to establish and develop the plot and character evolution within films.
• assess and analyze how different artistic styles, historical elements, pop culture icons, and visions of the future have been used in
production design.

- critique and evaluate the role of the theatre and film arts and its relationship to other parts of society.
- describe the ways in which people historically have used artistic creations to respond to themselves and the world.

TAFILM 320 Cinema Genres

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 101 and ENGRD 310 with grades of "C" or better.
Transferable: CSU; UC
General Education: CSU Area C1; IGETC Area 3A
Catalog Date: June 1, 2020

This course is designed to explore in depth one or more film genres. Special attention is paid to development, aesthetics, popularity, and artists of the specific form. (This course was formerly known as TA 320.)

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the development of this genre, from its early beginnings to contemporary times.
- recognize basic film techniques in the genre, including: composition of shots, plot structure, editing, camera movement, and lighting.
- critically analyze and evaluate works in this genre through the application of course content to the films.

TAFILM 330 Film Making

Units: 3
Hours: 36 hours LEC; 72 hours LAB
Prerequisite: None.
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course emphasizes contemporary methods of film production, including low-budget art films with a concern for the aesthetics of film making. Stressed are techniques of direction, lighting, tilting, camera use, editing, film types, lenses, and other aspects of cinema. Equipment and supplies for individual projects must be furnished by each student. Supplies and equipment are furnished for students working on group projects. (This course was formerly known as TA 331.)

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess the art of film making as a result of class experiences.
- evaluate the cinematic medium as a visual, kinetic form of individual expression.
- demonstrate an understanding of motion picture production through actual experience.
- demonstrate problem-solving skills needed to complete filmmaking projects.

TAFILM 332 Film Production Workshop I

Units: 3
Hours: 36 hours LEC; 72 hours LAB
Prerequisite: TAFILM 330 with a grade of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course will give an overview of the creative, technical, and management skills necessary to design and produce a film production on location. Students will gain hands-on experience in production techniques using film production equipment. Within this course, students
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the art of film making as a result of class experiences.
- demonstrate an understanding of motion picture production through experience.
- demonstrate critical thinking and appropriate performance skills.
- demonstrate problem-solving skills needed to complete filmmaking projects.
- design and implement a product that can be used to obtain career placement in the professional world.

TAFILM 333 Film Production Workshop II

Units: 3  
Hours: 36 hours LEC; 72 hours LAB  
Prerequisite: TAFILM 332 with a grade of "C" or better  
Transferable: CSU; UC  
Catalog Date: June 1, 2020

This course allows students to gain additional experience in technical and management skills necessary to design and produce a film production on location. Students may take more active lead roles for various aspects of the finished product, such as pre-production planning, scripting, equipment operations, lighting, audio, and post-production.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate problem-solving skills needed to complete filmmaking projects.
- design and implement a product that can be used to obtain career placement in the professional world.
- resolve and execute standard pre-production skills including planning, scripting, budgeting, and crew and equipment selection.
- operate equipment safely according to professional standards.
- analyze interpret, and exercise critical judgment in the evaluation of media productions.
- demonstrate a hands-on ability to perform the professional level critical thinking needed for successful teamwork in film or other media employment.
- integrate theoretical program production application into practice with increasing understanding of appropriate professional conduct.

TAFILM 334 Film Production Workshop III

Units: 3  
Hours: 36 hours LEC; 72 hours LAB  
Prerequisite: TAFILM 333 with a grade of "C" or better  
Transferable: CSU; UC  
Catalog Date: June 1, 2020

This course allows students to gain advanced skills and leadership experiences in technical and management areas necessary to design and produce a film production on location. Students will take lead positions and may be required to assist in the training of other students for various aspects of the finished product, such as pre-production planning, scripting, equipment operations, lighting, audio, and post-production. Students may serve as department heads or as producers, directors, and production managers.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate an ability to supervise film crew members and/or a film production department.
- demonstrate critical thinking and appropriate leadership skills.
- demonstrate problem-solving skills needed to lead filmmaking projects.
- design and implement a product that can be used to obtain career placement in the professional world.
- develop, delegate, and execute pre-production skills including planning, scripting, budgeting, and crew and equipment selection.
- illustrate equipment operation and production responsibilities according to professional standards.
- demonstrate a hands-on ability to perform the professional level of critical thinking needed for successful leadership in film or other media employment.
- evaluate student production technique and process in written and verbal form.
- criticize, evaluate, and react to student and professional productions, explaining whether projects likely met their anticipated goals.
- integrate theoretical program production application into practice with increasing understanding of appropriate professional conduct.

TAFILM 340 Film Editing

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: None.
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is an introduction to the concepts and technical elements of film editing for the cinema. Students will gain practical experience in editing images and synchronous sound to create cinematic products. Students will receive training in the features and capabilities of current film editing equipment including the latest film editing software. Some of the topics covered in the course include a basic overview of editing, video montage, subclippings, storyboarding, and editing dialogue, as well as digitizing and final output. This course involves the use of software that is regarded as the current industry standard. (This course was formerly known as TA 333.)

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate film editing techniques.
- systematically organize images and sound into a continuous, organic cinematic product.
- execute industry standard troubleshooting procedures for technical and production problems during an edit.
- design and implement a product that can be used to obtain career placement in the professional world.
- demonstrate competency in current film editing equipment and software.
- demonstrate a range of editing styles and structures suitable for television, web, and theatrical presentation.

TAFILM 341 Advanced Film Editing

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: TAFILM 340 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course is designed for experienced users or those wishing to increase their overall film editing knowledge. This course delves into the details of such topics as compositing, power trimming, media management, color keying, audio finishing, color correction, and much more. Instruction also covers tips, tricks, and other secrets that allow participants to master the finer points of film editing and edit software. (This course was formerly known as TA 334.)

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate advanced competency in current film editing equipment and software.
- incorporate advanced editing techniques including text manipulation, advance motion graphics, and sound mixing into edits.
- edit a personal editing reel.
- develop a signature, intentional aesthetic style of editing unique to the student.
- use signature style and advanced techniques to edit a final project which may include a music video, webisode, television episode, short narrative film, experimental short film, short documentary promotional video or commercial.

TAFILM 343 Motion Graphics for Video

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | None. |
| Advisory: | DDSN 331 and TAFILM 340 with grades of "C" or better and basic knowledge of the Macintosh OS |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This hands-on course will familiarize students with motion graphics design. The course comprehensively covers software engine and interface, behavior-based animation, parameter behaviors, blend modes, advanced particle system design, advanced title animation, working with templates, chroma key techniques, masking methods, motion menu design, tablet-driven gesture UI techniques, working with audio, keyframing, and integration. (This course was formerly known as TA 336.)

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use and define the terms and procedures used in the production of motion graphics on a computer.
- plan, design, and revise projects using Apple Motion.
- assemble projects using filters, transitions, and 3-D motion.
- explain and use key frames, motion paths, layered elements, and primary tools within Apple Motion.
- differentiate between pixel based objects and vector based objects and create 2-D elements for use in motion graphic animation.
- evaluate the esthetics of projects and choose methods for improvement.
- plan and construct a final project utilizing the process demonstrated and export for use in film, a DVD, the Internet, or other multimedia production.

TAFILM 344 Introduction to Digital Effects

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | TAFILM 340 with a grade of "C" or better |
| Advisory: | None. |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

This course is an introductory study of digital effects production, with specific focus on motion graphics, compositing, effects processing, and title sequences. Students will explore digital effects for film, multimedia, and emerging broadcast technologies.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create digital media projects that demonstrate effective use of established design principles for typography, color, images, animation, sound, and video.
- plan, design, and revise projects using effects software.
- explain and use key frames, motion paths, layered elements, and primary tools within effects software.
- describe and apply the basic principles and processes used in traditional and digital effects for film and multimedia.
- evaluate the esthetics of projects and choose methods for improvement.
- analyze, interpret, and exercise critical judgment in the evaluation of media productions.
- evaluate the esthetics of projects and choose methods for improvement.
- demonstrate through projects that with the power of a communicator, comes moral and ethical responsibility.
- demonstrate a hands-on ability to perform the professional level critical thinking needed for successful teamwork in film or other media employment.
- plan and construct a final project utilizing the process demonstrated and export for use in film, a DVD, the Internet, or other multimedia production.

