



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

Memorandum

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

FROM: Dr. Vicki Jacobi, Senate Co-Chairperson
Greg Bormann, V.P. of Instruction, Co-Chairperson

DATE: May 2, 2025

SUBJECT: Next Meeting's Agenda

The next meeting of the **Curriculum and General Education Committee** will be held on **Friday, May 2nd**
from 1:10 p.m. to 2:30 p.m. in LB 311

AGENDA

- I. **CALL TO ORDER**
- II. **PUBLIC COMMENTARY**
- III. **APPROVAL OF MINUTES:** From March 2025 Curriculum & General Education meeting (p. 3)
- IV. **NEW BUSINESS**
 - A. Certificate of Achievement - California General Education Transfer Curriculum (Cal-GETC)(p. 6)
- V. **CONSENT** - Items listed under the CONSENT ITEMS are considered routine and are acted on by the Committee in one motion. There is no discussion of these items before the Committee vote unless a member of the Committee, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. Any person can pull items from the consent agenda and move to new business, to be discussed and voted on individually. Items typically on consent are course outline of record under five-year review, renewal of distance learning modality or inactivation of course (removal from Chancellor Office Inventory of Courses).
 - A. **Allied Health/Applied Tech Division – Course Revisions**
 - 1. DNTL 3025 Current Topics in Oral Health (p. 11)
 - 2. UDGE 4080 Capstone Course: Healthcare Management (p. 16)
 - 3. UDGE 4035 Education, Psychology, and Adult Learning (p. 20)
 - 4. CTRP 1015 Computer-Aided Transcription (p. 25)
 - B. **Business, Arts, Humanities – Course Revisions**
 - 1. COMM 1607 Small Group Communication (p. 32)

C. Sciences and Mathematics – Program Revision

1. Associate in Science in Mathematics 2.0 for Transfer (p. 42)

CI. Social Sciences Division – Inactivations

1. ADMJ 2131 Control and Supervision in Corrections (p. 50)
2. ADMJ 2133 Legal Aspects of Corrections (p. 52)

VI. ACTION ITEMS

- A.** AP/BP 4235 and AP 4236 (p. 54-57)

VII. DISCUSSION ITEMS

- A.** Next C & GE Committee meeting
B. Course Statuses (p. 58)
C. Curriculum related comments

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

IX. PROGRAM STATUS: See the table below

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

* New Program

X. ADJOURNMENT



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

Memorandum

PRESENT: M. Mayfield, T. Mendoza, J. Rangel-Escobedo, D. Garza, B. Devine, A. Bledsoe, M. Oja, J. Lopez

ABSENT: Dr. L. Minor, K. Bandy

DATE: March 28, 2025

MINUTES

- I. CALL TO ORDER**
The Curriculum and General Education Committee Meeting was called to order on March 28, 2025 at 1:09pm
- II. PUBLIC COMMENTARY**
No public commentary.
- III. APPROVAL OF MINUTES:** From February 2025 Curriculum & General Education meeting
After review, the minutes from the Curriculum and General Education meeting were approved by the consortium.
- IV. CONSENT**
 - A. CAL-GETC/CCN Changes on ADT TMC's**
 - a. Administration of Justice
 - b. Business Administration
 - c. Communications
 - d. Kinesiology
 - e. Law, Public Policy, and Society
 - f. Mathematics
 - g. Sociology
 - h. Economics
 - i. Psychology
 - j. Art History
 - k. Biology
 - l. Early Childhood Education
 - m. English
 - n. History
 - o. Spanish
 - p. Studio Arts

M. Oja had asked about Intro. To Psych. in other ADT's and if they had to resubmit them to the Chancellor's office. D. Garza explained that there is a certification form to submit in lieu of resubmitting everything to COCI with CCN updates.

B. Sciences and Mathematics – Course Revisions

- a. MATH 1530 Plane Trigonometry
- b. MATH 1570 Calculus Readiness – DL Approval

These items were pulled from consent and tabled due to an ongoing discussion about a memo dated March 2025 which talks about Calculus not Trig. The co-requisite was heavily discussed, and it was determined that we cannot mandate or require the co-requisite. It was suggested to move the language to the Advisory section. M. Mayfield stated that he would gather more information and report back to the committee.

Furthermore, the Distance Learning approval for MATH 1570 was unanimously approved on a motion by M. Mayfield and seconded by B. Devine.

C. Sciences and Mathematics – DL Approvals

- a. BIOL 2250 Human Anatomy

This item was pulled from consent to clarify and discuss the nuance of the DL approval. BIOL 2250 was only approved for hybrid on the lab portion. On a motion set forth by B. Devine and seconded by A. Bledsoe, and unanimously approved by all, BIOL 2250 was Distance Learning approved.

D. Allied Health/Applied Technologies – DL Approvals

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

E. Allied Health/Applied Technologies – Inactivation

- a. WELD 1513 Work Experience in Welding

F. Allied Health/Applied Technologies – Course Revision

- a. DNTL 3015 Multicultural Awareness within Healthcare

G. Social Sciences – DL Approvals

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

H. Business, Arts, & Humanities – Course Revision/DL Approval

- a. SPAN 1602 Elementary Spanish II

On a motion by M. Mayfield, seconded by J. Rangel-Escobedo, and unanimously carried by all, the consent items were approved. Except for MATH 1530 and 1570. Please note that MATH 1570 was Distance Learning approved.

V. DISCUSSION ITEMS

A. CCN Phase II & III Course List - [Course Outline of Records Submission | California Community Colleges Chancellor's Office](#)

Division heads were reminded of the deadline for Phase II Part A of the CCN project and to look up the templates available on the linked website. V. Jacobi explained more info about Phase II and the need to be aware and update the courses. “Don’t Delay!”

B. AP/BP 4235 and AP 4236

The AP's and BP were reviewed and will be on the agenda as an action item next meeting.

C. Program Application Selection Process

Taft College's two new programs, Medical Assisting and Paramedic, were discussed regarding the creation and need of a process for program application selection.

D. ENGL 1650 - Introduction to Literature

V. Jacobi went over the TMC for Elementary Teacher Preparation and changes related to ENGL 1650 and ECEF.

E. Next C & GE Committee meeting

It was determined by the committee that the next C&GE will be held on May 2, 2025. There is a potential meeting on May 23.

F. Course Statuses

A "work-in progress" Excel spreadsheet of current course statuses in the curriculum process was shared. This spreadsheet is similar to the program status chart but for courses.

G. Curriculum related comments

M. Mayfield gave kudos to everyone involved in the curriculum process.

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

It was determined by the committee that the next C&GE will be held on May 2, 2025. There is a potential meeting on May 23.

VII. PROGRAM STATUS: See the table below

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Psychology ADT	March 14, 2024	March 22, 2024	June 12, 2024	Under Review
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Kinesiology ADT	May 2, 2023	March 22, 2024	May 10, 2023	Under Review

* New Program

IX. ADJOURNMENT

On a motion by V. Jacobi, seconded by B. Devine, and unanimously approved by all, the meeting was adjourned.

TRANSFER STUDIES: California General Education Transfer Curriculum (Cal-GETC) (Certificate of Achievement)

Item 1. Program Goals and Objectives

Upon successful completion, the student will:

- demonstrate an ability to think logically and critically in solving problems; explain conclusions; and evaluate, support, or critique the thinking of others through effective oral and written communication skills.
- demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems.
- cultivate intellect, imagination, sensibility and sensitivity; respond subjectively as well as objectively to aesthetic experiences and develop an understanding of the integrity of both emotional and intellectual responses; and refine their affective, cognitive, and physical capacities through studying works of the human imagination.
- develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.
- develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts; and explore the principles, methodologies, value systems and ethics employed in social scientific inquiry.
- develop knowledge of scientific theories, concepts, and data about both living and non-living systems; achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.
- Articulate concepts and theory regarding the intersection of race and racism as they relate to class, gender, sexuality, religion, national origin, immigration, ability, language from marginalized communities to include the cultures, traditions and contributions of these groups in a multicultural environment.

Item 2. Catalog Description

Courses approved for Cal-GETC are responsive to the need for students to develop knowledge of, or skills related to, quantitative reasoning, information literacy, intellectual inquiry, global awareness and understanding, human diversity, civic engagement, English communication competency, ethical decision-making, environmental systems, and technology. Completion of this certificate ensures that the student has met the lower division General Education requirements for all CSU and UC campuses. To achieve the Certificate of Achievement, a “C” grade or higher is required in each course. No CLEP credits can be used for the Cal-GETC.

Item 3. Program Requirements

* NOTE: Courses listed in multiple areas shall not be certified in more than one area.
No CLEP credits are accepted.

AREA 1: ENGLISH COMMUNICATION

1A-English Composition (3 units)
ENGL C1000, C1000E Academic Reading and Writing 3 Credit(s)
ENGL 1502

1B-Critical Thinking and Composition (*AP/IB Credit not accepted*) 3 units
ENGL 1600 Critical Thinking, Literature, and Composition 4 Credit(s)

1C-Oral Communication (*AP/IB credits not accepted*) (3 units)
COMM C1000 Introduction to Public Speaking 3 Credit(s)

AREA 2: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (1 course, 3 semester units)

MATH 1500 Math for a Modern Society-A Liberal Arts Course 4 Credit(s)
MATH 1520 Finite Mathematics 3 Credit(s)
MATH 1540 Precalculus Mathematics 4 Credit(s)
MATH 2100 Analytic and Geometry and Calculus I 5 Credit(s)
PSYC 2200 Elementary Statistics for the Behavioral and Social Sciences 4 Credit(s)
STAT C1000 Introduction to Statistics 5 Credit(s)

ARTS AND HUMANITIES (At least 2 courses, with at least one from the Arts and one from the Humanities. 6 semester units)

3A-Arts (At least one course)
ARTH 1500 Art Appreciation 3 Credit(s)
ARTH 1510 Prehistoric to Renaissance Art History 3 Credit(s)
ARTH 1520 Renaissance to Contemporary Art History 3 Credit(s)
ARTH 2030 Survey of Asian Art 3 Credit(s)
ARTH 2040 Survey of African, Oceanic, and Indigenous North American Art 3 Credit(s)
DRAM 1510 Introduction to Theatre 3 Credit(s)
MUSC 1510 Music Appreciation 3 Credit(s)

3B-Humanities (At least one course)
ENGL 1650 Introduction to Literature 3 Credit(s)
ENGL 2100 American Literature I 3 Credit(s)
ENGL 2150 American Literature II 3 Credit(s)
ENGL 2600 World Literature I 3 credit(s)
ENGL 2650 World Literature 2 3 Credit(s)
ENGL 2700 British Literature 1 3 Credit(s)
ENGL 2750 British Literature 2 3 Credit(s)
HIST 2210 World Civilization to 1500 3 Credit(s)
HIST 2212 World Civilization since 1500 3 Credit(s)
HIST 2216 History of Latin America 3 Credit(s)
HIST 2231* History of the United States to 1877 3 Credit(s)
HIST 2232* History of the United States Since 1877 3 Credit(s)
HIST 2270 California History 3 credit(s)
HUM 2012 Introduction to Film Studies 3 Credit(s)
HUM 1500 Introduction to the Humanities 3 Credit(s)
PHIL 1501 Introduction to Philosophy 3 Credit(s)
PHIL 1531 The World's Living Religions 3 Credit(s)
SPAN 1602 Intermediate Spanish II 4 Credit(s)
SPAN 2001 Intermediate Spanish III 4 Credit(s)
SPAN 2002 Intermediate Spanish IV 4 Credit(s)

AREA 4: SOCIAL AND BEHAVIORAL SCIENCES (At least 2 courses from at least 2 disciplines or an interdisciplinary sequence. 9 semester units)

ADMJ 1501	Introduction to Criminal Justice	3 Credit(s)
ECEF 1531	The Child in Family/Community Relationships	3 Credit(s)
ECON 2120	Principles of Economics-Micro	3 Credit(s)
ECON 2210	Principles of Economics-Macro	3 Credit(s)
HIST 2202	Western Civilization to 1600	3 Credit(s)
HIST 2204	Western Civilization from 1600	3 Credit(s)
HIST 2210	World Civilization to 1500	3 Credit(s)
HIST 2212	World Civilization since 1500	3 Credit(s)
HIST 2216	History of Latin America	3 Credit(s)
HIST 2230	Women in United States History from 1400 to the Present	3 Credit(s)
HIST 2231*	History of the United States to 1877	3 Credit(s)
HIST 2232*	History of the United States Since 1877	3 Credit(s)
HIST 2270	California History	3 Credit(s)
PSYC C1000	Introduction to Psychology	3 Credit(s)
PSYC 2003	Child Growth and Development	3 Credit(s)
PSYC 2030	Human Sexuality	3 Credit(s)
PSYC 2080	Introduction to Lifespan Psychology	3 Credit(s)
POLS C1000	American Government and Politics	3 Credit(s)
SOC 1510	Introduction to Sociology	3 Credit(s)
SOC 2038	Gender Studies	3 Credit(s)
SOC 2110	Minority Group Relations	3 Credit(s)
SOC 2120	American Social Problems	3 Credit(s)

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

5A-Physical Sciences (One course)

ASTR 1511	Introduction to Astronomy with Lab	4 Credit(s)
BIOL 1513	Introduction to Environmental Studies with Lab	4 Credit(s)
CHEM 1510	Introduction to College Chemistry	4 Credit(s)
CHEM 1520	Introduction to Organic and Biochemistry	4 Credit(s)
CHEM 2211	General Chemistry	5 Credit(s)
ESCI 1520	Introduction to Earth Science Lecture and Laboratory	4 Credit(s)
PSCI 1510	Physical Geography	3 Credit(s)
GEOL 1500	Introduction to Geology	4 Credit(s)
GEOL 1501	Historical Geology	4 Credit(s)
PHYS 2221	General Physics (Calculus)	4 Credit(s)
PSCI 1520	Introduction to Physical Science Lecture and Laboratory	4 Credit(s)

5B-Biological Sciences (One course)

BIOL 1500	Fundamentals of Biology	3 Credit(s)
BIOL 1510	Fundamentals of Biology with Lab	4 Credit(s)
BIOL 2201	Introduction to Biology-Cells	4 Credit(s)
BIOL 2202	General Zoology	5 Credit(s)
BIOL 2203	General Botany	4 Credit(s)
BIOL 2250	Human Anatomy	5 Credit(s)
BIOL 2257	Human Physiology with Lab	5 Credit(s)
BIOL 2258	Human Anatomy and Physiology I	5 credit(s)
BIOL 2259	Human Anatomy and Physiology II	5 Credit(s)
BIOL 2260	General Microbiology	5 Credit(s)

5C-Laboratory (One course)