**TAFILM 345 Intermediate Digital Effects**

*Units*: 3  
*Hours*: 36 hours LEC; 54 hours LAB  
*Prerequisite*: TAFILM 344 with a grade of “C” or better  
*Transferable*: CSU; UC  
*Catalog Date*: June 1, 2020

The course presents an intermediate level exploration of the theory and practice of digital effects for film multimedia and emerging broadcast technologies. Intermediate level skills are developed in digital effects software. Techniques for compositing, keying, motion graphics, and color correction are demonstrated.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- create digital media projects that demonstrate effective use of established design principles for typography, color, images, animation, sound, and film.
- plan, design and create multi-layered special effects projects using various effects software.
- explain and demonstrate a professional production approach and analysis of personal projects, other student work, and professional film projects.
- evaluate the esthetics of complex projects and choose methods for implementation and improvement.
- analyze, interpret, and exercise critical judgment in the evaluation of media productions.
- describe and apply the principles and processes used in complex digital effects in film production.
- operate 2-D and 3-D software correctly to create professional quality animations and film projects.
- demonstrate a hands-on ability to perform the professional level critical thinking needed for successful teamwork in film or other media employment.
- plan and construct film projects utilizing the process demonstrated and export for use in film, a DVD, the Internet, or other multimedia production.

**TAFILM 347 Color Correcting and Grading for Film**

*Units*: 3  
*Hours*: 36 hours LEC; 54 hours LAB  
*Prerequisite*: None.  
*Advisory*: TAFILM 340 with a grade of “C” or better and basic knowledge of the Macintosh OS  
*Transferable*: CSU  
*Catalog Date*: June 1, 2020

This hands-on course will familiarize students with color grading and finishing software. This course will begin with the basics of color balancing and correction. Students will move on to the fine points of secondary grading, including scene matching, using vignettes to isolate and track regions, creating advanced color effects and “looks,” skin tone adjustments, adjusting the composition and framing of a shot, and much more. (This course was formerly known as TA 337.)
Upon completion of this course, the student will be able to:

- use and define the terms and procedures used in the process of color correction and grading on a computer.
- plan, design, and revise projects using color software.
- assemble projects using grade effects, hue, saturation and luma curves, and color correction controls.
- explain and use key frames, vignettes, nodes, and primary and secondary tools within color software.
- evaluate the esthetics of projects and choose methods for improvement.
- plan and construct a film project utilizing the process demonstrated and export for use in film, a DVD, the Internet, or other multimedia production.

TAFILM 360 Screenwriting

 Upon completion of this course, the student will be able to:

- apply the elements of story structure and film narrative.
- critically analyze screen writing in relationship to film production and editing.
- develop characters and character backstory
- incorporate visual communication and filmmaking technique into script including shots, camera movement, lighting cues, and sound cues.
- write scripts within the guidelines for narrative film, documentary, TV, commercial and web formats.
- demonstrate proficiency in contemporary screenwriting software and digital screenplay formatting.
- write basics of video editing into screenplays including wipes, dissolves, fades, cuts, motion graphics, titling, and juxtaposition.
- demonstrate visual writing techniques which distinguish screenwriting from novels, short stories, and stage plays.
- create proposals and treatments for film projects.
- compose a script for a short film.

TAFILM 495 Independent Studies in Film

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among college, faculty members, and students. Independent Studies in Film offers students a chance to do research and/or experimentation that is more typical of advanced studies in Film.

UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted toward the minimum 60 units required for admissions.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate facility with the materials, tools, and techniques specific to the proposed film project.
- demonstrate an understanding of the process by which specific ideas are developed into finalized film projects.
- demonstrate the ability to produce film projects independently.

TAFILM 498 Work Experience in Film

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<td>CSU</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course provides a supervised work experience in a professional film setting. Students may be assigned to work Production Management, Camera (i.e. Director of Photography, Camera Operator), Lighting (i.e. Rigger, Lighting Technician), Sound (i.e. Production Mixer, Boom Operator), Grip, Set Decoration, Production Design, Props, Make-Up, Film Editing, Acting, and Directing. Work Experience may be taken for a total of 16 units when there are new or expanded learning objectives.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize practical experience in working with film professionals.
- demonstrate an understanding of the actual day-to-day operations of a film and the problems encountered therein.
- demonstrate an understanding of the variety of career paths in the professional film industry.
- integrate classroom work with solutions to on-the-job problems in the work setting.
Women and Gender Studies
| Sacramento City College

Women and Gender Studies is an interdisciplinary program that involves an interdisciplinary, multicultural, and transnational perspective of gender inequality. Based on the conviction that gender roles are socially constructed through time, the program employs perspectives from disciplines such as history, literature, philosophy, sociology, politics, and psychology to examine how gendered experiences are created and shaped by social and economic institutions, political movements, and individual experiences. The course of study centers on teaching students how to use feminist and social justice frameworks to analyze gender oppression within local, national, and global contexts. The program encourages an analysis of how race, class, sexuality, and nationality influence the construction of gender.

Dean
Dennis Lee

Department Chairs
Dominic Cerri

(916) 558-2401

SCC-BSS@losrios.edu

Associate Degree

A.A. in Women and Gender Studies

Women and Gender Studies is an interdisciplinary program that involves an interdisciplinary, multicultural, and transnational perspective of gender inequality. Based on the conviction that gender roles are socially constructed through time, the program employs perspectives from disciplines such as history, literature, philosophy, sociology, politics, and psychology to examine how gendered experiences are created and shaped by social and economic institutions, political movements, and individual experiences. The course of study centers on teaching students how to use feminist and social justice frameworks to analyze gender oppression within local, national, and global contexts. The program encourages an analysis of how race, class, sexuality, and nationality influence the construction of gender.

Catalog Date: June 1, 2020

Degree Requirements

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<td>Introduction to Women and Gender Studies</td>
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<td>WGS 302</td>
<td>Global Women’s Issues (3)</td>
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<td>or SOC 345</td>
<td>Global Women’s Issues (3)</td>
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<td>ENGLT 360</td>
<td>Women in Literature (3)</td>
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<td>ENGLT 401</td>
<td>Women in Film and Literature (3)</td>
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<td>POLS 340</td>
<td>Women in Politics (3)</td>
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<tr>
<td>PSYC 356</td>
<td>Human Sexuality (3)</td>
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<td>PSYC 360</td>
<td>Psychology of Women (3)</td>
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<td>SOC 341</td>
<td>Sex and Gender in the U.S. (3)</td>
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<tr>
<td>COURSE CODE</td>
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<tr>
<td>SOC 343</td>
<td>Women and Social Action (3)</td>
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<tr>
<td>SOC 344</td>
<td>Sociology of Women's Health (3)</td>
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<tr>
<td>WGS 304</td>
<td>Women, Globalization, and Human Rights (3)</td>
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<td>or SOC 347</td>
<td>Women, Globalization, and Human Rights (3)</td>
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<tr>
<td>HIST 483</td>
<td>History of the United States - Honors (3)</td>
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<td>or HIST 310</td>
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<td>HIST 311</td>
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<tr>
<td>or HIST 484</td>
<td>History of the United States - Honors (3)</td>
<td></td>
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Total Units: 18

1 Students must take the "Women's Emphasis" sections of HIST 310, HIST 311, HIST 483, and HIST 484. The "Women's Emphasis" courses are identified in the class schedule.

The Women and Gender Studies Associate in Arts (A.A.) degree may be obtained by completion of 60 transferable, semester units, including (a) the major or area of emphasis described in the Required Program, and (b) one of the following: the SCC General Education, the Intersegmental General Education Transfer Curriculum (IGETC), or the California State University General Education-Breadth Requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- identify women's contributions to major social and cultural institutions, including history, politics, science, social science, literature, and art.
- demonstrate an understanding of the role of oppression and privilege in the lives of women, integrating the roles played by of race, class, gender, ethnicity, age, (dis)ability, and sexuality in women's experiences.
- demonstrate the ability to summarize and apply a variety of feminist theories.
- identify and discuss a range of gender issues, including motherhood, gender-based violence, reproductive justice, economic issues, marriage and relationships, political leadership, employment, and physical and mental health issues.
- demonstrate the ability to examine issues of women and gender from an interdisciplinary, cross-cultural, and global perspective.
- utilize a variety of strategies for social change, incorporating an understanding of the connection between knowledge and experience, theory and activism regarding issues pertaining to women and gender.
- demonstrate the ability to communicate effectively in writing.

### Career Information

A degree in Women and Gender Studies provides students with an academically well-rounded knowledge base anchored in strong critical thinking skills, through the lens of feminism and social justice. Students who complete the Women and Gender Studies program develop skills that are attractive to many employers in the twenty-first century, including the ability to think critically, to be open-minded and innovative, and to handle the real-life complexities of the workplace. Students also bring to the workplace a specific awareness of issues such as sexism, racism, homophobia, and class oppression. Students who earn an A.A. degree in Women and Gender Studies may either pursue further study or obtain employment directly in fields such as health and social services, education, law, government and politics, communications, and business. Moreover, a Women and Gender Studies degree gives students the confidence to pursue nontraditional careers.

### Women and Gender Studies (WGS)

**WGS 300 Introduction to Women and Gender Studies**
This course provides an interdisciplinary approach to introducing Women and Gender Studies and key theories, concepts, and issues of the field. The course will examine gender inequality from an intersectional perspective, emphasizing the interrelated circumstances that influence women's status in popular culture, in the workforce, in the arts, before the law, in the family, and in other social, political, and economic realms of society. Students will strive to understand women's diverse histories and experiences, while at the same time seeking to understand how their own histories have shaped who they are and how they view the world. Employing gender as a central category of analysis, the course will be inclusive of issues of oppression based on gender expression and sexuality. Each student writes a minimum of 3,000 words.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an awareness of how the intersectional effects of sex, gender, race, class, sexuality, age, ethnicity, ability, and other complex aspects of identity influence social structures and women's empowerment.
- analyze the diversity of gendered experiences and apply feminist approaches to understanding social structures and cultural pressures related to gender inequality.
- examine how sex, gender, race, class, sexuality, age, ethnicity, ability, and other complex aspects of identity affect one's status and self-concept, and use this knowledge to question events and situations occurring in everyday life.
- assess how women's opportunities and achievements are constrained by systems of oppression and privilege.
- recognize, critically analyze, and choose paths of action for social change.
- demonstrate a working knowledge of feminism and the field of Women and Gender Studies.

WGS 302 Global Women's Issues

Same As: SOC 345
Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 300 with a grade of "C" or better
Transferable: CSU (Formerly approved for SOCSC 350); UC (Formerly approved for SOCSC 352)
General Education: AA/AS Area V(b); CSU Area D; IGETC Area 4
Catalog Date: June 1, 2020

The course will consider the conditions of women's lives from the perspectives of global and transnational feminism, examining issues such as immigration, girls' education, maternal health, globalization, economics, war and conflict, gender-based violence, and political activism. Students will seek to understand women's lives by connecting global data about the status of women to material consequences for individual women and local communities. Using gender as a theoretical category of analysis, the course will explore how gender inequality and oppression create disproportionate suffering and lack of opportunities for women and girls. Students will learn to ask critical questions about the complex and intersecting aspects of the oppression of women, as well as develop an understanding of the culturally situated, creative, and heroic ways women are standing up to gender oppression and shaping change within their local communities and nations. Credit may be awarded for either WGS 302 or SOC 345 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze key issues affecting women through a transnational feminist perspective, including immigration, education, maternal health, globalization, economics, war and conflict, gender-based violence, and political activism.
- comprehend the value of locally-generated social change arising from and working within the culture of local communities.
- demonstrate knowledge about the ways that women throughout the world are resisting gender oppression and organizing to reshape their own communities.
- critically assess media representation to seek an understanding of historical and cultural complexities that are embedded in global women's issues.
- recognize key women activists who have received global recognition for their contributions.
• apply knowledge as an emerging global citizen by considering options for contributing to positive change.

WGS 304 Women, Globalization, and Human Rights

Through global and transnational feminist perspectives, this course provides an overview of human rights ideas and frameworks, including the history and ongoing implementation of United Nations conventions, treaties, and campaigns concerning women. The course will consider the complex and gendered social, economic, and political impacts of globalization on women and girls around the world. Students will learn to critically engage with theories, approaches, and representation related to improving the lives of women in the global context and will learn about key human rights defenders who are recognized for their activism. Students will consider their own place in a globalized world and utilize course knowledge to think about their role in creating justice in the world. Credit may be awarded for either WGS 304 or SOC 347 but not for both.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• describe human rights ideas and frameworks, including the history and implementation of United Nations conventions and treaties concerning women.

• analyze the complex and gendered social, economic, and political aspects of globalization that disproportionately disadvantage and impact women in various locations around the world.

• identify various feminist and social science theories and approaches to improving the lives of women globally, including human rights, global and transnational feminisms, gender in development, grassroots organizing, and global campaigns.

• critically assess discourses related to women in the global context, including images and messages in the media, approaches and representations utilized by nongovernmental organizations, and language and methods within the United Nations human rights domain.

• recognize key women’s human rights defenders who have made important contribution to furthering the rights of women and girls.

• identify options, as a globally-informed citizen, for involvement in positive social change.
The Theatre Arts program provides students with an understanding of the overall process by which theatre is produced, including the theories and techniques of acting, directing, and playwriting, and the elements of technical theatre. It also provides an overview of the historical and social context of the theatre.

Dean
Patti Leonard

Department Chairs
Luther Hanson

(916) 558-2551
LeonarP@scc.losrios.edu

Work Experience (WEXP)

WEXP 198 Work Experience - General

<table>
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<tr>
<th>Units:</th>
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<tr>
<td>Hours:</td>
<td>60 - 225 hours LAB</td>
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<td>Prerequisite:</td>
<td>None.</td>
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<td>Enrollment Limitation:</td>
<td>According to Education Code Title 5 regulations, a student must be in a paid or unpaid job or volunteer position.</td>
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<td>General Education:</td>
<td>AA/AS Area III(b)</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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According to Title 5, code 55252, General Work Experience Education is supervised employment that is intended to assist students in acquiring desirable work habits, attitudes, and career awareness. General Work Experience need not be related to the students' educational goals. This course is designed for students working in a paid or unpaid job or volunteer position unrelated to their major. The student must have a job or volunteer position secured to remain enrolled in the course. The course will provide students with a structured program designed to teach them new soft skills and employability skills in a real world work environment that will assist them in securing a volunteer position or job in the future. Course content includes understanding the application of education to the workforce; responsibilities of a volunteer or employee in a workforce setting; responsibilities of an intern or employee in a workforce setting; completion of Title 5 Education Code documents (i.e. Student Application, Learning Objectives, Time Sheet, and Evaluation), that document the student’s progress and hours spent in the workplace; and development of workplace soft skills and employability skills relevant to the 21st century workplace. Learning objectives will be developed between the student, employer, and Work Experience Instructor to best meet the student’s level of learning. The student will be required to attend an orientation at the beginning of the course. The student must also complete a minimum of 75 hours to a maximum of 225 hours of paid work; or a minimum of 60 hours to a maximum 180 hours of unpaid or volunteer work per unit per semester. Students may take up to 16 units total across all Work Experience course offerings. This course may be taken up to four times when there are new or expanded learning objectives. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply classroom knowledge through the application of a structured, supervised, and on-the-job experience, by writing a minimum of 3 (three) learning objectives, using Title 5 Statement of Learning Objectives and Cooperative Work Experience Education Agreement in partnership with the Work Experience Instructor and employer or work site supervisor.
- develop communication, interpersonal, and networking skills that can be applied to future workplace settings.
- demonstrate career awareness and direction, through exploration of volunteer and general work experience opportunities, to assist student in choosing a major and/or career path.
WEXP 498 Work Experience in (Subject)

Units: 1 - 4
Hours: 60 - 300 hours LAB
Prerequisite: None.
Enrollment Limitation: According to Education Code Title 5 regulations, a student must be in a paid or unpaid job, volunteer position, or internship.
Transferable: CSU
General Education: AA/AS Area III(b)
Catalog Date: June 1, 2020

According to Title 5, code 55252, Occupational Work Experience Education is supervised employment extending classroom-based occupational learning at an on-the-job learning station related to the student's educational or occupational goal. This course is designed for students working in a paid or unpaid job, volunteer position or internship directly related to their major. The course will provide students with a structured program designed to teach them new soft skills and employability skills that will assist them in securing a job in the future and an opportunity to explore occupational interests that will assist them in the academic major and career decision making process. The student must have a job, volunteer, or internship position secured to remain enrolled in the course. Course content includes understanding the application of education to the workforce; responsibilities of an intern or employee in a workforce setting; completion of Title 5 Education Code documents (i.e. Student Application, Learning Objectives, Time Sheet, and Evaluation), that document the student's progress and hours spent in the workplace; and development of workplace soft skills and employability skills relevant to the 21st century workplace. Learning objectives will be developed between the student, employer, and Work Experience Instructor to best meet the students level of learning. The student will be required to attend an orientation at the beginning of the course and complete a minimum of 75 hours to a maximum of 300 hours of paid work; or a minimum of 60 hours to a maximum 240 hours of unpaid work per unit per semester. This course may be taken up to 4 times when there is new or expanded learning on the job for up to 16 units. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply classroom knowledge through the application of a structured, supervised, and on-the-job experience, by writing a minimum of 3 (three) learning objectives, using Title 5 Statement of Learning Objectives and Cooperative Work Experience Education Agreement in partnership with the Work Experience Instructor and employer or work site supervisor.