ASTR 1511	Introduction to Astronomy with Lab	4 Credit(s)
BIOL 1510	Fundamentals of Biology with Lab	4 Credit(s)
BIOL 1513	Introduction to Environmental Studies with Lab	4 Credit(s)
BIOL 2201	Introduction to Biology-Cells	4 Credit(s)
BIOL 2202	General Zoology	5 Credit(s)
BIOL 2203	General Botany	4 Credit(s)
BIOL 2250	Human Anatomy	5 Credit(s)
BIOL 2257	Human Physiology with Lab	5 Credit(s)
BIOL 2258	Human Anatomy and Physiology I	5 credit(s)
BIOL 2259	Human Anatomy and Physiology II	5 Credit(s)
CHEM 1510	Introduction to College Chemistry	4 Credit(s)
CHEM 1520	Introduction to Organic and Biochemistry	4 Credit(s)

CHEM 2211	General Chemistry	5 Credit(s)
ESCI 1520	Introduction to Earth Science Lecture and Laboratory	4 Credit(s)
GEOL 1500	Introduction to Geology	4 Credit(s)
GEOL 1501	Historical Geology	4 Credit(s)
PHYS 2221	General Physics (Calculus)	4 Credit(s)
PSCI 1520	Introduction to Physical Science Lecture and Laboratory	4 Credit(s)

AREA 6: Ethnic Studies (1 course, 3 semester units, No AP/IB units accepted)

ETHN 6	Introduction to Ethnic Studies	3 Credit(3)
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* NOTE: Courses listed in multiple areas shall not be certified in more than one area. UC bound students should also complete Area 6: Languages other than English prior to transferring. There are multiple options to satisfy this requirement.

U.S. HISTORY, CONSTITUTION AND AMERICAN IDEALS (This is not a Cal-GETC requirement; however, these courses should be completed prior to transferring to any CSU campus) Courses in this area can double count with general education.

Recommended: Complete two (2) courses, one from Group 1 and one from Group 2

Group 1 (One course)

HIST 2231	History of the United States to 1877	3 Credit(s)
HIST 2232	History of the United States Since 1877	3 Credit(s)

Group 2 (One course)

POSC 1501	Government	3 Credit(s)
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Certificate of Achievement: TRANSFER STUDIES: California General Education Transfer Curriculum (Cal-GETC)

Courses offered each semester

Item 4. Master Planning

By providing students a certificate upon completing their transfer general education, TC acknowledges students have meet the Cal-GETC requirements designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU or UC students to expand their capacities to take part in a wide range of human interests and activities and to confront personal, cultural, moral, and social problems that are an inevitable part of human life.

Item 5. Enrollment and Completer Projections

Enrollment Data

CSU GE Breadth awards

Degrees Awarded Disaggregation

Race/Ethnicity	2021-2022	2022-2023	2023-2024	Total
African American		*	10	12
American Indian			5	5
Asian		*	*	5
Hispanic	*	92	101	197
International			*	*
Multiple Races	*	9	10	20
Native Hawaiian		*		*
Other		*	*	*
White	*	40	45	89
Total	9	150	175	334

IGETC awards

LEGE

Degree & Transfer

Degrees Awarded Disaggregation

Race/Ethnicity	2021-2022	2022-2023	2023-2024	Total
Hispanic	*	6	*	11
Multiple Races		*		*
White		*	*	*
Total	*	10	6	17

Item 6. Place of Program in Curriculum/Similar Programs

Before completing this section, review the college's existing program inventory in the CCC Curriculum Inventory, then address the following questions:

- Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify. **NO**
- Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s). **NO**
- What related programs are offered by the college? **None**

Item 7. Similar Programs at Other Colleges in Service Area

None-Taft College is a single college district.

To: Dr. Leslie Minor Chief Instructional Officer
Dr. Vicki Jacobi, Curriculum Co-Chair

From: Kanoe Bandy

Division: Applied Technologies

Date: 3/17/2025

Re: Dental Hygiene COR updates

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

☐ For C-ID

☐ As part of the 5 year review cycle

☒ Other (please explain): DNTL 3025 and UDGE 4080 – Course updates No change in SLO's
however will need approval for Distance Learning. UDGE 4080 is being updated to DNTL 4080

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

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

Click here to enter text.

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

Dental Hygiene Bachelors Degree

SLOASC review date: _____

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

☐ **Addition to Taft College General Education:**

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

Prepared by: C. Adriano
Reviewed by: R. Dodson
Reviewed by: K. Ward
Text Update: Spring 2025
Date Prepared: Spring 2025
C & GE Approved:
Board approved:
Semester effective: Spring 2026

Dental Hygiene (DNTL) 3025 Current Topics in Oral Health (3 Units)

Prerequisite: Admission to the Dental Hygiene Bachelor Program

Hours and Units Calculations:

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

Catalog Description: This course explores topics in Dental Hygiene with a focus on current and relevant issues arising in the dental hygiene profession including societal, economic, and cultural impact. Topics are subject to change from year to year.

Type of Class/Course: Degree Credit

Textbooks: N/A

Additional Required Materials:

Various Online Resources, Journals, and other electronic publications

Examples:

Bernie, K. "15 Trends Impacting Dental Hygiene Practice and the Profession." *Inside Dental*

Hygiene, vol. 15, no. 9, 2018. [https://www.aegisdentalnetwork.com/idh/2018/09/15-](https://www.aegisdentalnetwork.com/idh/2018/09/15-trends-impacting-dentalhygiene-practice-and-the-profession)

[trends-impacting-dentalhygiene-practice-and-the-profession](https://www.aegisdentalnetwork.com/idh/2018/09/15-trends-impacting-dentalhygiene-practice-and-the-profession)

Student Learning Outcomes:

1. Students will be able to identify and analyze current dental hygiene issues that may impact oral care.
2. Students will be able to discuss constant changes in dental health care setting

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

1. Examine current topics relating to trending dental hygiene concerns.
2. Critique topics that may be coming affect dental hygiene scope of practice.
3. Construct a research paper relevant to current dental hygiene concerns and how it relates to consumer education.

Course Scope and Content:

Unit I ~~Advances in Dental Home Care~~

Current Evidence-Based Preventive Strategies in Dental Hygiene

Unit II ~~Newest Self Care Devices and Technologies~~

~~A. Electronic Toothbrushes~~

Advancements in Dental Hygiene Technology and Treatment Modalities

Unit III ~~Healthcare Issues~~

Access to Oral Healthcare

Unit IV ~~Latest in Office Equipment~~

Learning Activities Required Outside of Class:

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

1. Read from relevant ~~textbooks~~, peer-reviewed journals; and current periodicals, approximately 50-100 pages per week
2. Find and evaluate dental hygiene special topics
3. Writing Assignments.

Methods of Instruction

1. Lecture
2. Discussion
3. Cooperative learning exercises
4. Individual and collaborative activities
5. Research and writing assignments

Methods of Evaluation

1. Weekly participation in Discussions
2. Written assignments
3. Class participation
4. Project Presentation

Supplemental Data:

TOP Code:	124020: Dental Hygienist
SAM Priority Code:	B: Advanced Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)

Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO
Taft College General Education:	NONE
Discipline:	Dental Technology

Prepared by: G. Gardner
Reviewed by: V. Kimbrough
Reviewed by: S. Eveland
Date Prepared: Spring 2022

~~Upper Division General Education (UDGE)~~ **Dental Hygiene (DNTL) 4080** Capstone Course:
Healthcare Management (3 Units)

Prerequisite: Admission to the Dental Hygiene completion program

Hours and Units Calculations:

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

Catalog Description: This course is designed to provide Dental Hygienists' the foundations and resources necessary to become effective leaders and efficient managers in dental health care. Students will analyze and reflect on personal leadership styles and management skills needed to manage resources in health care organizations. Emphasis on development of capstone project proposal and implementation plan, including project description, assessment tools, project goals and objective and activities.

Type of Class/Course: Degree Credit

Representative Texts:

Buchbinder, Sharon B., et al. *Introduction to Health Care Management*, 4th ed., Jones & Bartlett Learning, 2019.

IPEC Core Competencies for Interprofessional Collaborative Practice. Version 3.,

Interprofessional Education Collaborative, 2023, <https://www.ipeccollaborative.org/core-competencies>

Additional Required Materials: Various Online Resources including,
Buchbinder, S.B., Shanks, N.H., Kite, B.J. (2021) *Introduction to Health Care Management*, Fourth Edition. Jones and Bartlett, ISBN: 9781284156560
Interprofessional Education Collaborative Expert Panel (2011), *Core Competencies for Interprofessional Collaborative Practice: Report of an Expert Panel*, Washington, D.C., Interprofessional Education Collaborative [http://www.aacn.nche.edu/education-resources/ipecreport.pdf]

Student Learning Outcomes:

1. Students will develop a project proposal for a dental health practice and design a business plan.
2. Value life-long learning of experience, skills, and knowledge of current trends in and emerging techniques and approaches within the dental field by creating a professional growth plan.

Course Objectives:

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

1. Compare and contrast organizational behavior and management styles
2. Examine financing health care and health insurance
3. Consider and implement legislation affecting the workplace

Course Scope and Content:

- Unit I An Overview of Health Care Management**
 - A. Leadership versus Management**
 - a. Leadership and leadership styles
 - b. Management and management styles
 - B. Management and Motivation**
 - a. techniques
- Unit II Organizational Behavior and Management Thinking**
 - A. Strategic Planning**
 - B. Health Care Marketing**
 - C. Quality and Performance Improvement Basics**
- Unit III Management Considerations for Health Information Systems and Technologies**
 - A. Financing Health Care**
 - B. Health Insurance**
 - C. Managing Costs and Revenues**
- Unit IV Leadership Considerations for Managing Health Care Professionals**
 - A. Strategic Management of Human Resources**
 - B. Teamwork**
- Unit V Health Care Regulation and Compliance**
 - A. Law and Ethics**
 - B. Addressing Health Disparities: Cultural Proficiency**
 - C. Special Topics and emerging issues in Health Care management**

Learning Activities Required Outside of Class

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

1. Read from relevant textbooks, peer-reviewed journals, and current periodicals, approximately 50-100 pages per week
2. Capstone project
3. Reading Assignment: read an 8-10 page section on interprofessional collaborative practice in a panel report.

Methods of Instruction

1. Lecture
2. Discussion

3. Cooperative learning exercises
4. Individual and collaborative activities
5. Research and writing assignments

Methods of Evaluation

1. Weekly participation in Discussions
2. Written assignments
3. Capstone project
4. Reflective Journaling

Supplemental Data:

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

<u>Discipline:</u>	<u>Dental Technology or Business</u>
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To: Dr. Leslie Minor Chief Instructional Officer
Dr. Vicki Jacobi, Curriculum Co-Chair

From: Kanoe Bandy

Division: Applied Technologies

Date: 3/17/2025

Re: Dental Hygiene COR update

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☐ As part of the 5 year review cycle
- ☒ Other (please explain): UDGE 4035 Course updates No change in SLO's. Already DE approved. We are requesting an addition in the disciplines list and updating a textbook.
-

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

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

Click here to enter text.

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

Dental Hygiene Bachelors Degree

SLOASC review date: _____

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

☐ **Addition to Taft College General Education:**

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

Prepared by: L.Minor
Reviewed by: K.Ward
Reviewed by: B. Dodson
Date Prepared: Spring 2025
Textbook update: Spring 2025
C & GE approved:

Upper Division General Education (UDGE) 4035 Education, Psychology, and Adult Learning (3 Units)

Prerequisite: Admission to the Dental Hygiene completion program

Hours and Units Calculations:

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

Catalog Description: This course focuses on adult learning theories, and its extensive concrete applications. The course's unique approach moves seamlessly between theory and application, helping students understand concepts by examining their own learning and then showing them how to apply these concepts as teachers. Addressing the most current research on learning, development, motivation, and assessment. Including integrated coverage of diversity, technology, contexts of learning, and neuropsychology.

Type of Class/Course: Degree Credit

Textbook Sample:

~~Ormrod, J.E., et al. Educational Psychology: Developing Learners, 11th ed. Pearson, 2024.~~

Anderman, Eric M, et al. Educational Psychology: Developing Learners, 11th ed., Pearson, 2024.

Additional Required Materials: N/A

Student Learning Outcomes:

1. Students will examine and analyze their own learning styles and how to apply these concepts in a teaching environment.
2. Students will integrate technology, contexts of learning, and neuropsychology to current research in adult learning.
3. Students will construct, analyze and select problem-solving strategies related adult learning.

Course Objectives:

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

1. Examine and describe key adult learning theories.
2. Summarize learning development norms and differences.
3. Relate learning motivation and affect in adult learners.
4. Design classroom strategies for productive learning.

Course Scope and Content:

- | | |
|---------|---|
| Unit I | Development and Diversity |
| | A. Cognitive and Linguistic Development |
| | B. Personal and Social Development |
| | C. Group Differences |
| | D. Individual Differences and Special Educational Needs |
| Unit II | Learning and Motivation |
| | A. Learning, Cognition, and Memory |

- B. Complex Cognitive Processes
- C. Learning and Cognition in Context
- D. Behaviorist Views of Learning
- E. Social Cognitive Views of Learning
- F. Motivation and Affect

Unit III Classroom Strategies

- A. Instructional Strategies
- B. Creating a Productive Learning Environment
- C. Classroom Assessment Strategies
- D. Summarizing Students' Achievements and Abilities

Learning Activities Required Outside of Class

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

1. Read from relevant textbooks, peer-reviewed journals, and current periodicals, approximately 50-100 pages per week
2. Critique and presentation on the best practices for educating the adult learner.

Methods of Instruction

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

Methods of Evaluation

1. Participation in discussions
2. Written assignments
3. Journal article presentations

Supplemental Data:

TOP Code:	2001.00: Psychology, General
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable Y
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	1: Program Applicable

Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO
Taft College General Education:	NONE
Discipline:	Psychology <u>or Education</u>

To: Dr. Leslie Minor Chief Instructional Officer
Dr. Vicki Jacobi, Curriculum Co-Chair

From: Kanoe Bandy

Division: Applied Technologies

Date: 4/20/2025

Re: Court Reporting COR Review

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☒ As part of the 5 year review cycle
- ☒ Other (please explain): CTRP 1015 5 year review . This is a face to face class.

Courses need review for SLOs and DLE applications before coming to Tech Review. CSLO and GELO need to be included in the Course Outline of Record.

Date COR went to SLO Committee _____

Date COR went to Distance Learning Education Committee _____

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

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

[Click here to enter text.](#)

Programs Affected/Stand Alone:

Please list all degrees and certificates affected. The division will need to submit the degrees where the CORs is part of the degree.

Court Reporting degree and certificates.

Click here to enter text.

☐ **Addition to Taft College General Education:**

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.



Prepared by: ~~G. Shaw-L. McDonnell~~
Reviewed by: K. Bandy
Date revised: ~~Spring 2025~~
Textbook update: ~~Fall 2019~~ ~~Spring 2025~~
C & GE Approved:
Board approved:
Semester Effective:

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Court Reporting (CTRP) ~~1015~~ ~~0515~~ Computer-Aided Transcription (3 Units) ~~[Formerly CTRP 1015]~~

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Prerequisite: Successful completion of CTRP ~~1010~~ ~~0510~~ ~~(formerly CTRP 1010)~~ with a grade of "C" or better.