- demonstrate increased knowledge of personal skills he or she hope to apply to future workplace settings, such as communication skills, interpersonal skills, and networking.

- develop career awareness and direction, through exploration of volunteer and general work experience opportunities, to assist student in choosing a major and/or career path.
Administrators, Faculty, and Staff
| Sacramento City College

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[College Administrators](/2020-2021-catalog/administrators-faculty-and-staff/college-administrators)
Learn more about Sacramento City College's administrators.

[Faculty](/2020-2021-catalog/administrators-faculty-and-staff/faculty)
Learn more about Sacramento City College's faculty.

[Staff](/2020-2021-catalog/administrators-faculty-and-staff/staff)
Learn more about Sacramento City College's classified staff.
College Administrators | Sacramento City College

President

Gutierrez, Michael (2017)  
President  
B.A., Princeton University  
M.P.A., University of Texas at Austin, Lyndon B. Johnson School of Public Affairs

Vice Presidents

Bray, Carrie (2017)  
Vice President, Administration  
B.S., M.S., California State University, Sacramento

Brown, Davin (2020)  
Vice President, Student Services  
B.A., Cal Poly, San Luis Obispo  
M.A., California State University, San Bernardino  
Ed.D., Drexel University

Garcia, Albert J. (2018)  
Vice President, Instruction  
B.A., California State University, Chico  
M.F.A., University of Montana  
Ed.D., Benedictine University

Associate Vice Presidents

McDaniel, Kimberley (2018)  
Associate Vice President, Enrollment and Student Services  
B.A., University of California, Berkeley  
M.A., California State University, Northridge  
Ph.D., University of Southern California

McReynolds, Virginia (2019)  
Associate Vice President, Instructional Services  
B.A., M.A., California State University, Sacramento  
M.F.A., Goucher College, Maryland

Meehan, Gabriel (2014)  
Associate Vice President, Instruction, Economics & Workforce Development  
B.A., University College, Galway, Ireland  
M.A., California State University, Sacramento

Deans

Bates, Ruklye (2019)  
Dean, Retention and Persistence (Interim)  
B.A., Dillard University  
M.A., California State University, Sacramento

Dean, Intervention  
B.S., University of California, Davis  
M.A., Humboldt State University

Coleman, Andre V. (2019)  
Special Project Dean, Intervention  
B.A., Occidental College  
M.S., California State University, Long Beach  
Ph.D., Touro University

Collins, James (2005)  
Dean, Science and Allied Health  
B.A., University of Arizona (History/Chemistry)  
M.A., University of Arizona J.D., University of Pacific, McGeorge, Sacramento

Flash, Kevin M. (2015)  
Dean, Learning Resources  
B.S., The Ohio State University  
M.A., California State University, Sacramento

Gaytan, Andrea (2018)  
Dean, Davis Center  
B.A., University of California, Davis  
M.A.T., School of International Training, Vermont

Ikegami, Robin (2019)  
Dean, Language and Literature

Lambert, Angelena (2020)  
Dean, Mathematics/Statistics, and Engineering
Lee, Dennis (2020)
Dean, Behavioral and Social Sciences
B.A., Miami University
M.A., University of Akron

Molina, Miguel (2018)
Dean, Connection and Onboarding
B.A., M.A., California State University, Sacramento
Ph.D., University of California, Davis

Saks, Deborah (2012)
Dean, Business and Computer Information Science Division
B.S., M.B.A., Ph.D., Indiana University

Dean, Information Technology
M.B.A., Brandman University

Webb, Donnetta (2005)
Dean, Advanced Technology
B.A., St Mary Woods, IN
M.S., University of Nebraska, Lincoln NE

Austin, Victoria (2019)
Regional Director, Office of Philanthropy
B.A., Santa Clara University
M.A., University of Chicago

Collignon, Kaitlyn
Communications & Public Information Officer

Margaret Lednicky (2016)
Director, Administrative Services
B.Arch., University of Kansas

Mountain, Carol (2016)
Director, Nursing Programs
A.S., Pacific Union College
B.S., Pacific Union College
M.S.N., Sonoma State University
D.N.P., California State University, Fresno

Leonard, Patti (2020)
Dean, Humanities and Fine Arts
B.A., California State University, Long Beach
M.A., Pepperdine University

Pitman, Gayle (2020)
Dean, Planning, Research, and Institutional Effectiveness
B.A., Tufts University
M.A., Ph.D., California School of Professional Psychology

Snowden, Robert (2020)
Dean, West Sacramento Center
B.A., San Jose State University
M.A., Pepperdine University
Ed.D., University of San Francisco

Springer, Molly (2016)
Dean, Engagement and Completion
B.A., University of California, Los Angeles
M.A., University of San Diego
Ed.D., New England College

Saks, Deborah (2012)
Dean, Business and Computer Information Science Division
B.S., M.B.A., Ph.D., Indiana University

Dean, Information Technology
M.B.A., Brandman University

Webb, Donnetta (2005)
Dean, Advanced Technology
B.A., St Mary Woods, IN
M.S., University of Nebraska, Lincoln NE

Austin, Victoria (2019)
Regional Director, Office of Philanthropy
B.A., Santa Clara University
M.A., University of Chicago

Collignon, Kaitlyn
Communications & Public Information Officer

Margaret Lednicky (2016)
Director, Administrative Services
B.Arch., University of Kansas

Mountain, Carol (2016)
Director, Nursing Programs
A.S., Pacific Union College
B.S., Pacific Union College
M.S.N., Sonoma State University
D.N.P., California State University, Fresno

Leonard, Patti (2020)
Dean, Humanities and Fine Arts
B.A., California State University, Long Beach
M.A., Pepperdine University

Pitman, Gayle (2020)
Dean, Planning, Research, and Institutional Effectiveness
B.A., Tufts University
M.A., Ph.D., California School of Professional Psychology

Snowden, Robert (2020)
Dean, West Sacramento Center
B.A., San Jose State University
M.A., Pepperdine University
Ed.D., University of San Francisco

Springer, Molly (2016)
Dean, Engagement and Completion
B.A., University of California, Los Angeles
M.A., University of San Diego
Ed.D., New England College

Saks, Deborah (2012)
Dean, Business and Computer Information Science Division
B.S., M.B.A., Ph.D., Indiana University

Dean, Information Technology
M.B.A., Brandman University

Webb, Donnetta (2005)
Dean, Advanced Technology
B.A., St Mary Woods, IN
M.S., University of Nebraska, Lincoln NE

Additional Senior Leadership Members
Faculty | Sacramento City College

**Ackerman, Alexis L.** (2005)
Biology (Animal Biology)
B.A., Barnard College / Columbia University, New York
M.S., Ph.D., University of California, Davis

**Adkins, Jason** (2019)
Art
B.F.A., California State University, Chico
B.F.A., Walla Walla College, College Place
M.F.A., San Jose State University

**Allender, Julia** (2014)
Kinesiology, Health, and Athletics
A.A., San Jose City College
B.S., Southern Utah University
M.S., A.T. Still University

**Allred, Mary-Susan** (1994)
Counselor
B.A., University of the Pacific
Masters of Counseling, Idaho State University

**Anderson, Catherine** (2016)
Art History/Humanities
B.A., University of California, Davis
M.A., University of California, Davis
Ph.D., Brown University

**Anderson, Kevin M.** (2001)
Computer Information Science
B.S., California State University, Fresno
B.S., M.B.A., California State University, Stanislaus
Microsoft Certified Trainer (MCT)
Microsoft Certified Systems Engineer (MCSE)
Microsoft Certified Database Administrator (MCDBA)
Microsoft Certified Professional + Internet (MCP + I)
Cisco Certified Network Associate (CCNA)
Certified Novell Engineer (CNE)
Linux Certified Professional (LCP)
A+ Certified Service Technician (A+)
Network + (N+) i-Net + (inT +)

**Armstrong, Dana** (2016)
English
B.A., University of California, Berkeley
M.A., University of California, Davis

**Arya, Palwasha** (2008)
Biology
B.A., California State University, Hayward
M.S., California State University, Sacramento

**Atkins, Tonya** (2019)
Chemistry
B.S., M.S., California State University, Fresno
Ph.D., University of California, Davis