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Prerequisite knowledge and skills:

Before entering the course, the student should be able to:

1. record dictated ~~simple one and two stroke~~ words, arbitraries, punctuation symbols, numbers, and amounts of money,
2. transcribe recorded dictated material with 95 percent accuracy,
3. read fluently and accurately from ~~shorthand~~ notes, and
4. demonstrate basic knowledge of computer skills.

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Hours and Units Calculations:

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

Catalog Description: This course introduces computer-aided transcription (CAT), basic applications of real-time writing, transcript production, and computer techniques. This course covers the use of CAT software to produce a transcript from beginning to end, and continues to build and edit a usable dictionary.

Type of Class/Course: Degree Credit

Text: ~~Stenograph. Learn To Use Case CATalyst. Versions 18, Steno Solutions, 2019. Materials prepared and assigned by the Instructor.~~

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Additional instructional materials: Case Catalyst software, laptop, Stenography machine.

Student Learning Outcomes:

- Course #1-- Demonstrate the correct usage of computer-aided translation software.
- Course #2-- Demonstrate computer-aided software including dictionary maintenance unique to court reporting.
- Course #3-- Survey and analyze how computer-aided translation technology can assist in solving problems in the workplace and society.

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Course Objectives:

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



1. Identify computer-aided transcription concepts and terminology used with computer software unique to court reporting.
2. Use real-time skills, build and backup a CAT dictionary, create, format, edit, store, retrieve, and print different types of documents using computer-aided transcription software.
3. Use the advanced features of the computer-aided transcription software including real-time techniques and will be able to describe the functions of related CAT software.

Student Learning Outcomes:

Course #1 - Demonstrate the correct usage of computer-aided translation software.

Course #2 - Demonstrate computer-aided software including dictionary maintenance unique to court reporting.

Course #3 - Survey and analyze how computer-aided translation technology can assist in solving problems in the workplace and society.

3.

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Course Scope and Content:

Unit I Setup User and Unit Files

- A. First-time Setup
- B. Downloading Unit Files

Unit II Windows Basics

- A. Windows Terminology
- B. Cursor Movement and Functions Using the Mouse

Unit III Software Overview

- A. Functions
- B. Icons and Case Folders

Unit IV Basic Steps For Transcript Production

- A. Terminology
- B. The Basic Process to Produce a Transcript
- C. Read Notes into a Job
- D. Translate and Edit
- E. Saving the file
- F. Printing a File
- G. Updating the Dictionary

Unit V More Edit Features

- A. Format symbols, punctuation shortcuts, and using include files.

Unit VI Managing Jobs

- A. Main Screen
- B. Viewing Options
- C. Accessing Files
- D. User Files

Unit VII Read Options and Manage Notes



- A. Reading Multiple Files

Unit VIII Managing Dictionary

- A. Types of dictionaries
- B. Dictionary options
- C. Edit features
- D. Tools

Unit IX Translate Options

- A. Access translate options menu
- B. How to enhance translation accuracy

Unit X Customizing Views and Bars

- A. Identify Window Tabs and the Auto-hide button

Unit XI Page Layouts

- A. Opening, modifying, printing and saving page layouts

Unit XII Using Page Layouts

- A. Working with headers, page numbers, line numbers and viewing the page layout.

Unit XIII Creating and Using Include Files

- A. Naming include files
- B. Inserting conflicts and variables
- C. Sample include files

Unit XIV Advanced Edit Commands

- A. Cursor movement
- B. Searching
- C. Replacing Text
- D. Number conversions
- E. Cut, copy and paste

Unit XV More Advanced Edit & Job Practice

- A. Job Practice
- B. Globals
- C. Proofreading tools

Unit XVI Edit Options, Skill Refinement

- A. Scan for Options
- B. Auto Recover
- C. Changing Display Colors

Unit XVII Indexing

- A. Overview of Basic Indexing

Unit XVIII Import, Export, Create ASCII, Concordance Index & Compress Print

- A. Import, Export
- B. Create ASCII and Case Compress
- C. RTF/Court Reporter Extension and ASCII formats

Unit XIX ~~Keyboard Maps, Macros, & Skill Refinement~~

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- A. Editing shortcuts with keys and macros

Unit XX Realtime Basics

- A. Start and End Realtime session
- B. Perform commands from the writer

Unit XXI Brief it

- A. Overview of punctuation lessons in relation to Realtime

Unit XXII Punctuation

- A. Writing punctuation within Case CAT

Unit XXIII EZ Speakers

- A. Creating a job dictionary with speaker identification strokes

Unit XXIV StenoKeys

- A. Writing in realtime in Windows programs such as Word, WordPerfect, email and online chats.

Learning Activities Required Outside of Class:

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

1. Prepare for weekly quiz
2. CAT program dictionary building
3. Complete assignments

Methods of Instruction:

1. Workbook assignments
2. Lecture
3. Class discussion
4. Group work

Methods of Evaluation

1. Tests and quizzes
2. Class discussion
3. Final exam

Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational

Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline:	Court Reporting

To: Greg Bormann Chief Instructional Officer
Dr. Vicki Jacobi, Curriculum Co-Chair

From: Adam Bledsoe

Division: Business, Arts & Humanities

Date: 4/7/2025
Communications (COMM) 1607 Small Group

Re: Communication

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☐ As part of the 5 year review cycle
- ☒ Other (please explain): ___ Resubmit for Cal-GETC approval_____

Courses need review for SLOs and DLE applications before coming to Tech Review. CSLO and GELO need to be included in the Course Outline of Record.

Date COR went to SLO Committee _Already approved_____

Date COR went to Distance Learning Education Committee _Already approved_____

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

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

Click here to enter text.

Programs Affected/Stand Alone:

Please list all degrees and certificates affected. The division will need to submit the degrees where the CORs is part of the degree.

Communication Studies ADT

Click here to enter text.

☐ **Addition to Taft College General Education:**

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

Prepared by: L. Travis
Reviewed by: D. Rodenhauser
Reviewed by: V. Jacobi
Date Prepared:
Textbook:
C & GE Approved:
Board approved:
Semester effective:

Communications (COMM) 1607 Small Group Communication (3 Units) CSU

Advisory: Eligibility for English C1000 or C1000E strongly recommended

Hours and Units Calculations:

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

Catalog Description: **This course provides the principles of communication in a variety of group contexts including the foundational knowledge and practice of speech making in a democratic society, while simultaneously emphasizing communication theory and research. Students are exposed to rhetorical theory, small group theory and public speaking fundamentals within the context of their interpersonal interactions, group communication processes, and live presentations. Students will learn historical roots and key rhetorical theories that ground the study and practice of public speaking, and be able to discover, develop and critically analyze ideas and information in public discourse. Students will explore and evaluate** ~~Theory, application, and evaluation of group communication processes, including problem solving, conflict management, decision making, and leadership.~~ CI-D COMM 140

Type of Class/Course: Degree Credit

Representative Texts:

Fujishin, Randy. *Creating Effective Groups: The Art of Small Group Communication*. 4th ed., Roman & Littlefield Publishers, 2023.

Beebe, Steven A., and John Masterson. *Communicating in Small Groups: Principles and Practices*. 12th ed., Pearson, 2019.

Radtke, Trudy, editor. *Small Group Communication*. College of the Canyons, 2019.