**Avendano, Marisa** (2005)
Kinesiology, Health, and Athletics
B.S., B.A., M.S., California State University, Sacramento

**Bazos, Andreas** (2019)
Mathematics
A.S., Modesto Junior College
Certification, Community College Teacher Preparation Program, California State University, Sacramento
Certification, Marine Diving Technologies, Santa Barbara City College
B.S., California State University, Sacramento
M.S., University of California, Davis

**Belair, Diane M.** (2004)
Counselor
M.S., Oregon State University/Western Oregon State College

**Bennett, Dianne A.** (2001)
Chemistry
B.S., California State University, Sacramento
Ph.D., University of California, Berkeley
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Program</th>
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<tbody>
<tr>
<td>Block, Angela M.</td>
<td>1996</td>
<td>Sociology</td>
<td>B.S., University of Santa Clara, California State University, Hayward</td>
</tr>
<tr>
<td>Bombery, Deskaheh D.</td>
<td>2007</td>
<td>Kinesiology, Health, and Athletics/Assistant Baseball Coach</td>
<td>B.S., Sonoma State University, M.S., Eastern Kentucky University</td>
</tr>
<tr>
<td>Borenstein, Jennifer</td>
<td>2019</td>
<td>Economics</td>
<td>B.S., University of California, Berkeley, M.S., Goldman School of Public Policy, University of California, Berkeley, M.S., Thunderbird School of Global Management, Arizona State University</td>
</tr>
<tr>
<td>Bul, Dinh</td>
<td>2007</td>
<td>Counselor</td>
<td>B.A., M.S., California State University, Sacramento</td>
</tr>
<tr>
<td>Burg, Thomas</td>
<td>2016</td>
<td>Aeronautics/Flight Technology</td>
<td>American Management Association - Online Teaching Certification - Level 1, Teaching English to Speakers of Other Languages (TESOL) Certification</td>
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<tr>
<td>Button, Donald</td>
<td>2006</td>
<td>Graphic Communication</td>
<td>Certificate of Achievement, Collins Graphic Design School, Tempe</td>
</tr>
<tr>
<td>Cantillo, Fernando</td>
<td>2019</td>
<td>Computer Information Science</td>
<td>B.S., University of Laverne, California, M.S., University of Maryland</td>
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<tr>
<td>Carbary, Kathleen</td>
<td>2015</td>
<td>Psychology</td>
<td>B.A., Reed College, M.A., Ph.D., University of Rochester, New York</td>
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<tr>
<td>Castaneda, Denise</td>
<td>2007</td>
<td>Reading</td>
<td>B.A., University of California, Davis, M.A., California State University, Sacramento</td>
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<tr>
<td>Cerri, Dominic A.</td>
<td>2006</td>
<td>History</td>
<td>B.A., M.A., California State University, Sacramento, Ph.D., University of Wisconsin, Madison</td>
</tr>
<tr>
<td>Chevaux-FitzHugh, Adrian</td>
<td>2008</td>
<td>Sociology</td>
<td>B.A., M.A., Humboldt State University</td>
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<tr>
<td>Chubbic, Dena</td>
<td>2007</td>
<td>Chemistry</td>
<td></td>
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<tr>
<td>Boguski, Mark</td>
<td>2007</td>
<td>Ceramics</td>
<td>B.A., Pitzer College, M.F.A., Alfred University</td>
</tr>
<tr>
<td>Bonowitz, Marcia C.</td>
<td>2000</td>
<td>Cosmetology</td>
<td>A.A., A.S., Sacramento City College, B.S., Southern Illinois University</td>
</tr>
<tr>
<td>Boyd, Halsey</td>
<td>2017</td>
<td>Mathematics Lab Coordinator</td>
<td>B.S., M.S., University of Calgary</td>
</tr>
<tr>
<td>Buonauro, John</td>
<td>2014</td>
<td>Mechanical-Electrical Technology</td>
<td>Joint Journeyman Apprentice Training Center H.V.A.C., Apprenticeship Local 250, Los Angeles, A.A., Cosumnes River College</td>
</tr>
<tr>
<td>Buechner, Marybeth</td>
<td>2020</td>
<td>Biology</td>
<td>B.S., Ball State University, Ph.D., University of California, Davis</td>
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<tr>
<td>Burrell, Karen L.</td>
<td>2008</td>
<td>Reading</td>
<td>B.S., Michigan State University, M.Ed., Texas State University, San Marcos, J.D., University of Michigan</td>
</tr>
<tr>
<td>Camarena, Sandra</td>
<td>2012</td>
<td>Economics</td>
<td>B.A., California State University, Chico, M.A., University of California, Davis</td>
</tr>
<tr>
<td>Carberry-Goh, Karen</td>
<td>2005</td>
<td>Biology/Microbiology</td>
<td>B.S., D.V.M., M.P.V.M., University of California, Davis, Ph.D., Cornell University</td>
</tr>
<tr>
<td>Castagna, Christine</td>
<td>2019</td>
<td>Geography</td>
<td>B.A., California State University, Sacramento, M.A., Ph.D., University of Hawaii, Manoa</td>
</tr>
<tr>
<td>Caton, Haynalka</td>
<td>2019</td>
<td>Mathematics</td>
<td>B.S., University of the Pacific, Stockton, M.S., University of California, Santa Barbara</td>
</tr>
<tr>
<td>Corwin, Richard S.</td>
<td>2001</td>
<td>English As A Second Language</td>
<td>B.A., California State University, Fullerton, M.A., Ph.D., University of Illinois, TESOL Certificate</td>
</tr>
<tr>
<td>Christian, Jeffrey J.</td>
<td>2007</td>
<td>Nursing</td>
<td>B.S.N., P.H.N., University of San Francisco, M.S.N., School Nurse Credential, California State University, Sacramento</td>
</tr>
<tr>
<td>Church, Kimberly</td>
<td>2006</td>
<td>Communication</td>
<td></td>
</tr>
</tbody>
</table>
B.S., Azusa Pacific University
M.S., University of California, Los Angeles

B.A., State University NY Binghamton
M.A., Ph.D., Claremont Graduate University

Cirrone, Steve (2006)
English

C.A., Occidental College
M.S., Ph.D., University of Colorado

Copley, Douglas M. (1999)
Physics

A.A., Fullerton Community College
B.A., University of California, Riverside
M.S., California State University, Sacramento

Counselor (Athletics)

C.A., Golden State University

C. A., State University NY Binghamton
M.A., Ph.D., Claremont Graduate University

Clark, Kevin E. (2002)
Sign Language Studies

B.S., Gallaudet University
M.S., California State University, Northridge

Costello, Linda D. (2014)
Accounting

M.S., Golden State University

C. A., San Joaquin Delta College
B.S., California State University, Sacramento
M.S., University of West Florida

Cypret, Phillip B. (1984)
Aeronautics

A.A., Antelope Valley College
B.S., California State University, Northridge
M.B.A., California State University, Sacramento

Davis, Kia Rose (2013)
Counselor, Disabled Students Program and Services

B.A., University of Puget Sound, Tacoma
M.B.A., Golden Gate University

C. A., Golden State University

C.A., University of South Alabama
M.A., University of South Alabama

Kinesiology, Health, and Athletics

B.A., California State University, Stanislaus
M.A., University of Phoenix

Dixon, Michael A. (1990)
Computer Information Science

B.S., California State University, Chico
M.S., National University

Doonan, William F. (1999)
Anthropology

B.A., Brown University
M.A., Ph.D., Tulane University

Dao, Binh C. (2015)
Chemistry

B.S., Ph.D., University of California, Davis

Dana, Maureen L. (2000)
English

B.A., University of California, Santa Barbara
M.A., Ph.D., Claremont Graduate University

Davis, Craig A. (2000)
Geography

B.S., University Nebraska at Omaha
M.A., University of Kansas

Davis, Tony P. (2009)
Counselor

B.S., M.S., California State University, Chico

DeGennaro, Paul (2007)
Biology

B.S., California State University, Chico
M.S., California State University, Hayward
Ph.D., University of California, Davis

Djonl, Annette (1964)
Mathematics

B.S., University of Oregon
M.S., University of Arizona
M.L.S., California State University, Sacramento

Delaini, David (2019)
Administration of Justice

B.S., California State University, Sacramento
J.D., University of the Pacific, McGeorge School of Law

DeMey, Suzanne L. (2015)
Accounting

A.A., Antelope Valley College
B.S., California State University, Northridge
M.B.A., California State University, Sacramento

English

B.A., M.A., California State University, Sacramento

Dennis, Mark (2014)
Psychology

B.A., M.S., University of South Alabama

Dibbla, Cindy (2016)
Mathematics

B.S., University of California, Berkeley
M.A., California State University, Fullerton

Doe, Blinh C. (2015)
Chemistry

B.S., Ph.D., University of California, Davis

Dorei, A. (1999)
Anthropology

B.A., Brown University
M.A., Ph.D., Tulane University

Doors, David A. (2017)
Physical Therapy Assistant

B.S., California State University, Chico
M.P.T., California State University, Sacramento
D.P.T., A.T. Still University
Douglas, Umar
Counselor
B.A., San Francisco University
M.S.W., Columbia University

Estabrook, Paul (2007)
Photography
A.A., Sacramento City College

Fasman, Lyudmila (2005)
Mathematics
B.S., M.A., San Francisco State University

Fellman, Melissa (2011)
Dental Health
B.S.D.H, Loma Linda University, CA
M.P.H., University of Nevada,

Fonda, Gioia (2008)
Art Paint/Draw
B.F.A., California College of Arts
M.F.A., School of Visual Arts, New York

Frank, Paul E. (2001)
Political Science
B.A., California State University, Fresno
M.A., Northeastern University
Ph.D., Boston University

Frees, Adam (2008)
Counselor, EOP&S
B.A., M.S., California State University, Sacramento

Ganas, Josephine (2019)
Dental Hygiene
A.S., American River College
A.S., De Anza College
A.S., Folsom Lake College
A.S., Fresno City College
A.S., Sacramento City College

English
B.A., M.A., California State University, Fresno
Ph.D., University of California, Davis

Counselor
B.S., Texas A & M University
M.S., California State University, Sacramento

Glynn, Mariel (2019)
Counselor, HSI-SESI
B.A., University of California, Davis
M.S., California State University, Sacramento

Reading
B.A., California State University Stanislaus, Turlock
M.S., Walden University, Minneapolis

Gonzalez, Stephen T. (2001)
Mathematics
B.S., M.S., California State University, Chico

Goodchild, Rebecca (2017)
Public Services Librarian
B.A., California State University, Sacramento
M.A., San Jose State University

Graybill, Stuart D. (2001)

Mathematics
A.A., Yuba Community College
B.A., Humboldt State University
M.A., California State University, Sacramento

Communication
B.S., M.A., California State University, Sacramento

Felker, Jeffery J. (2015)
English Reading
A.A., American River College
B.A., M.A., California State University, Sacramento

Engineering Design Technology
B.S., Oakland University
Licensed Mechanical Engineering, State of California

Forrester, Elizabeth V. (2000)
Philosophy
A.B., Cedar Crest College
M.A., California State University, Sacramento
M.A., Ph.D., University of California, Davis

Frazier, Surangi (2015)
History
B.A., University of California, Irvine
M.A., University of California, San Diego

Gales, Marques (2019)
Kinesiology, Health & Athletics (Head Wrestling Coach)
A.S., Santa Rosa Junior College
B.S., San Francisco State University
M.S., Springfield College, Massachusetts

Garcia, Mari Carmen (2005)
Spanish
B.A., California State University, Sacramento
M.A., Ph.D., University of California, Davis

Gentry, Richard (2016)
Mechanical Electrical Technology (MET)
Certificate of Accomplishment, Pentair Water Training, Sacramento

Fashion
A.S., A.A., College of Marin
B.A., San Francisco State University
M.F.A., Dramatic Arts, University of California, Davis

Goehring, Kevin S. (2015)
Aeronautics
A.S., Sacramento City College

Gomez, Wendy (2008)
College Nurse
B.S.N., P.H.N., M.S.N., School Nurse
Credential, California State University, Sacramento

Gonzalez, Mauricio (2005)
Counselor
A.A., Cuesta Community College
B.A., Sonoma State University
M.A., San Jose State University

Administration of Justice
B.A., Central University of Iowa
M.S.W., California State University, Sacramento

Greenwell, Andrea (2002)
History
B.A., M.A.T., Ph.D., University of California, Davis

Griffin, David A. (1995)
Kinesiology, Health, and Athletics
B.A., California State University, Chico
M.A., National University

Grofe, Michael J. (2015)
Anthropology
B.S., University of Miami
M.A., California Institute of Integral Studies
Ph.D., University of California, Davis

Haag, Janis L. (1993)
Journalism/English
B.A., M.A., California State University, Sacramento

Hanson, Jon S. (2001)
English
B.A., M.A., California State University, Sacramento

Harvey, Jonathan (2006)
Counselor
B.S., Northwestern University
M.S., John F. Kennedy University

Hertly, John (2016)
Kinesiology/Football Coach
A.A., Sacramento City College
B.A., University of California, Davis
M.S.S., United States Sports Academy

Hodge, Tracey (2013)
Coordinator, Work Experience
A.S., Lehigh County Community College
B.V.E., California State University, Sacramento
M.A., Chapman University

Holland, Gina (2006)
Biology
B.A., Indiana University-Bloomington
Ph.D., University of Wisconsin, Madison

Huang, Ling (2001)
Chemistry
B.S., East China Normal University, Shanghai
Ph.D., University of California, Davis

Allied Health/Coordinator, Recruitment and Retention
B.S., Santa Clara University
M.S., San Jose State University
Certified, National Board for Certification in Occupational Therapy

Iredale, Michael J. (2015)
Nursing
A.S.N, Sacramento City College
B.S., M.S.N., University of Phoenix

Jackson, Charisse (2020)
Nursing
A.A., Sacramneto City College
B.S., University of Phoenix
Allied Health Sciences Certification, Air University Community College of the Air Force

Griffin, Susan E. (2008)
Writing Center
B.A., M.A., California State University, Fresno
Ph.D., State University of New York at Stony Brook

Guzman, Sandra (2013)
Counselor
B.A., California State University, Chico
M.A., University of San Francisco

Handy, Mae Frances (Fran) (2005)
Cosmetology
A.A., Sacramento City College
A.A., San Jose City College

Hanson, Luther E. (1999)
Theatre Arts & Film
B.A., M.F.A., University of Irvine
M.A., San Diego State University

Harris-Jenkinson, Patricia M. (1999)
Instructor/Coordinator, Speech Communication
B.S., M.A., California State University, Sacramento

Heningburg, Keith R. V. (1999)
History
A.A., Washtenaw Community College
B.S., M.A., Eastern Michigan University
M.A., University of California, Davis

Hernandez-Chaidez, Adan (2019)
Counselor
B.A., University of California, Davis
M.S., California State University, Sacramento
Ed.D., California State University, Sacramento

Occupational Therapy Assistant
A.S., Sacramento City College
B.S., Rochester Institute of Technology
M.A., California State University, Sacramento
Certificate in Occupational Therapy Assistant/Licensed

Holt, Julie A. (1999)
Nursing
B.S.N., California State University, Chico
M.S.N., University of Colorado Health Science Center

Hunter, Mark A. (2014)
Mathematics
A.A., Cosumnes River College
B.A., St. Martin’s College
M.S., Western Washington University, Bellingham

Hwang, Joel (2016)
Chemistry
B.S., National Tsing Hua University
Ph.D., University of California, Davis

Ishchuk, Alexandr (2015)
Chemistry
B.S., Ph.D, University of California, Davis

James, Stephen C. (2001)
Biology
A.A., Glendale Community College
B.A., University of California, Santa Barbara
M.S., California State University, Sacramento
Janssen, Kristine (2000)
Counselor
A.A., Yuba Community College
B.A., California State University, Sacramento
M.A., University of San Francisco

Jean-Gilles, Reginald (2019)
Business
A.S., Sacramento City College
B.S., San Diego State University
M.S., Capella University

Johnson, Denise M. (2005)
Biology (Anatomy & Physiology)
B.S., University of California, San Diego
M.S., University of California, Davis

Johnson, Lawrence F. (1999)
Aeronautics
A.S., Chaffey College
B.S., California State Polytechnic University, Pomona

Jones, Christine (2016)
Dental Hygiene
A.S., Sacramento City College

Kaina, Abdelaziz (2017)
Computer Information Science
Certificate, Denver Technical College
M.S., Keller Graduate School of Management
M.S., New Mexico Institute of Mining & Technology

Kawamura, Sandra Y. (2001)
English As A Second Language
B.A., University of California, Davis
M.A., California State University, Sacramento

Psychology
B.A., California State University, Northridge
M.A., Ph.D., University of California, Los Angeles

Kirkpatrick, Nadine (2009)
Nutrition
B.S., Ph.D., University of California, Davis

Knudson, Kandace (2016)
Distance Education Coordinator
B.A., M.A., California State University, Sacramento
Ph.D., University of California, Davis

Laird, Hayley (2016)
English Reading
B.A., University of California, Santa Cruz
M.A., San Francisco State University