<https://openlab.bmcc.cuny.edu/com-260-small-group-communication/wp-content/uploads/sites/1760/2021/06/Small-Group-Communication.pdf>

Linabary, Jasmine. *Small Group Communication: Forming and Sustaining Teams*. Pressbooks, 2020.

<https://pressbooks.pub/smallgroup/>

Additional Optional Materials: None

Course Objectives:

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

1. Explain the theoretical foundations of creating and sharing knowledge, including the canons of rhetoric, the Aristotelian proofs, theories of small group communication, and the psychological, social and cultural basis of oral communication.
2. Exhibit effective problem-solving communication skills.
3. Demonstrate successful conflict-management strategies.
4. Engage in sound reasoning to reach a well-reasoned decision by knowing and adhering to ethical communication practices which include truthfulness, accuracy, honesty, and reason as essential to the integrity of communication.
5. Identify communication skills that contribute to effective leadership.
6. Demonstrate the ability to discover, critically evaluate and accurately report information by finding, critically examining, and using supporting materials from primary and secondary sources for credibility, accuracy, and secondary sources for credibility, accuracy, and relevance in their speeches and presentations. And by applying rhetorical principles to analyze historical and contemporary public discourse.
7. Organize presentations effectively by practicing and refining the concepts presented in the course through a variety of well-prepared faculty-supervised, faculty-evaluated speeches delivered to a live audience (one to many) using effective delivery techniques and employing effective verbal and nonverbal practices while delivering a speech and managing communication apprehension. Design and use presentational aids effectively to enhance the message.
8. Students will demonstrate the ability to effectively prepare for and deliver presentations within small group settings by understanding the theoretical foundations of creating and sharing knowledge, including the canons of rhetoric and the Aristotelian proofs of ethos, pathos, and logos.
9. Explain the psychological, social, and cultural basis and significance of oral communication as it occurs in dyads, small and large groups, and public settings
10. Demonstrate effective listening skills in various settings by listening critically to provide constructive criticism to peers.
11. Adapt communication strategies to fit the audience and situation.
12. Present their views persuasively, in front of a live audience by conceptualizing and effectively using compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and across a variety of contexts.

Course Level Student Learning Outcomes:

1. Assess, compare, and contract audience, purpose, subject, and types of presentation.
2. Evaluate rules and norms of group interaction.
3. Identify, analyze, and critique problems to produce a systematic procedure for problem solving.

Local General Education Learning Outcomes:

Demonstrates the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, problem solve, and make decisions, information management and computer literacy.

Course Scope and Content:

- Unit I Working in a Group
- A. Working in diverse groups to demonstrate rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility, **in public speaking and small group contexts.**
 - B. Four elements of a problem-solving group
 - C. The small group as a system
 - D. The power of one
 - E. Characteristics of diverse groups
 - F. The power of diversity
 - G. Context, audience, and purposes of small-group communication: Dyads, small and large groups, public settings, and group dynamics and/or roles within groups.
 - H. **Understanding and managing communication apprehension in public speaking and small group contexts**
 - I. Individual and group exercises
- Unit II Discovering Yourself
- A. Being open to self-discovery
 - B. Spending time by yourself
 - C. Self-discovery inventories
 - D. Speaking kindly to yourself
 - E. Accepting yourself
 - F. Accepting others
 - G. Critically thinking about yourself as a communicator.
 - H. Individual and group exercises
- Unit III Expressing Yourself Clearly
- A. Communication is a learned behavior
 - B. Five roles that prevent clear expression
 - C. The communication process
 - D. I-Statements
 - E. Four levels of communication
 - F. Gender differences in conversational strategies
 - G. Guidelines for speaking clearly
 - H. Checking your implicit communication biases
 - I. Using inclusive language and behavior
 - J. Defensive vs. supportive group climates
 - K. Individual and group exercises
 - L. Oral presentation includes practicing and refining the concepts presented in the course through a variety of well-prepared faculty-supervised, faculty-evaluated speeches delivered to a live audience (one to many) using effective delivery techniques and employing effective verbal and nonverbal **delivery skills in public speaking and small group contexts** ~~practices while delivering a speech and managing communication apprehension.~~

M. Rhetorical theories and genres of communication (e.g. Aristotle), including informative and persuasive speaking

Unit IV

Listening for Understanding

- A. The importance of listening
- B. The process of listening
- C. Poor listening styles
- D. Barriers to listening
- E. Acceptance: A requirement for listening
- F. Listening for understanding: Active listening critically to provide constructive criticism to peers.
- G. Advantages of active listening
- H. Guidelines for active listening
- I. Effective Listening **including strategies for providing and receiving feedback on presentation content and form**
- J. **Demonstrate effective critical listening to speakers and small group members**
- I. Intercultural awareness
- J. S.O.A.R. Technique
- K. Individual and group exercises

Unit V

Problem Solving in Groups

- A. Myths of small group problem solving
- B. Decision making
- C. Decision-making techniques
- D. Discussion questions
- E. The standard problem-solving agenda
- F. Problem-solving communication skills
- G. The circular nature of problem solving
- H. Being more creative
- I. Individual and group exercises

Unit VI

Preparing for Discussion

- A. You don't know everything
- B. We can always know more
- C. Where to research
- D. What to research
- E. Constructing an information sheet
- F. **Effective presentational aid design and use of Using** visual aids
- G. Testing evidence and reasoning by conceptualizing and effectively using compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and across a variety of contexts.
- H. Recognizing logical fallacies
- K. Providing and receiving feedback about both the content and forms of communication by applying rhetorical principles to analyze historical and contemporary public discourse. And by understanding the theoretical foundations of creating and sharing knowledge, including the canons of rhetoric and the Aristotelian proofs of ethos, pathos, and logos.
- I. Ethical communication by knowing and adhering to ethical communication practices which include truthfulness, accuracy, honesty, and reason as essential to the integrity of communication.
- J. Your time management
- K. **Effective research for presentations, including** organizing, evaluating, and reporting

information by finding, critically examining, and using supporting materials from primary and secondary sources for credibility, accuracy, and secondary sources for credibility, accuracy, and relevance in their speeches and presentations.

L. Individual and group exercises

Unit VII

Guiding Discussion

- A. Guiding discussion to a shared path
- B. Task-guiding behaviors
- C. Social-guiding behaviors
- D. Being an effective follower
- E. Being an effective online participant
- F. Three online meeting situations
- G. Individual and group exercises

Unit VIII

Leading a Group

- A. What is leadership?
- B. Approaches to leadership
- C. The attitude of the servant leader
- D. Leading an effective meeting
- E. Benefits of shorter meetings
- F. Facilitating virtual diverse group meetings
- G. Developing leadership skills in others
- H. Taking care of yourself as a leader
- I. Communication and leadership
- J. Individual and group exercises

Unit IX

Building a Cohesive Group

- A. The social dimension
- B. Feeling successful
- C. Feeling connected
- D. Feeling valued
- E. Feeling supported
- F. Trusting others
- G. Groupthink: When groups are too cohesive
- H. Individual and group exercises

Unit X

Managing Conflict

- A. A different approach to conflict
- B. Myths of conflict
- C. Advantages of conflict
- D. Persuasion
- E. Three types of group conflict
- F. Conflict management
- G. Dealing with procedural conflict
- H. Dealing with substantive conflict
- I. Dealing with interpersonal conflict
- J. Specific interventions for dysfunctional behavior
- K. The spirit of collaboration
- L. Forgiveness
- M. Individual and group exercises

Learning Activities Required Outside of Class:

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

1. Studying
2. Answering questions
3. Skill practice
4. Completing required reading
5. Written work
6. Observation of or participation in an activity related to course content: Attend a real-world group meeting (e.g. college committee meeting, library board, city council, student government), and analyze the communication strategies used by the members to persuade or influence each other. Connect your analysis to Aristotle's three modes of proof (ethos, logos, pathos). Prepare a 1-page analysis paper presenting your analysis and evaluating the effectiveness of the group's persuasive dynamics.