Lam, George (2019)
Economics
B.A., M.A., California State University, Sacramento

Larson, Carlilion (Lonnie) J. (2001)
Mathematics
B.A., M.A., California State University, Sacramento

Lepe, Leonela (2015)
Counselor
B.A., San Diego State University
M.S., California State University, Sacramento

Limon Guzman, Jesus (2016)

Jauregui, Lorena (2018)
MESA/CCCP Coordinator
B.S., University of California, Davis
M.S., California State University, Sacramento
D.E., UC Davis and Sonoma State University

Jensen, Andre M. (2009)
Philosophy
A.A., Modesto Junior College
B.A., California State University, Stanislaus
M.A., University of California, Davis

Johnson, Ilana (2013)
Anthropology
B.A., University of California, Los Angeles
M.A., University of California, Los Angeles

Johnson, Andre M. (2009)
Philosophy
A.A., Modesto Junior College
B.A., California State University, Stanislaus
M.A., University of California, Davis

Jensen, Andre M. (2009)
Philosophy
A.A., Modesto Junior College
B.A., California State University, Stanislaus
M.A., University of California, Davis

Jue, Jordan (2019)
Librarian
B.A., Santa Clara University
M.L.I.S., University of Washington

Karlsen, Jeffrey (2008)
Public Librarian
B.A., M.A., University of California, Berkeley
M.L.I.S., San Jose State University

Kem-Rivera, Toladette (2019)
Human Career Development Instructor, Disability Services and Programs for Students
B.S., M.S., California State University, Sacramento
Learning Disability Specialist, California State University, Sacramento, Chancellor's Certification

Kiernan, Timothy C. (1991)
Kinesiology, Health, and Athletics
A.A., American River College
B.S., M.A., Central Michigan University

Knorr, Jeffrey S. (2001)
English
B.A., M.A., California State University, Chico

Krofchock, Bryan M. (2014)
Computer Information Science
B.S., M.S., Georgia State University

Lake, Brienne (2019)
Dental Hygiene
A.S., Sacramento City College
A.S., Santa Rosa Junior College

Lane, Tammie R. (2012)
Dental Assisting
Certificate, Western Career College
A.A., Sierra College
B.A., National University
M.B.A., University of Phoenix

Leonard, Duane (2013)
English As A Second Language
B.A., University of New Brunswick, Saint John
M.A., Ph.D., University of California, Davis

Levis, Ann (2001)
English
A.S., Yuba College
B.A., University of California, Davis
M.A., California State University, Sacramento

Lindell, Pamela N. (2001)
English
A.A., Sacramento City College
B.A., M.A., California State University, Sacramento

Little, Myra (Sheley) (2010)
Computer Information Science
B.A., National University, Sacramento
M.A., California State University, Sacramento

Loomis, Debora A. (1994)
English As A Second Language
B.A., M.S., M.A., California State University, Sacramento

Lorenz, Norman (2008)
Early Childhood Education
Certificate, Montessori Teachers College, Sacramento
Certificate, Montessori Teachers, San Diego
B.A., M.A., California State University, Sacramento

Lucien, Darreis V. (1988)
Nursing
A.A., El Camino City College
B.S.N., Long Beach State University
M.N., University of California, Los Angeles

Lum, Belinda C. (2015)
Sociology
B.A., University of California, Santa Cruz
M.A., Ph.D., University of Southern California

Spanish
B.A., Universidad de Concepcion, Chile
M.A., California State University, Sacramento

Luera, Frank (2019)
Business
Certified Public Account (CPA)
B.A., M.B.A., San Diego State University

Lum, Belinda C. (2015)
Sociology
B.A., University of California, Santa Cruz
M.A., Ph.D., University of Southern California

Malik, Jamil (2015)
Counselor
A.A., American River College
B.S., University of Maryland
M.S., National University, Sacramento

Marcérez, Sabrina (2020)
Cosmetology
A.A., San Joaquin Delta College
B.A., California State University, Turlock

Manuel, Mara L. (2007)
Nursing
B.S.N., M.S.N., California State University, Sacramento

Marshall, Doris (2016)
Nursing, VN
Diploma, Registered Nurse
B.S.N., California State University, Dominguez Hills

Masterson, Patricia J. (1999)
Sign Language Studies
A.A., Sacramento City College

May, Virginia S. (1997)
Mathematics
B.A., M.A., California State University, Sacramento

McDonald, Patrick J. (2002)
Mathematics
B.A., California State University, Fullerton
M.A., California State University, Sacramento

Mathematics
B.S., M.S., University of Madrid
Ph.D., University of Davis

Miller, Nicholas (2007)
Sociology
B.A., Pacific University, Forest Grove
M.A., University of California, Davis

Mom, Brian (2014)

Anthropology
B.A., California State University, Humboldt
M.A., Ph.D., University of Nevada, Reno

Logan, Shane (2016)
Sociology
A.A., Mira Costa Community College
B.A., University of California, Santa Barbara
M.A., University of California, Davis

Public Services Librarian
B.A., Humboldt State University
M.L.I.S., University of California, Los Angeles

Spanish
B.A., Universidad de Concepcion, Chile
M.A., California State University, Sacramento

Lucien, Darreis V. (1988)
Nursing
A.A., El Camino City College
B.S.N., Long Beach State University
M.N., University of California, Los Angeles

Maeda, Richard (2017)
Nursing
B.A., B.S., DeVry University

Maloney, Lori A. (1996)
Mathematics
B.A., M.S., California State University, Los Angeles

Martinez, Jesus E. (1994)
Mathematics
A.A., East Los Angeles College
B.A., M.S., California State University, Los Angeles

Mathematics
B.A., M.A., California State University, Sacramento

McDaid, Liam I. (2001)
Astronomy
B.S., Pennsylvania State University
M.S., New Mexico State University (Astronomy)
M.A., New Mexico State University (Physics)

Medina, Renee M. (2001)
Mathematics
B.A., M.A., California State University, Sacramento

Medina, Renee M. (2001)
Mathematics
B.A., M.A., California State University, Sacramento

Mathematics
B.S., M.S., University of Madrid
Ph.D., University of Davis

Miller, William JW. (2000)
Chemistry
B.S., University of Delaware
Ph.D., University of California, Davis

Mesa, Felicia B. (2018)
Nursing
B.S., San Jose State University
M.S., University of California, San Francisco

Mukarram, Abida (2017)
MURAKI, Keith T. (1991)  
Counselor  
B.A., M.S.W., San Francisco State University

MYERS, Linda (2016)  
English Reading  
B.A., M.A., California State University, Sacramento

NAGANUMA, Kenneth H. (1990)  
Biology  
B.A., University of California, Los Angeles  
M.S., Ph.D., Stanford University

English As A Second Language  
B.A., University of California, Davis  
M.A., California State University, Sacramento

MYERS, Troy A. (1999)  
English  
B.A., M.A., California State University, Long Beach  
M.F.A., University of Southern, Main

NAGASSAM, Valery (2017)  
Physics/Astronomy  
B.S., University of Yaounde  
M.S., University of Douala  
M.S., University of Yaounde  
Ph.D., University of Paris XI Orsay

NGUYEN, Anh (2015)  
Counselor  
B.S., B.A., University of Irvine  
Ph.D., University of Southern California

NUTTALL, Gabriella G. (2005)  
English As A Second Language  
B.A., Universita degli Studi, Lecce, Italy  
M.A., California State University, Sacramento

OLIVAREZ, Norma (2007)  
Cosmetology  
Certificate, Dermal Institute, Sacramento  
Certificate, Paul Mitchell, Costa Mesa  
B.A.S.M., University of Phoenix

PADEN, Sylvia (2018)  
Nursing (RN)  
A.S., Sacramento City College  
B.S., California State University, Sacramento  
M.S., University of Michigan, Flint

PATTEN, Marcus H. (1991)  
English  
B.A., M.A., California State University, Sacramento

PAULSON, Daniel L. (2014)  
Music  
B.M., California State University, Sacramento  
M.M., California State University, Los Angeles

PEERS, Laurie M. (2000)  
Instructor/Coordinator, Early Childhood Education  
B.A., University of Montana  
M.S., University of California, Davis  
Program for Infant Toddler Caregiving Trainer  
Child Development Center Program Director Permit

PETITE, Lori M. (2008)  
Communication  
A.A., American River College  
B.A., M.A., California State University, Sacramento

PIEDRA, Erica A. (2007)  
Spanish/French  
B.A., California State University, Fresno (French/ Spanish)  
Ph.D., University of California, Davis (French)

PETIT, Valery (2017)  
Physics/Astronomy  
B.S., University of Yaounde  
M.S., University of Douala  
M.S., University of Yaounde  
Ph.D., University of Paris XI Orsay

PHILLIPS, Joseph H. (1988)  
Mathematics  
A.A., American River College  
B.A., California State University, Chico  
M.S., Iowa State University

History (U.S. and Asian)  
B.A., San Diego State University  
M.A., University of California, Santa Cruz

POULSON, Daniel L. (2014)  
Music  
B.M., California State University, Sacramento  
M.M., California State University, Los Angeles

PERRY, Laurie M. (2000)  
Instructor/Coordinator, Early Childhood Education  
B.A., University of Montana  
M.S., University of California, Davis  
Program for Infant Toddler Caregiving Trainer  
Child Development Center Program Director Permit

PÉTITE, Lori M. (2008)  
Communication  
A.A., American River College  
B.A., M.A., California State University, Sacramento

PÉTRA, Erica A. (2007)  
Spanish/French  
B.A., California State University, Fresno (French/ Spanish)  
Ph.D., University of California, Davis (French)
Poe, Kathleen (2006)  
Music  
B.M., M.M., California State University, Sacramento

Pogue, Brian (2016)  
Instructional Development Coordinator  
Single Subject CA Teaching Credential, California State University, Sacramento  
B.A., California State University, Chico  
M.A., California State University, Sacramento

Polagruto, John (2006)  
Nutrition  
B.S., M.S., University of Massachusetts, Amherst

Poliseno, Michelle (2019)  
Mathematics  
A.S., American Intercontinental University, Schaumburg  
B.S., Old Westbury, New York  
M.S., San Francisco State University

Librarian  
B.A., University of California, Davis  
M.S., University of Illinois

Prudhel, Bradley (2018)  
Mechanical Electrical Technology  
Certification, RSES Universal EPA Refrigerant Handling Certification, Liebert ICOM  
Certification, United Association of Steam Filters and Pipelifters Star

Prado, JoAnna (2002)  
English As A Second Language  
B.A., B.S., University of Utah  
M.A., Brigham Young University

Quandt, Timothy (2013)  
Philosophy  
B.A., M.A., Taylor University  
Ph.D., Claremont Graduate University

Ramsey, Robert A. (2019)  
Mathematics  
Certified SAS Programmer, Statistical Applications Software (*SAS), Statistical Programming Language R  
B.S., University of California, Berkeley  
M.S., California State University, Hayward

Randolph, Melodi L. (2009)  
Dental Health  
Dental Assistant Certificate, Western Career College  
A.A., Bethany Bible College  
B.A., M.Ed., Ashford University

Rangel, Makeba (2007)  
Reading  
B.S., California State University, Portland  
M.A., University of California, Riverside  
M.A., California State University, San Bernardino

Rangelado, Maria C. (2005)  
Psychology  
A.S., Yuba College  
B.A., M.A., Ph.D., California State University, Sacramento

Richard, Loretta (2014)  
Tutoring  
B.A., Butler University  
M.S., Capella University

Richardson, Michael B. (1986)  
Physics  
B.A., California State University, Sacramento  
M.A., University of California, Davis

Rodriguez, Tanya (2015)  
Philosophy  
B.A., San Jose State University  
M.A., Ph.D., University of Minnesota, Twin Cities

Roffey, Robin A. (1997)  
Biology  
A.A., Santa Fe Community College  
B.S., University of Florida  
Ph.D., Ohio State University

Rojas, Karla (2018)  
Mathematics  
A.A., Los Medanos College  
B.S., University of California, Davis  
M.S., San Francisco State University

Romero, Jesus Jr. (2020)  
Mathematics  
A.S., Citrus Community College, Glendora  
B.S., M.S., California State Polytechnic University, Pomona

English  
B.A., University of California, Berkeley  
M.A., Temple University

Rosenberger, Randy E. (1991)  
Mathematics  
B.S., California State University, Dominguez Hills  
M.S., California State University, Los Angeles

Ruedas, Sandra R. (2001)  
Counselor, EOP&S  
A.A., Sacramento City College  
B.A., M.S., California State University, Sacramento  
Pupil Personnel Services Credential

Sanford, Tricia (2016)  
Mathematics  
A.A., Skyline Community College
Sarte, Jaime M. (1999)  
Biology  
A.A., Ohlone College  
B.A., University of California, Santa Cruz  
M.A., San Jose State University

Mathematics  
B.S., University of California, Berkeley  
M.A.T., University of California, Davis

Scott, Geraldine (2001)  
Counselor  
A.A., College of San Mateo  
B.A., M.S., San Francisco State University

Segal, Jonathan E. (2005)  
Mathematics  
B.A., M.A., California State University, Sacramento

Selva, Marcia L. (2000)  
English  
B.A., University of California, San Diego  
M.A., California State University, Sacramento

Serafini, Lisa L. (1993)  
Biology  
B.S., University of Michigan  
M.S., University of California, Davis

Severson, Michael L. (1996)  
Communication  
B.A., California State University, Stanislaus  
M.A., California State University, Fresno

Shewa, Wondimagegn (2019)  
Chemistry  
B.S., Ph.D., University of California, Davis

Shearer, Kirt (2016)  
Commercial Music and Sound Recording Technology  
B.S., Charter Oak State College  
M.E.T., American College of Education

Nursing  
B.S.N., University of San Francisco  
M.S.N., University of Texas, Health Science Center  
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Sjovold, Carl-Petter (2001)  
History  
Certificate, Online Instruction, Cerro Coso College  
B.A., University of California, Berkeley  
M.A., Ph.D., University of California, Davis

Stanton, Kathryn J. (2004)  
Geology  
B.A., Ph.D., University of California, Davis

Steever, Joseph (2007)  
Mathematics  
B.S., University of the Pacific  
M.A., University of California, Berkeley

Stewart, Devoun (2018)  
Chemistry  
B.S., University of the West Indies, Mona  
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Stevenson, Elizabeth (2017)  
Learning Skills and Tutorial Services Coordinator  
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Stone, Leila (2015)  
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Tedla, Dagne (1991)  
Political Science  
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Tercho, Karen (2014)  
Librarian  
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Thomas, D. Brett (1997)  
English As A Second Language  
B.A., Tufts University  
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Times, Kenneth J. (2008)  
Counselor, EOP&S  
B.A., Howard University  
M.S., California State University, Sacramento

Thomas-Val, Jacinth P. (2001)  
English  
B.A., University of the Virgin Islands  
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Sullivan, Derek (2014)  
Kinesiology, Health and Athletics  
Head Baseball Coach  
A.A., Social Sciences, Sacramento City College  
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Sullivan, Christopher (2018)  
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Tedla, Dagne (1991)  
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**Toupadakis, Barbara** (2006)
*English As A Second Language*
B.S., University of Maine, Orono
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**Triphon, Joann E.** (1998)
*Associate Degree Nursing*
A.D.N., Chabot College
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**Tufvsa, Amelia** (2019)
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B.A., University of California, Berkeley
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**Waggoner, Camille** (2008)
*English*
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*Coach/Fitness*
A.A., Hartnell Community College, Salinas
B.S., California State University, Sacramento
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**Wang, Hsiao J.** (1989)
*Mathematics*
B.A., National Taiwan University
M.S., California State University, Fresno

**Weinsheink, Shawn E.** (2004)
*Theatre Arts & Film*
B.A., San Diego State University
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**White, Alexandria** (2018)
*English*
B.A., San Francisco State University
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**Wilson, Emily J.** (2005)
*Art*
B.F.A., Utah State University
M.F.A., University of Arizona

**Woodmansee, Rick** (2006)
*Mathematics*
B.S., University of California, Davis
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**Wu Ngai, Tsz Yan P.** (2014)
*Mathematics*
B.S., University of California, Davis
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**Wyatt, David T.** (1998)
*Biology*
A.S., American River College
B.S., M.S., California State University, Sacramento

**Xia, Alex H.** (2005)
*Political Science*
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**Xiao, Alex H.** (2005)
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**Xiu, Lily** (2016)
*Computer Information Science Programming*
M.S., Golden Gate University
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**Young, Robert** (2016)
*Theatre Arts and Film*
B.A., M.A., California State University, Sacramento
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**Zarno, Frank** (1991)
*Art*
B.S., M.A., Bob Jones University
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*Early Childhood Education*  
B.S., M.A., University of California, Davis

Zeh, Jonathan (2006)  
*Mechanical-Electrical Technology*  
A.S., Sacramento City College

Zenner, Bruce D. (1998)  
*Chemistry*  
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Ph.D., University of California, Davis

*Kinesiology*  
B.A., University of California, Davis
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