Methods of Instruction:

1. Lectures
2. Discussion
3. Purposeful Collaboration
4. Activities
5. Independent Study

Methods of Evaluation:

Quizzes and tests: applying rhetorical principles to analyze historical and contemporary public discourse.

Each group member would be participating in research, writing, rehearsal process and presentation of the group projects in front of a live audience in English.

Examples of Assignments and/or Activities:

Group research project and presentation: Students will work together in groups to discuss, write, and research a group project. For example, students could research a company that needs improvement and show what needs to be improved and why and how those proposed ideas could be utilized for the success of the company. They are writing an informative and persuasive research outline, paper and presentation. Based on the information and examples provided in class, students will prepare a formal outline for the group presentation, in which each student prepares and presents their assigned part for a 10 to 15 minute informative and persuasive oral presentation. The outline and paper include a minimum of 3 sources from reliable and credible sources such as books, articles, and academic journal articles with corresponding references using APA guidelines. The outline should be 2-3 pages long. The paper would consist of 3-5 pages.

Research for the group project Papers: Finding, critically examining, and using supporting materials from primary and secondary sources for credibility, accuracy, and secondary sources for credibility, accuracy, and relevance in their speeches and presentations. As well as, conceptualizing and effectively using compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and across a variety of contexts.

Rehearsal of group presentation: Students will practice their individual parts of the group presentation in front of their groups in preparation for their presentation in front of the class.

Presentation of the group project: ~~Group and Individual~~ **group members will present** presentations in front of a live audience in English, which includes listening critically to provide constructive criticism to peers. And knowing and adhering to ethical communication practices which include truthfulness, accuracy, honesty, and reason as essential to the integrity of communication. As well as, demonstrating rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility.

Students will critically analyze group presentations by evaluating their own presentation skills, the presentation skills of fellow group members and the presentation skills of other groups. The 3–4-page essay will analyze speech content, organization, and delivery. It will provide an assessment of the speaker’s strengths and weaknesses and specific ideas for improvement.

~~Students will practice and refine the concepts presented in the course through a variety of well-prepared faculty supervised, faculty-evaluated speeches delivered to a live audience (one to many) using effective delivery techniques and employing effective verbal and nonverbal practices while delivering a speech and managing communication apprehension.~~

Supplemental Data:

TOP Code:	150600: Speech Communication
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	Y: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO

Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSA1: CSU Area A1 IG1C: IGETC Area 1C LCAT: Local GE Communication
Discipline:	Communication Studies

MEMO

To: Greg Bormann, Vice President of Instruction
Vicki Jacobi, Curriculum Co-Chair

From: Mike Mayfield

Division: Math & Science

Date: 4/4/2025

Re: Associate in Science in Mathematics **2.0** for Transfer Degree

Program Title: Associate in Science in Mathematics **2.0** for Transfer Degree

Type of Curriculum Change:

☐ New Program ☐ Substantial Program Change* ☐ Nonsubstantial Program Change*

*For Program inactivations, please follow [Administrative Procedure 4021](#)

I have reviewed the Program Review prior to updating this program:

☒ Yes ☐ No

Justification for Request:

Please enter a brief description of the background and rationale for the new program or for the changes if amending an existing program.

Responding to Changes at the State Level.

Transfer Model Curriculum (TMC) Template for Mathematics**CCC Major or Area of Emphasis:** Mathematics**TOP Code:** 170100**CSU Major(s):** Mathematics**Total Units:** 18 (*all units are minimum semester units*)

Template # 2001

Rev. 4: 09/01/14

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

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

or the ASSIST website:

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

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

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

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

Attach the appropriate ASSIST documentation as follows:

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

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

Associate in Science in Mathematics for Transfer Degree						
College Name: Taft College						
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
REQUIRED CORE: (12 units) Select 1 of 3 options						
Option 1:						
Single Variable Calculus I – Early Transcendentals (4) OR Single Variable Calculus I – Late Transcendentals (4)	MATH 210 OR MATH 211	MATH 2100	Analytic Geometry and Calculus I	5	B4	Area 2
Single Variable Calculus II – Early Transcendentals (4) OR Single Variable Calculus II – Late Transcendentals (4)	MATH 220 OR MATH 221	MATH 2120	Analytic Geometry and Calculus II	4		
Multivariable Calculus (4)	MATH 230	MATH 2130	Analytic Geometry and Calculus III	4		
OR						
Option 2:						
Single Variable Calculus Sequence (8) OR	MATH 900S OR					

Single Variable Calculus I – Early Transcendentals (4) AND Single Variable Calculus II – Early Transcendentals (4) OR Single Variable Calculus I – Late Transcendentals (4) AND Single Variable Calculus II – Late Transcendentals (4) Multivariable Calculus (4)	MATH 210 AND MATH 220 OR MATH 211 AND MATH 221 MATH 230				
OR					
Option 3:					
Single Variable and Multivariable Calculus Sequence (3 semester/4 quarters for 12 units)	AAM				
Select 6 units minimum from the LISTS below with at least 3 units from LIST A.					
LIST A: Select one to two (3-6 units)					
Ordinary Differential Equations (3)	MATH 240	MATH 2140	Ordinary Differential Equations	4	
Introduction to Linear Algebra (3)	MATH 250	MATH 2125	Linear Algebra	4	
OR					
Differential Equations and Linear Algebra (5)	MATH 910S				
LIST B: Select one (1-4 units)					
Discrete Mathematics (3)	MATH 160				
Calculus-Based Physics for Scientists and Engineers: A (4)	PHYS 205	PHYS 2221	General Physics (Calculus)	4	B1 or B3
Mathematical Computing Systems (1)	AAM				
Computer Programming (3)	AAM	ENGR 1540	Introduction to Programming Concepts and Methodologies for Engineers with Lab	4	
Proof (3)	AAM				
Introduction to Statistics (3)	MATH 110	STAT 1510	Elementary Statistics	5	B4
Total Units for the Major:	18	Total Units for the Major:		21-22	
		Total Units that may be double-counted (The transfer GE Area limits must <u>not</u> be exceeded)		3-7	3-7
		General Education (CSU-GE or IGETC) Units		39	37
		Elective (CSU Transferable) Units		2-7	2-7
		Total Degree Units (maximum)		60	

NOTE:

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

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction/Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website: <https://www.assist.org/>.

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

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

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

Attach the appropriate ASSIST documentation as follows:

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

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

Associate in Science in Mathematics 2.0 for Transfer Degree					
College Name:					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (17-18 units)					
Single Variable Calculus Sequence (8)	MATH 900S				
OR	OR				
Single Variable Calculus I – Early Transcendentals (4)	MATH 210				
AND	AND				
Single Variable Calculus II – Early Transcendentals (4)	MATH 220				
OR	OR				
Single Variable Calculus I – Late Transcendentals (4)	MATH 211				
AND	AND				
Single Variable Calculus II – Late Transcendentals (4)	MATH 221				

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TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Multivariable Calculus (4)	MATH 230				
Ordinary Differential Equations (3) AND Introduction to Linear Algebra (3) OR Differential Equations and Linear Algebra (5)	MATH 240 AND MATH 250 OR MATH 910S				
List A: Select one (3-4 units)					
Programming Concepts and Methodologies I (3) OR Any Introductory Programming Course such as C++, Python, and such that is articulated for transfer for the major	COMP 122 OR AAM				
Calculus-based Physics for Scientists and Engineers: A (4)	PHYS 205				
Total Units for the Major:	20-22	Total Units for the Major:			
		Total Units that may be double-counted (The transfer GE Area limits must <u>not</u> be exceeded)			
		General Education (Cal-GETC) Units			34
		Elective (CSU Transferable) Units			
		Total Degree Units (maximum)			60

The new Curriculum Inventory System, launched in September 2012, has added new requirements to program proposals. Please fill out this form and include it with your degree or certificate submission.

Program Title: Associate in Science in Mathematics for Transfer

Program TOP Code: 170100 Mathematics, General

The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter, thus the program TOP code will reflect the majority of required degree courses.

Annual Completers: 5

Number of students estimated to receive the degree or certificate each year after the program is fully established.

Program Goal: Transfer

Degree and Certificate programs may have the following specified program goals: Career Technical Education (CTE), Transfer, CTE & Transfer, and Other- Designed to meet community needs.

Net Annual Labor Demand (CTE only): N/A

For CTE programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas. In most cases, this figure must cover only the counties within the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used.

Faculty Workload: 3.4

Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one and a quarter full-time equivalent faculty would be entered as 1.25.

New Faculty Positions: 0

Provide the number (not FTEF) of separately identified new positions, both part- and full-time. For example, if three part-time positions will be new, then enter the number 3 (three). If existing faculty are sufficient for offering the program with courses and no plans exist to hire new faculty, enter 0 (zero).

New Equipment: \$0

If new equipment will be acquired for this program, estimate (in dollars) the total cost from all sources, including district and state funds.

New/Remodeled Facility: \$0

If new or remodeled facilities will be acquired for this program, estimate (in dollars) the cost from all sources, including district and state funds.

Library Acquisitions: \$0

Provide the estimated cost (in dollars) of library and learning resources materials

Program Review Date: Fall 2024

Enter the month and year of the first scheduled review of the ADT after it has been approved. For an ADT with a program goal of "Career Technical Education (CTE) and Transfer," pursuant to Education code section 78016 the ADT must be reviewed every two (2) years.

Gainful Employment: N/A

Indicate if the program meets U.S. Department of Education gainful employment criteria. Not applicable for AA-T or AS-T degrees.

Apprenticeship: No

Select "No" if the program is not an apprenticeship. Select "Yes" if the program is an apprenticeship with approval from the Division of Apprenticeship Standards.

Distance Education: 1-49%

Indicate the extent to which the courses associated with the certificate are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%

CTE Regional Consortium Approved: No

For programs with a selected program goal of CTE or CTE and Transfer, by selecting "Yes" the college certifies that the certificate was approved by the CTE regional consortium. For a program with a selected goal that does not include CTE, this field is not required.

To: Dr. Leslie Minor Chief Instructional Officer
Dr. Vicki Jacobi, Curriculum Co-Chair

From: Tabitha L. Raber

Division: Social Science

Date: 3/24/2025

Re: ADMJ 2131 Control & Supervision in Corrections

Type of Curriculum Change:

- | | |
|--|---|
| <input type="checkbox"/> New Course* | <input type="checkbox"/> Substantial Course Change* |
| <input type="checkbox"/> Nonsubstantial Course Change* | <input checked="" type="checkbox"/> Course Inactivation |

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☒ As part of the 5 year review cycle
- ☒ Other (please explain): No longer aligns with Modern Police/Criminal Justice Education Plan

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

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

[Click here to enter text.](#)

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

This course is currently listed as an elective for the local degree. There are still nine remaining courses each (3 units each) for students to achieve the total requirement of nine units in ADMJ courses. The deactivation of this course will not adversely affect students pursuing the local degree path.

SLOASC review date: _____

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

☐ **Addition to Taft College General Education:**

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

To: Dr. Leslie Minor Chief Instructional Officer
Dr. Vicki Jacobi, Curriculum Co-Chair

From: Tabitha L. Raber

Division: Social Science

Date: 3/24/2025

Re: ADMJ 2133 Legal Aspect of Corrections

Type of Curriculum Change:

- | | |
|--|---|
| <input type="checkbox"/> New Course* | <input type="checkbox"/> Substantial Course Change* |
| <input type="checkbox"/> Nonsubstantial Course Change* | <input checked="" type="checkbox"/> Course Inactivation |

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☒ As part of the 5 year review cycle
- ☒ Other (please explain): No longer aligns with Modern Police/Criminal Justice Education Plan

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

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

Click here to enter text.

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

This course is currently listed as an elective for the local degree. There are still nine remaining courses each (3 units each) for students to achieve the total requirement of nine units in ADMJ courses. The deactivation of this course will not adversely affect students pursuing the local degree path.

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☐ **Addition to Taft College General Education:**

☐ Natural Science

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☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

AP 4235 Credit for Prior Learning

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Reference:

Education Code Section 79500;

Title 5 Section 55050, 55051, and 55052, and 55052.5

Credit may be obtained by one of the following methods:

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

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

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

Determination of Eligibility to Receive Credit by Examination:

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

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

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

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

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

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

BP 4235 Credit for Prior Learning

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Reference:

Title 5, Section 55753 et seq.

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

See Administrative Procedures AP 4235

AP 4236 Advanced Placement Credit

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Reference:

Education Code Section 79500

Title 5 Section 55052

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

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

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

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

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

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

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Implemented 8/30/18 Revised ??/??/??

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Title	Number	Status	Comments
ADMJ	2134	SLO	On SLO Agenda for May / Not approved for DL
CTRP	1131	DL	Not approved for DL
CTRP	1132	DL	Not approved for DL
CTRP	1133	DL	Not approved for DL
CTRP	1134	DL	Not approved for DL
CTRP	1141	DL	Not approved for DL
CTRP	1152	DL	Not approved for DL
CTRP	1153	DL	Not approved for DL
CTRP	1154	DL	Not approved for DL
CTRP	1161	DL	Not approved for DL
CTRP	1162	DL	Not approved for DL
CTRP	1163	DL	Not approved for DL
CTRP	1164	DL	Not approved for DL
CTRP	1260	DL	Not approved for DL
DS	0250	Tech Rev.	Being held back for program approval
DS	0260	Tech Rev.	Being held back for program approval
DS	0280	Tech Rev.	Being held back for program approval
DS IF	CoC	SLO	SLO's need to be revised
DS PCP	CoC	SLO	SLO's need to be revised
ECEF	1500	CCN	Pending CCN submission/DL Approved
ECEF	1511	CCN	Pending CCN submission/DL Approved
ECEF	1521	CCN	Pending CCN submission
ECEF	1531	CCN	Pending CCN submission
ECEF	1561	DL	Going back to DL
ECEF	1571	CCN	Pending CCN submission
ECEF	1581	DL	Going back to DL
ECEF	1582	DL	Going back to DL
ECEF	1583	DL	Going back to DL
ECEF	1584	DL	Going back to DL
ECEF	1590	CCN	Pending CCN submission
ECEF	1601	CCN	Pending CCN submission
ECEF	1611	DL	Going back to DL
ECEF	1612	DL	Going back to DL
ECEF	1621	DL	Going back to DL
ECEF	1653	DL	Going back to DL
ECEF	2021	DL	Going back to DL
ECEF	2041	DL	Going back to DL
ECEF	2051	DL	Going back to DL
EHS	AS-T	SLO/DL	
ENER	1025	Tech Rev.	
ENER	1503	Tech Rev.	DL Approved

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